

INSPECTION REPORT

SANDHURST JUNIOR SCHOOL

Catford, London

LEA area: Lewisham

Unique reference number: 100702

Headteacher: Mrs Valerie Jones-Hughes

Reporting inspector: Jane Lamb
2153

Dates of inspection: 27 - 28 November 2001

Inspection number: 194858

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Mel Church
Date of previous inspection:	9 - 13 June 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sandhurst Junior School is situated in Catford in the London Borough of Lewisham and is a larger than average sized primary school. There are 300 pupils on roll: 156 girls and 144 boys. On entry to the school pupils have generally just below average standards in reading and writing and above average standards in mathematics. The number of pupils eligible for free school meals is about average. The school has identified 121 pupils as having special educational needs, which is also well above the national average, and three pupils have statements of special educational needs. The school serves an increasingly diverse community, and about 57 per cent of pupils are from ethnic minority backgrounds, including a few pupils of refugee status. About 40 per cent of pupils have English as an additional language, which is very high compared with national averages and a small proportion of pupils are at a very early stage of acquiring English.. The main languages spoken other than English are Turkish, Yoruba, Tamil and Farsi. The school has a higher proportion of pupils with English as their additional language and with special educational needs than at the time of the last inspection.

HOW GOOD THE SCHOOL IS

Sandhurst Junior School is a good school with many very good features. Pupils attain generally good standards and achieve very well. The school is a caring community with a very strong ethos based on mutual respect and cooperation. The school serves its community well and is particularly valued by parents. The quality of teaching is very good and pupils are encouraged to work hard. The leadership and management of the school are good and there is a strong commitment to raising standards while also offering a broad, rich and interesting curriculum. The school provides good value for money.

What the school does well

- Results in national tests in Year 6 are generally good and are in line with national averages in English, above national averages in mathematics and well above in science. When compared with schools with similar intakes, the standards in English, mathematics and science are high.
- The quality of teaching is very good.
- The leadership and management of the school are good.
- Provision for pupils' spiritual development is excellent and that for their personal, moral, social and cultural development is very good.
- Provision for pupils with special educational needs and for those pupils with English as an additional language is very good.

What could be improved

- There are no issues of substantial importance for the school to improve.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997 when it was found to be good. Since then it has made good overall improvement in the issues identified in the inspection report, with some other very good areas of improvement also seen. The medical room and administration areas have not been improved, due to factors outside the school's control. Standards in national tests in all subjects have shown good or very good improvement, particularly in mathematics and science. Pupils' attainment and progress in information and communication technology (ICT) and the provision for this have improved greatly. The quality of teaching and learning has also shown very good improvement, particularly in the percentage of teaching which is very good or excellent. There is more monitoring of teaching, which has resulted in the improvement, and more sharing of good practice. Curriculum leadership has developed well and coordinators are well involved in assessment and raising and monitoring standards. There are good improvements in the extra accommodation and outside play areas, pupils' personal development and their attitudes and values.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	A	C	C	A
Mathematics	B	B	B	A
Science	A	A	A	A*

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

Year 6 pupils' attainment in the 2001 tests was in line with the national average in English but well above the average for schools with similar intakes. In mathematics, results were above the national average and well above similar schools. In science, they were well above the national average and also in the top 5 per cent nationally when compared to similar schools, which is a significant strength. Over the last three years, results in English and mathematics have been above the national average and in science they have been well above. Girls have attained slightly higher test results than boys in all three subjects over the last three years, although this was not seen in the inspection. The trend in results in recent years is broadly in line with the national trend. The school set challenging targets in English and mathematics and in 2001 these were exceeded. The school received the School Achievement Award for improvements in standards from 1997 to 2000 and the Artsmark Award this year for commitment to the arts. Standards of work seen during the inspection confirm the recent test results and show also that pupils are often achieving very well and making good progress from their previous levels in English, mathematics, and ICT. The standards in science are extremely good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school and are interested and enthusiastic in what they do. They are proud of their achievements and respectful of others.
Behaviour, in and out of classrooms	Good throughout the school. There was also some very good behaviour seen in many lessons.
Personal development and relationships	Very good. Pupils develop good confidence as they progress through the school and become increasingly responsible. The very good ethos and relationships in the school help to create a stimulating learning environment.
Attendance	Satisfactory. Attendance is just above the average nationally and unauthorised absences are below the national average. Pupils are punctual.

