

# INSPECTION REPORT

## **PERRYFIELDS JUNIOR SCHOOL**

Chelmsford

LEA area: Essex

Unique reference number: 114903

Headteacher: Mrs P Johnson

Reporting inspector: Elisabeth de Lancey  
22271

Dates of inspection: 12<sup>th</sup> - 13<sup>th</sup> June 2002

Inspection number: 196629

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Lawn Lane Chelmsford Essex
Postcode:	CM1 7PP
Telephone number:	01245 250781
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Colin Penney
Date of previous inspection:	July 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Perryfields Junior School is a community school situated in Chelmsford about two miles north of the city centre. It is an average size school for pupils between the ages of seven and 11. There are currently 274 pupils on roll, of whom 154 are girls and 120 are boys, which is about the same as at the time of the last inspection. They are organised into eight single-age classes, with two parallel classes in each year group. The attainment of pupils when they enter the school is above average. Most of the pupils live in the owner-occupied accommodation that surrounds the school, with a small but significant number coming from further afield, largely due to the school's good reputation. The proportion of pupils from ethnic minority backgrounds is small. There are seven pupils who speak English as an additional language, which is higher than average. One pupil is at an early stage of speaking English. There are 37 pupils on the school's register of special educational needs which is below average. They have a variety of specific and profound learning difficulties, and emotional and behavioural needs. Only one pupil has a statement of special educational needs, which is also below average. The proportion of pupils eligible for free school meals is also below average. The very few looked after pupils have personal education plans. The school shares an attractive site with an infant and secondary school. Most pupils have attended the nearby infant school and almost all the pupils transfer to the secondary school at the age of 11.

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

This is a highly effective school. Pupils of all abilities achieve well. The teaching is very good, and pupils are enthusiastic learners. The school has effective strategies to promote educational inclusion and equal opportunities. It is well led and efficiently managed by the headteacher, key staff and governing body. There is a strong commitment to maintaining successful practice and raising standards further. The school gives good value for money.

#### **What the school does well**

- Pupils attain very high standards in reading, mathematics and science by the end of Year 6.
- Pupils' personal development is effectively promoted and the pupils are responsible, well-behaved and eager to learn.
- Very good teaching promotes very effective learning.
- The curriculum is rich, varied and well-planned.
- The headteacher, key staff and governors have a shared commitment that is clearly aimed at continuous improvement.

#### **What could be improved**

- The pupils' attainment in writing.
- The inconsistency in the quality of marking across the school.

*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 July 1997 and a number of weaknesses were identified at that time. Most of these have been addressed successfully and some are now areas of strength. There is a systematic programme to check how effective the teaching is, and a strong commitment to implementing the necessary improvements. The quality of teaching has improved, it is now very good. The quality of planning, weak in 1997, is now good. It identifies clearly what teachers want the pupils to learn. Assessment procedures have improved and are now secure. The school makes very good use of its analysis of test results to identify groups of pupils and individual pupils who are not achieving as well as they should. Teachers set challenging targets for their pupils that focus their attention on what they need to do to improve. Higher-attaining pupils now attain well above average results (Level 5) in mathematics and science at the end of Year 6. The provision for information and communication technology has improved markedly. The school has appointed a new subject co-ordinator whose

personal expertise has had a decisive effect on the school's provision, and all staff have received intensive training to improve their own capability. It is now a strong feature of work across the curriculum. New initiatives, for example, the National Literacy and Numeracy Strategies, have been introduced successfully and are having a positive impact on standards, particularly in mathematics. Although there are some very good examples of marking, it is not consistent throughout the school. Improvement since the last inspection has been good.

## 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	B	B	A	C
mathematics	A	B	A	A
science	A	B	A	B

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

National Curriculum test results over the past three years have been consistently above or well above the national average in English, mathematics and science. In 2001, pupils' results in the national tests for eleven year-olds were well above average in English, mathematics and science. Compared with schools that take pupils from similar backgrounds, results in the 2001 tests were well above average in mathematics, above average in science and average in English. Pupils attain very well at the higher than expected level (Level 5) in reading, mathematics and science.

The results over recent years show a strong upward trend in mathematics and science, the upward trend in English is not so marked. Taking all three subjects together, the trend is broadly similar to the national trend. However, over the past three years, boys have slightly outperformed girls in mathematics and science but their results in writing have been weaker than those in other subjects.