The pupils' very good attitudes, relationships and personal development and their good behaviour, provide a good basis for their learning and make a positive contribution to their achievement.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
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Quality of teaching	Very good.
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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 and learning is at least good in almost all lessons, with a substantial number of very good and excellent lessons also seen. This is a significant improvement from the previous inspection and reflects the stability of the staffing and the good levels of support and professional training given by the senior management of the school.

The school meets the needs of its pupils well and outside agencies are also used very well to provide specific support; for example, for pupils with special educational needs. The teaching in mathematics and numeracy is particularly good, with all lessons being at least very good. This reflects the school's adoption of the numeracy strategy early in the project, which has had a significant impact on the good standards attained. Teaching in English, including literacy, is generally good with some very good and excellent lessons also seen. English teaching, particularly the planning for different groups of pupils, is not as well developed as mathematics. This is mainly due to the school having used the National Literacy Strategy for only one year. Both the literacy and numeracy strategies have been adopted well but the school has had far less time to develop the literacy lesson planning, which accounts for the lower proportion of very good lessons seen in English compared to mathematics. The school uses setting effectively for part of the week to raise standards in both English and mathematics. Teaching seen in science and ICT was very good and has had a good impact on the pupils' much improved progress in the subjects.

Pupils' learning is often very good and reflects the pupils' particularly good attitudes, the high quality of teaching and the very good support given by the very skilful classroom assistants. Teachers help pupils to understand the relevance of what they are doing by sharing the learning intentions for the lessons with them and referring back to them to see what progress has been made. The school targets additional support for pupils with special educational needs and those who speak English as an additional language very well, and this results in them making good progress towards the targets set. Teachers manage pupils particularly well and also have very good classroom organisational skills. Many lessons are very lively and stimulating and capture the pupils' interest to enhance their learning. Expectations of pupils' behaviour are consistently good and pupils are encouraged to do their best. This results in pupils being confident, keen to respond and to offer suggestions and being able to put forward their own viewpoints. Very good marking of pupils' work by teachers gives pupils a clear idea of how they can improve and improves their confidence.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school offers a rich and stimulating curriculum and is particularly strong in maintaining good basic standards while developing high standards in art and design, music and creative work also.
Provision for pupils with special educational needs	Pupils with special educational needs receive very good support and generally progress well towards the targets set in their individual plans. The management and organisation of provision are good and staff work well as a team to meet the pupils' needs.
Provision for pupils with English as an additional language	Pupils are very well supported and are fully involved in all learning activities. They make similar progress to that of their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development through the promotion of spiritual awareness, knowledge of social and moral responsibilities and the experience of wide-ranging cultural activities is very good, with provision for spiritual development being excellent.
How well the school cares	Staff have a good knowledge and understanding of their pupils and make

for its pupils	good provision for their welfare, health and safety. The medical room facilities are still inadequate.
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The headteacher, staff and governors are very keen to ensure that the pupils experience a rich and varied curriculum, as well as successfully meeting the requirements of the National Curriculum and other national initiatives. This is achieved by the provision of a very good range of activities that includes a strong emphasis on the arts for which the school has just received the Artsmark Award from the Arts Council and a good range of extra-curricular activities. Pupils are cared for well but the medical room facilities are still unsatisfactory and this hinders the school in its care of pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The new headteacher has a very good vision for further improvement and has forged a strong partnership with the deputy head and senior staff. Governors and staff support her well.
How well the governors fulfil their responsibilities	The governors fulfil their roles well and are well involved in the school improvement planning, which still needs further refinement. They meet all statutory requirements and understand the school's strengths and weaknesses well.
The school's evaluation of its performance	Good; the school effectively analyses its strengths and weaknesses and monitors provision well to decide what needs to be done next.
The strategic use of resources	The school manages and uses its resources well and finances priorities for development effectively. Staff and governors seek to obtain best value for money.

The success of the school stems from the strong teamwork of all staff and good vision and management of the headteacher, senior staff and governors. The school improvement plan and the coordinators' action plans now need to be incorporated in an overall improvement plan. The principles of best value are well applied.

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 expects children to work hard to achieve their best. • Their children like school. • The teaching is good. • Children are making good progress. • They feel comfortable approaching the school. • They feel that behaviour is good. 	<ul style="list-style-type: none"> • The amount of homework given is inconsistent.

The inspectors fully agree with the parents' positive views of the school and the very good regard they have for the school overall. The school has a clear policy for homework, but the samples of homework seen show some inconsistency between classes. The inspectors feel that the school needs to ensure that the homework policy is monitored and that parents fully understand what their children are asked to do.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Results in national tests in Year 6 are generally good and are in line with national averages in English, above national averages in mathematics and well above in science. When compared with schools with similar intakes, the standards in English, mathematics and science are high.

1. Compared with all schools, Sandhurst Junior School attained average standards in English, above average standards in mathematics and well above average standards in science, in the National Curriculum tests and assessments for Year 6 pupils in 2001. When compared with schools with similar intakes, pupils attained well above average results in English and mathematics and their results in science were very high and place the school's performance in the top 5 per cent of similar schools nationally. The percentages of pupils attaining the higher Level 5 results were above average in English and mathematics and well above average in science. Evidence gained from observing lessons, talking to pupils and looking at their work shows that pupils in the current Year 6 are likely to maintain these good standards and reach the targets set by the school. These good standards of attainment are a reflection of the very good quality of teaching and the pupils' particularly good attitudes and learning. The school has a higher proportion of pupils with English as their additional language and with special educational needs than average, and these are also higher than at the time of the last inspection.
2. Pupils are developing appropriate standards in speaking and listening throughout the school and are given many opportunities to improve their skills, such as in drama lessons and in speaking and reading for an audience. For example, pupils read their own very expressive, prayers and poems about peace during an assembly. Reading standards are well developed and pupils read with enjoyment, good expression, understanding and appropriate attention to grammar and pronunciation. There is good use of the school and local libraries and a male learning mentor works for two days a week including working with boys to encourage their interest. The pupils produce an interesting range of writing, including report writing, poetry, scripts and extended expressive writing. Particular strengths of the written work are the good presentation and handwriting and the wide range of interesting and diverse work covered. Teachers mark work with sensitivity and encourage pupils to improve further by the useful comments made.
3. The school has set targets for improving boys' written work and the impact of this is starting to be seen in some of the good boys' written work seen and displayed around the school. The computer suite is used well to support English learning in a variety of ways. A group of Year 5 pupils were writing settings and stage directions and using a variety of tools to identify different parts of a script. In the two excellent literacy lessons seen in Year 6, the impact of the teachers' very high levels of expertise, high expectations and lively and well-structured teaching enabled pupils to make very good progress and achieve particularly well. By the time they leave the school the pupils have had good experience in speaking, reading and writing for a wide range of purposes and audiences.
4. The introduction of the numeracy strategy has raised standards of pupils' work in mathematics and given them the opportunity for a wide range of interesting and varied work to consolidate and extend their learning. They are confident in using their numeracy skills in problem solving and have very good competence in number facts. They are given work which is very well matched to their different needs and teachers mark their work extremely well, giving them ways in which they can improve and praising their good efforts. Pupils are very aware of what the learning intentions are for their lessons and have a good understanding of their own learning and targets for improvement. Pupils in Year 3 were able to quickly identify odd and even number patterns and identify odd and even outcomes when adding three numbers. In the best lessons, the teachers' effective questioning results in pupils explaining how they arrived at their answers and assesses and develops their mathematical strategies. For example, Year 6 pupils were investigating prime numbers and testing Goldbach's statement that any even number can be made by adding two prime numbers. They used the end of lesson discussion to decide whether or not this was true in the light of their own investigations. This activity extended their mathematical thinking and problem solving skills very effectively and was very well taught.