Evidence from the inspection indicates that pupils attain well above average standards in reading, mathematics and science. There are particular strengths in pupils' achievements in aspects of information and communication technology in Year 6, and art and design throughout the school. The school has set challenging targets for its performance in the Year 6 National Curriculum tests in 2002. Assessment information indicates that pupils of all abilities are making good progress. Those with special educational needs are progressing particularly well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are proud of their school. They show great interest in lessons and take pride in their achievements.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and around the school. They are courteous, friendly and considerate.

Personal development and relationships	Very good. Pupils show respect for different viewpoints and are sensitive to the feelings of others. They co-operate well and readily help one another. They are confident and self-reliant.
Attendance	Very good. Attendance is above the national average and there is no unauthorised absence.

## TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Very 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 in the school is very good. The teaching of English and mathematics is mostly very good and some teaching, in English, is outstanding. The teaching of basic skills is very good and equips pupils very well for independent learning. Teachers share with their pupils information about what they want them to learn and make sure that they are all involved by their skilful questioning and careful attention to everyone's learning needs. They make it clear that they expect the most of all pupils, and keep lessons interesting by ensuring that activities are varied and lessons proceed at a good pace. Staff sustain very good relationships with pupils and use praise well to encourage and motivate pupils. They make effective use of information and communication technology to support pupils' learning. They now have a sound understanding of the subject, and use their recently increased knowledge well to select programs, explain techniques and respond to pupils' questions.

Pupils with special educational needs are well supported and fully included in all aspects of the curriculum. Pupils for whom English is an additional language benefit from their full participation in all school activities and make rapid progress in learning to speak English. Gifted and talented pupils are catered for through the school's rich and varied curriculum, which includes a comprehensive coverage of arts and sports and promotes the development of individual talents.

There are very good examples of effective marking throughout the school, especially in English. However, this is not consistent practice in all subjects in all years.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. A broad curriculum is taught, with an appropriate emphasis on literacy and numeracy. There is a very good range of additional activities that help to enrich and deepen the pupils' learning.
Provision for pupils with special educational needs	Very good. There is strong support for pupils with special educational needs. They take part in all activities and make very good progress.
Provision for pupils with English as an additional language	Very good. Pupils make rapid gains in their language skills through targeted support and participating fully in all aspects of school life.



Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school provides very well for all aspects of pupils' personal development. It is very successful in promoting pupils' confidence and self-esteem. Pupils are taught to be caring and responsible members of the school community.
How well the school cares for its pupils	Very good. The school provides a caring and supportive environment. A close check is kept on pupils' personal development and academic progress. There are well-established procedures for ensuring pupils' health, safety and welfare.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher's clear view of how the school should develop is shared by staff and governors. Staff with management responsibilities are effective and they work well together towards a common purpose.
How well the governors fulfil their responsibilities	Good. Governors play an active part in shaping the direction of the school. They are well-organised and well-informed. They provide the school with effective support, guidance and critical evaluation.
The school's evaluation of its performance	Good. The school has developed good systems for checking how well it is doing. It uses this information to devise more effective ways to improve standards.
The strategic use of resources	Very good. The resources available to the school are very carefully deployed and educational priorities are appropriately funded. The principles of best value are applied very well when decisions are taken about spending.

## 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>• They are pleased that their children like coming to school.</li> <li>• The school expects their children to work hard, they make good progress and attain high standards.</li> <li>• Their children are helped to become mature and responsible and their behaviour is good.</li> <li>• The school is well led and managed.</li> <li>• The teaching is good.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents do not receive sufficient information about the work that their children do in school.</li> <li>• Some parents feel that the school does not give children the right amount of work to do at home.</li> <li>• Too few activities are provided outside lessons.</li> </ul>

The positive comments made by the parents are supported by inspection evidence. The view that the school is not making effective use of homework is not borne out by the inspection. The work that the children are asked to do at home is appropriate, but parents need more information about this work. The range of activities provided outside school compares well with that of most similar schools. However, the school should ensure that parents are given more information about the subjects that their children are learning about in school.

## **PART B: COMMENTARY**

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

#### **Pupils attain very high standards in reading, mathematics and science by the end of Year 6.**

1. In 2001, results in the National Curriculum tests for pupils at the end of Year 6 were well above average in English, mathematics and science. Compared with schools that take pupils from similar backgrounds, they were also well above average in mathematics, above average in science, and average in English. Pupils' performance at the higher than expected level, (Level 5) in mathematics and science was particularly good. Their results were well above average when compared with all schools and above average when compared with similar schools. Results in English were lower than those in mathematics and science because, although results in reading were very good, in writing, fewer pupils attained both the expected standard (Level 4), and the higher standard (Level 5). In all subjects, results showed an improvement from the previous year and a marked improvement in the number of pupils attaining the higher level in mathematics and science. Inspection evidence reflects this picture.
2. In English, current standards for pupils at the end of Year 6 are above average overall, though they are better in speaking, listening and reading than in writing. Pupils generally have a wide vocabulary and contribute eagerly to class discussions, but there are weaknesses in their use of standard English. They enjoy reading a wide range of books, particularly fiction, and have a good understanding of what they have read. The pupils read fluently and many higher attaining pupils are avid readers. The literacy co-ordinator has great enthusiasm and depth of knowledge about children's literature and pupils benefit from her expertise. She offers pupils a range of versions of popular classics to read, such as Alice in Wonderland and Black Beauty, and ensures that pupils have access to a very good range of contemporary fiction. Whilst most pupils in Year 6 have good library skills, a significant minority of pupils are uncertain about the way the library is organised and the way in which books are classified.
3. In mathematics, as in English, current standards for the pupils at the end of Year 6 are above average as a result of the very good teaching they receive. For example, they have a sound understanding of decimals, fractions and percentages, and are adept in selecting effective ways to use mental strategies to solve problems. For example, they count forwards and backwards in steps of 0.25, derive information from graphs and charts, and express proportions in fractions and percentages. Most pupils recognise that division is the inverse of multiplication and use this knowledge effectively to help them in their calculations. A few, very mathematically able, pupils go beyond this. For example, they convert fractions, decimals and percentages one into another, with ease, and classify different types of quadrilaterals correctly.
4. Standards in science are also above average. By the time they reach the end of Year 6, pupils have developed good skills in making comparisons and predictions, and devising fair tests. They have a good understanding of the properties of solids, liquids and gasses and how changes to materials may be reversible or irreversible. They know that the heart acts as a pump to circulate blood around the body. They carry out careful assessments of pulse rates.

5. Pupils also achieve well in other subjects of the curriculum. In lessons where the quality of teaching is particularly good, pupils show that they are capable of high achievement, for example in religious education in Year 5 and in information and communication technology in Year 6. There are some very good examples of high quality work in art and design displayed around the school and a good variety of two-dimensional work evident in pupils' portfolios. During assemblies pupils listen to a good range of music and they sing expressively, rhythmically and in tune.
6. Throughout the school there are no significant differences in the attainment of boys and girls, or between children of different minority ethnic backgrounds. Pupils with special educational needs are set appropriate targets and make very good progress towards meeting them.

**Pupils' personal development is effectively promoted and the pupils are responsible, well-behaved and eager to learn.**

7. The school is successful in creating an ethos that is firmly based on respect and care for others. It is a stimulating community in which everyone is valued and the effective participation of all pupils is central to its work. Relationships are of a high quality, and this underpins the commitment of both staff and pupils. The school values the individual, seeks to develop the whole child and works to enable all children to achieve their full potential. It aims to develop high esteem in all and to promote mutual respect and responsibility. There are many opportunities for pupils to take responsibility, show initiative and develop an understanding of living in a community. For instance, pupils are helped to develop their social skills by learning about the importance of sharing and co-operation. They respond very well to tasks that require them to take responsibility; for example, organising assemblies or working together on paired and group projects, and raising funds, for example, for children less fortunate than themselves.
8. Teachers take care to ensure that all pupils have equal access to every aspect of the curriculum. The school is sensitive to pupils from different cultural traditions. Good attention is paid to sharing and celebrating cultural diversity and this makes a good impact on promoting tolerant and caring responses from one to another. The pupils show a strong awareness of the needs of their classmates and ensure that they are fully involved in class activities.
9. Pupils with special educational needs are well integrated into the school. There is good liaison with parents and outside agencies. There are appropriate education plans to help each pupil address their difficulties and these are carefully monitored by class teachers in consultation with the special needs co-ordinator.
10. The staff encourage pupils to develop self-confidence and self-reliance and parents agree that the school is helping their children to become mature and responsible. There are good opportunities for pupils to develop a sense of community and citizenship and, through the elected school council, to use their initiative and to contribute towards school improvement. Recent discussions have been about making changes to the school environment and about making changes to school routines so that the play equipment is used fairly and to the benefit of everyone. Members of the school council take their responsibilities seriously, carefully canvassing the opinions of their classmates and ensuring they represent their opinions fairly.