5. Standards were well above expected levels in two science lessons seen during the inspection. Pupils showed very good understanding of soluble and non-soluble substances and were confident in investigating the best way for dissolving substances in an excellent Year 6 science lesson. They accurately recalled what they had learnt before and applied this to the new investigation, showing a very good understanding of the conditions needed for a fair test. This enabled them to design their own investigations. The standards of work were particularly high because the teachers had very good levels of expertise in the subject and set pupils very clear tasks which were well explained. Resources were well prepared and probing questions were used to enable the pupils to recall their previous learning and apply it to their new investigations, ensuring that their tests were fair.
6. Pupils' consistency of progress in ICT, which was an issue from the last inspection, is now good. The school uses the new suite of computers very effectively to promote understanding of ICT as a tool for learning in a variety of subjects and as a subject in its own right. Pupils were attaining above average standards in the three lessons observed and were confident and skilful due to the teachers' confidence and good expertise.

The quality of teaching is very good.

7. Teachers are conscientious and hard working and have developed very good pupil management and classroom management skills. The key issue from the last inspection has been well implemented and the good practice has now been well extended so that almost all teaching seen now is good and a substantial proportion is very good or excellent, which is a particularly good improvement. Teachers' subject knowledge is particularly good in developing pupils' writing and expressiveness in English, and in mathematics, science and ICT. Work seen displayed around the school showed a very high quality of art work and singing is also well taught. As well as recognising the need to give pupils a good understanding in English, mathematics, science and ICT, the school is keen to ensure that pupils experience a rich and stimulating curriculum, including very good provision in the arts. This stimulates pupils' interest and broader development and adds to their self-esteem and creative expressiveness. Although not all subjects were seen being taught during the inspection, it was clear from displayed work that pupils achieve well above average standards in art. Pupils also sing and perform well due to the high expectations of the music teacher who also conducts their singing in assemblies. This was seen during the school assembly where pupils in the school choir sang tunefully and melodically in parts songs when performing for the whole school.
8. Teachers are very confident in sharing and developing the learning intentions for lessons with their pupils. Consequently, pupils understand what they will learn and have the opportunity at the end of the lesson to think about the progress they have made. The very good marking of pupils' work by teachers has a similarly good impact on pupils' understanding of their own learning and the ways in which they can improve. The particularly good use of classroom assistants, many of whom have high levels of expertise, was also a feature of many lessons and often gave very good levels of support to pupils with special educational needs and those for whom English is an additional language. A very good example was seen in an ICT lesson where the very knowledgeable classroom assistant gave high quality support to a group of pupils to enable them to understand the task of making 'buttons' to show page turnings in books they were making. Many of the pupils with English as an additional language achieve standards in line with their peer group due to the very good levels of support they are given by class teachers and specific support staff.
9. The teaching in mathematics and numeracy is particularly good, with all lessons being at least very good and an excellent lesson also being seen. This reflects the school's adoption of the numeracy strategy early in the project, and this has had a significant impact on the good standards attained. Tasks and activities are very well matched to the pupils' different levels of attainment in both planning and teaching and there is a good focus on teaching a wide range of methods to support both written and mental calculations. The teachers provide interesting and varied tasks in mathematics to consolidate and extend learning, including problem solving and investigations. These provide pupils with good opportunities to use and extend their existing skills and knowledge and pose their own problems. The structure of the National Numeracy Strategy is very well adhered to in lessons and the balance of work provides a suitable focus on all elements

of the mathematics curriculum. The impact of this on pupils' learning and standards of work has ensured that standards have been consistently above the national average in tests at 11 over the last three years.