11. In conversation with a group of Year 6 pupils, they demonstrated their good understanding of the school's procedures for dealing with any incidents of bullying. The depth of their understanding was illustrated by one pupil who remarked, *It's deliberately upsetting someone and it's persistent*.
12. There are good procedures to help pupils on admission. In liaison with the infant school, a planned induction programme has been developed that involves teachers, pupils and their parents, and includes a number of visits before pupils transfer to Perryfields Junior School. As a result, pupils are familiar with the junior school staff, their surroundings and some of the school's procedures before they enter the school. Consequently, the pupils settle quickly and this has a beneficial effect on their attitudes to work. They soon become confident and effective learners in their new surroundings. Liaison with the secondary school is well established and pupils are very well prepared for the next stage of their education. Classes led by teachers from the secondary school are popular with pupils and their parents.
13. As a result of this very good provision the pupils are happy to come to school and take full advantage of the many interesting learning experiences they are offered. They show a high level of interest in lessons, and work with concentration and commitment. They are very keen to contribute their ideas to discussion and to share their ways of working things out. Where the level of challenge is high, they strive to do their best and show great pride in their work. Year 6 pupils speak enthusiastically of the school's improved provision for Information and Communication Technology, and the introduction of the Numeracy Strategy, which pupils agreed, *'Makes learning fun because we play numeracy games'*.
14. Pupils experience the school as a warm and welcoming community in which they are encouraged to work hard, behave well and helped to grow in responsibility. One Year 6 pupil who joined the school later than the normal time of admission said, *'It's a welcoming school. The teachers and children helped me to settle in quickly and to make new friends'*.

**Very good teaching promotes very effective learning.**

15. The quality of teaching throughout the school has improved significantly since the previous inspection, when it was judged to be 'good overall'. It is now very good. During this inspection, teaching was assessed as excellent in one lesson, very good in seven lessons and good in the remaining seven. Examples of high quality teaching were observed in English and mathematics. No unsatisfactory teaching was seen; this, too, is an improvement since the previous inspection.
16. Staff sustain very good relationships with pupils, and this, together with their discerning use of praise, underscores this high quality teaching. Teachers encourage pupils to play an active part in lessons. They invite pupils to answer questions, explain their findings or comment on ideas emerging from discussions. This engenders pupils' confidence and helps them to recognise that they are valued and their contributions welcomed. For example, a Year 6 pupil explained her completion of a pie chart by stating, *'I know a quarter is 25 per cent. There are three-twelfths in a quarter. Therefore, one-twelfth as a percentage will be 25 divided by 3; that is 8.3 per cent'*. Teachers plan their lessons well. They identify clearly what they want pupils of all abilities to learn and share these intentions with them. Using well-judged question and answer sessions to open their lessons, teachers help pupils recall

previous work and build links to the current lesson. This helps pupils consolidate their knowledge and refine their understanding. A Year 5 teacher, for example, included in her lesson introduction a request that pupils remind everyone of their chosen poems. Then, to develop the lesson, she asked them to explain why they had made their particular selections. Teachers inform pupils of their high expectations of the quality of pupils' work, their behaviour and work rate. As a result, pupils know what they are to do and what is required of them. They successfully promote pupils' independence by helping them recognise that they should take responsibility for some of their own learning. For example, across the school staff encourage pupils to use dictionaries to check their spelling and search for appropriate words, to share ideas with their partner or group, or persist at testing out possible solutions for themselves.

17. Teachers work hard at consolidating pupils' basic skills in English and mathematics, as they recognise that this, too, equips them for independent learning. At every opportunity teachers ask pupils to read, calculate, spell or correct their work. For example, during a Year 4 lesson, in response to the teacher's question about sentences the pupils replied, *'We've punctuated them with full stops and question marks. We've made them more interesting by using metaphors .... and similes'*. Teachers reinforce the importance of basic skills through their own example, whether demonstrated through their own very good subject knowledge, their handwriting and board work or their not being fazed when they make a mistake! This is a measure of the school's commitment to continuing to raise standards. It is reflected in the high quality provision for information and communication technology which is used effectively to support pupils' learning. For example, at the end of a Year 3 lesson the teacher used a computer to involve the pupils in a demonstration of text editing to help her assess their understanding of the appropriate use of different phrases in their writing. Older pupils continue to develop their computer capabilities so that they can improve the standard of their work and develop skills to present it in a variety of forms. In a Year 6 class, for example, a teacher demonstrated the use of 'a hyperlink' to locate information quickly and taught the pupils how to incorporate it into their work. As one pupil remarked, *'Oh, I see. It's a short cut. With a hyperlink you don't have to go through all the pages to find what you want. You can go straight to it.'*
18. There are very good examples throughout the school of effective marking, especially in English. However, this is not consistent practice in all subjects in all years.
19. Pupils with special educational needs are well supported and fully included in all aspects of the curriculum. Teachers and learning support assistants work closely together to set tasks at an appropriate level of difficulty. Staff make effective use of information and communication technology, carefully selecting programs to motivate pupils, to offer them structured practice and to reinforce their learning. Learning support assistants offer useful guidance. Consequently, pupils make very good progress towards the appropriate targets set out in their well-constructed individual education plans. Pupils for whom English is an additional language are well supported to ensure they gain appropriately from their full participation in all school activities. They build on this success by developing into proficient independent learners. Gifted and talented pupils are catered for through the school's rich and varied curriculum which includes a comprehensive coverage of arts and sports and