10. Teaching in English including literacy is generally good with some very good and excellent lessons also seen. For example, particularly lively teaching in an excellent Year 6 lesson ensured that pupils were very interested to learn, were confident in using interviewing techniques as a way of exploring characters and were able to extend their skills in dramatic presentation. English teaching, particularly the planning for different groups of pupils, is not as well developed as mathematics, particularly in the consistency of teachers' planning. This is mainly due to the school having been involved in the National Literacy Strategy for only one year, as one of the final group of schools to be brought in. There is also currently a vacancy for an English coordinator; the coordination of the subject being currently covered well by a team of teachers. The literacy strategy has been adopted well but the school has had far less time to develop the literacy lesson planning and this has an impact on the consistency of the quality of teaching and the close monitoring of the progress of different groups of pupils. This is comparatively weaker in English lessons, with less very good teaching seen than in mathematics. Pupils with special educational needs are often very well supported by setting, some withdrawal groups and specific support from a range of school-based and external support staff.
11. Teachers have good subject knowledge in literacy and very good expertise in numeracy, mathematics and science teaching. They use different sections of the sessions well to develop and consolidate pupils' skills and knowledge. In numeracy, teachers' planning is linked well to the different levels of pupils' attainment and this is also particularly strong also in the consistently very good teaching.
12. The school uses setting effectively for part of the week to raise standards in both English and mathematics. Teaching seen of ICT was very good and has had a good impact on the pupils' much improved progress in the subject and the good standards they are now achieving. Support for pupils with English as an additional language is also often very good and ensures that pupils are well included in the curriculum and often achieve standards in line with their peer group.
13. Pupils' learning is often very good and reflects the pupils' particularly good attitudes, the high quality of teaching and the very good support given by classroom assistants, who are very skilful. Many lessons are very lively and stimulating and capture the pupils' interest very well to enhance their learning. Expectations of pupils' behaviour are consistently good and pupils are encouraged to do their best. This results in pupils being independent and confident, enthusiastic in their responses and well able to offer suggestions and put forward their own viewpoints. Some parents feel that homework provision is inconsistent. The samples of homework seen were sometimes inconsistent between classes and the school needs to monitor its useful homework policy to ensure that it is fully implemented.
14. Teachers and support staff work well together as a team and take a pride in their pupils' achievements in the high quality of displayed pupils' work. This also contributes positively to the pupils' self-esteem and creates an aesthetically pleasing and stimulating learning environment; consequently their learning is enhanced. Pupils make good progress because of the high expectations of staff, the provision of a broad, balanced and stimulating curriculum and the pupils' good behaviour and very good attitudes to learning.

Leadership and management of the school are good.

15. The new headteacher has been in post since the beginning of this term and has a very good vision and overview of the strengths and weaknesses of the school and ways in which it can be improved further. She has forged a strong and effective partnership with the very able deputy head and other senior staff within the senior management team. The school benefits also from welcoming, efficient and friendly administration staff, despite the cramped conditions in which they work. The governing body, who are well-led by a very experienced chair of governors are highly supportive of the school and have a good strategic overview of the educational developments and priorities needed to continually improve. The school's overall aims of improving provision and standards are reflected well in its work. Good systems monitor pupils' progress and evaluate the quality of

teaching. Target setting is well developed and these are challenging for the pupils, who in 2001 exceeded the targets set in English and mathematics in the national tests for eleven-year-olds. Pupils' progress is well monitored and overall learning intentions to raise achievement are well implemented. They also include some class learning intentions for improving learning skills and behaviour.

16. The school has successfully addressed the key issues from the last inspection, with the exception of the issue related to the acute lack of accommodation for the administration and the medical room. This is due to factors outside the school's control and related to the building programme. Since then, the governors and headteacher have worked hard to ensure that improvements have been planned and there has been some extension work to the two schools which has provided good additional classroom space and a computer suite. The project also planned a bridge extension which would incorporate additional administration and medical room space. Due to factors outside of the school's control, the implementation of this phase of the building programme has not taken place and work scheduled for this summer was cancelled. The school copes well in the limited space it has for administration and medical room facilities, but is hindered by the unsatisfactory accommodation. There is no specific medical room, part of a corridor has been adapted so that there is a small space for pupils to be treated in and supervised if they are unwell. During the inspection this was seen to be very cramped and crowded when a few pupils needed treatment simultaneously and was unsuitable for the purpose. The governors and new headteacher are strongly committed to improve this situation.
17. Governors give full support to the school and they have worked hard to bring about improvements. They maintain very good liaison with the school and with the adjacent infant school and are very clear about the areas for future development. The chair of governors has good levels of knowledge and is very well informed, which enables her full participation in discussions and developments. Governors have trust in the new headteacher and staff. Governors, headteacher and staff continue to show a clear commitment to maintaining a caring ethos and a good pace of improvement, which keeps the school moving towards its targets and aims.
18. The role of coordinators has been considerably enhanced in their monitoring of standards and teaching and the development of subject action planning. The development of these useful action plans into an enhanced and fuller school improvement plan has been recognised by the new headteacher. Governors fulfil all their statutory duties and have good budgetary control over expenditure, ensuring that funding needed for any further improvements will be available. They ensure that the school gets best value for money from spending, which results in the school providing good value for money.

Provision for pupils' spiritual development is excellent and that for their personal, moral, social and cultural development are very good.

19. The school is a caring community with a very good ethos based on the values of respect, tolerance and cooperation. This results in pupils' very good attitudes to school and good behaviour. It is enhanced by the very good relationships seen throughout the school and the harmonious interaction between pupils of different cultural backgrounds. Pupils cooperate well, for example, when working together on grammatical work on the computer in Year 5, or when investigating in science in Year 6 about finding the best ways of dissolving substances. They also cooperate and play together well on the playground. Older pupils undertake a variety of responsibilities for younger ones as when they have paired reading activities or supervise staircases and corridors. At lunchtimes older pupils also guide younger ones, for example, on how to tidy away their trays and cutlery after eating and are well supervised by friendly lunchtime staff. All pupils are well included in school activities.
20. Provision for pupils' spiritual, moral, social and cultural development is very good, with provision for spiritual development being excellent. This helps to enhance pupils' attitudes towards themselves and others and results also in good behaviour. Spiritual development is excellent because it permeates many elements of the school day and curriculum and because it is very well planned. Assemblies are a high point of the day and provide the pupils with a calm and uplifting start to their work by developing aspects of their personal development and skilfully and sensitively encouraging reflection. For example, by listening to music and poetry and linking their

thoughts to consideration of world issues such as peace and protecting natural resources. The teachers taking assembly are very confident in developing all aspects of the pupils' personal development and also in sharing their own reflections and experiences with the pupils to guide their knowledge of the world and its peoples and their cultural beliefs. Pupils' spiritual and cultural development is also enhanced by their very good experiences of art in all its forms; music, poetry, drama and in their scientific investigation.

21. Teachers take good care to bring out these aspects of the subjects by carefully planning opportunities to extend pupils' understanding and awareness. Pupils' moral and social education is developed through formal lessons; for example, in religious education or circle time and through assemblies and the good example of adults working in the school. During the inspection, the school had set up a recycling collection of waste paper as part of National Tree Week to encourage responsibility towards the environment. Parents are happy with the values promoted by the school and feel that their children generally behave well towards each other. Pupils are also aware of the needs of children in other parts of the world and develop a good sense of personal and community responsibility through participating in fund-raising for others.
22. The pupils understand the school rules well and are good at adhering to them. For example, they are very careful in keeping to the left on the narrow staircases in the school and respect the need of others to move up and down safely. They respond well to the high expectations placed upon them by all staff and understand why rules are set. Rules are reinforced also by the daily interactions of staff with pupils and the good role models of adults in the school. Communication between staff and pupils is positive, friendly and supportive. This results in pupils who feel valued and who, in turn, value others and their property. Around the school and in classrooms behaviour is good with some very good behaviour seen in some lessons. Assemblies, use of praise, very positive marking of work and more formal systems encourage pupils to give of their best. A key feature of the success of the school is the consistent approach adopted by all staff.
23. The aims of the school are well met and the drive for improving academic standards is effectively combined with other aspects of personal development. The pupils show respect and tolerance for others and develop good levels of responsibility as they move up the school.

Provision for pupils with special educational needs and for those pupils with English as an additional language is very good.

24. The school has very good systems to identify the individual special needs of pupils and caters for a wide range of pupils in school. The school has identified 121 pupils on the register of special educational needs, which is well above the national average. Teachers and support staff know their pupils well and are quick to identify pupils experiencing difficulties and provide appropriate help. Pupils are very well included in the life of the school and have good access to the rich and broad curriculum provided. Very good use is made also of a wide range of outside specialists for supporting specific needs, such as the dyslexia support teacher who offers highly specialised support to a group of pupils. Pupils with statements of special educational needs are well supported and the targets for their improvement are clearly defined in their individual plans. There are good levels of support by staff in lessons, withdrawal groups of specific pupils, setting by attainment in English and mathematics for some lessons and support by class teachers and specialist school support teachers. Very good help was seen given to a pupil, which resulted in his having full access to the numeracy lesson, interacting with others and developing his mathematical skills.
25. The role of the part-time coordinator of special educational needs ensures that all strands of special educational needs provision are managed and coordinated very effectively. Staff attend a variety of courses and are kept up-to-date through staff meetings. The roles of classroom assistants have been well developed and these are often very skilful in their support and evaluate the impact of their teaching well. The school uses a variety of additional support including Booster classes, catch-up classes and the Additional Literacy Skills programme. A learning mentor works in school for two days a week, part of this time is specifically aimed at boy and a therapist works with pupils and their families. This is significant factor in the good progress the pupils make. Regular review meetings take place and the school meets the requirements of the

Special Needs Code of Practice. The school has maintained the very good support identified in the last inspection.

26. The provision for pupils who have English as an additional language is very good, both by class teachers and specific support staff. It enables these pupils to make good or very good progress and they often attain standards in line with their peer group in lessons. The percentage of pupils with English as an additional language has increased since the last inspection from 25 per cent to almost 40 per cent. The school closely analyses the performance of this group of pupils to monitor and improve their attainment as well as analysing the attainment of girls and boys and pupils from different ethnic backgrounds. The most commonly spoken minority language is Turkish and a Turkish language teacher comes into school each week to work with this group of pupils, which supports their progress well. The coordinator for this area is a very skilful teacher who also teaches a Year 6 class on a part-time basis which gives her a good overview of standards and progress by the end of the key stage. The school keeps good records of pupils' progress through the stages of English language acquisition and refers these to the level descriptors of the National Curriculum. This enables pupils to develop their English language skills quickly and also to progress well in other subject areas. The school has maintained the very good levels of provision seen in the last inspection, despite the increasing numbers of pupils who need support.

WHAT COULD BE IMPROVED

27. The inspection identified no issues of substantial importance for the school to improve further. Any minor weaknesses have already been identified by the school for improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	7	8	2	0	0	0
Percentage	23	32	36	9	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	300
Number of full-time pupils known to be eligible for free school meals	0	53

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	121

English as an additional language	No of pupils
Number of pupils with English as an additional language	115

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	15

Attendance 2000/2001

Authorised absence	%
School data	5.6
National comparative data	5.6

Unauthorised absence	%
School data	0.0
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 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	39	36	75

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	28	39
	Girls	29	29	35
	Total	57	57	74
Percentage of pupils at NC level 4 or above	School	76 (73)	76 (77)	99 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	29	38
	Girls	28	31	36
	Total	54	60	74
Percentage of pupils at NC level 4 or above	School	72 (66)	80 (76)	99 (92)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	59
Black – African heritage	13
Black – other	25
Indian	6
Pakistani	5
Bangladeshi	0
Chinese	1
White	131
Any other minority ethnic group	54

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	3	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	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)	15.4
Number of pupils per qualified teacher	19.5
Average class size	25

Education support staff: Y3 – Y6

Total number of education support staff	11
Total aggregate hours worked per week	128

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	782415
Total expenditure	781310
Expenditure per pupil	2605
Balance brought forward from previous year	17525
Balance carried forward to next year	18630

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	1.4
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1.4

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	300
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	80	16	4	0	0
My child is making good progress in school.	75	25	0	0	0
Behaviour in the school is good.	64	36	0	0	0
My child gets the right amount of work to do at home.	53	33	9	2	4
The teaching is good.	76	24	0	0	0
I am kept well informed about how my child is getting on.	53	40	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	29	0	0	0
The school expects my child to work hard and achieve his or her best.	84	16	0	0	0
The school works closely with parents.	64	25	9	0	2
The school is well led and managed.	65	27	2	0	6
The school is helping my child become mature and responsible.	65	33	0	0	2
The school provides an interesting range of activities outside lessons.	55	33	8	0	6