promotes the development of individual talents. For example, musicians are encouraged to join the locally-based music master classes. Academically gifted pupils in Year 6 are offered additional classes, before school, in English and mathematics.

**The curriculum is rich, varied and well planned.**

20. The school has given careful consideration to planning a curriculum that is stimulating and relevant, involves all children and engages their interest. It fosters both their academic achievement and their personal development. There are regular opportunities for pupils to enjoy exciting experiences that enhance and extend their learning. Among these are an extensive range of educational visits, including two residential visits, and many visitors each year to help enrich and enliven the curriculum. There are good opportunities for pupils to take part in the school's regular productions, and the choir performs further afield in public arenas, such as the Albert Hall and Civic Theatre. These worthwhile opportunities help foster pupils' confidence and self-esteem and develop a very good sense of audience and occasion.
21. All National Curriculum subjects and religious education are taught in a systematic way that builds effectively on pupils' previous learning. In addition, there are lessons in sex education and drugs education, which are taught as part of a well-planned programme of personal, social and health education that includes citizenship. The school makes successful use of the national strategies for teaching literacy and numeracy and these have helped to improve consistency in the way these subjects are planned. Information and communication technology is taught more systematically than at the time of the last inspection, largely because teachers have become more skilled as a result of specialist support from the curriculum co-ordinator and the recent national training programme.
22. Each curriculum subject is thoroughly planned by teachers and regularly reviewed to ensure that pupils of all abilities make progress from year to year. Teachers use these plans well to organise lessons that challenge and motivate pupils of all abilities.
23. The school has very good links with the community. This includes the infant and secondary school with which it shares a site, and local businesses, some of which provide additional funds for school trips and involve the pupils in their market research. Pupils in Year 6 speak highly of the visits made by teachers from the neighbouring secondary school who offer them 'taster lessons' in Spanish, science and mathematics. Master classes are offered to pupils who are gifted and talented.
24. Extra-curricular activities are varied and well supported. They include sports, arts, mathematics, design and technology and gardening. There are good opportunities for pupils to join in competitive sports and the pupils are justly proud of their achievements. Classes are also held before school to help Year 6 pupils prepare for the National Curriculum tests so that pupils of all abilities achieve as well as they can.

**The headteacher, key staff and governors have a shared commitment which is clearly aimed at continuous improvement.**

25. The headteacher's quiet, measured leadership style and good management skills are used effectively to secure her clear vision of school improvement. Drawing on her well-considered recruitment procedures she has built a successful team of good teachers and able support staff. This high quality staff includes a very effective caretaker, an efficient secretary and an outstanding bursar. Their commitment to the school means that administrative matters, standard procedures and general oversight of the school are successfully covered. As a result, the headteacher and the effective senior management team are released from routine management tasks. This has enabled them to set a clear focus on sustained improvement in teaching and learning. All staff and governors are supportive of this and committed to the raising of pupils' standards of attainment.
26. The headteacher values the staff and governors and recognises that their contributions are essential to the school's success. As a result, they all work together constructively for the benefit of the school. The good teamwork amongst the staff is helping to promote pupils' positive attitudes and improve their learning. The headteacher supports curriculum co-ordinators effectively and ensures they have sufficient time to carry out their responsibilities. The senior management team and curriculum co-ordinators have significant roles in the school's comprehensive monitoring programme. This includes the scrutiny of test results, observation of classroom practice, examining pupils' work, monitoring planning and reviewing record keeping. In addition, they offer advice and support to colleagues and consult with them on priorities for development and resourcing. For example, one co-ordinator has carried out a survey of teachers' skills to help identify the support they need to improve their expertise. Another is examining how the school site can be used further to develop pupils' investigative skills. Members of the senior management team promote good practice by giving demonstration lessons or working alongside colleagues. The headteacher and deputy, as part of their well-delivered performance management duties, assist teachers successfully in developing their classroom practice. All of this has helped the staff raise the quality of teaching in recent years.
27. Governors fulfil their statutory responsibilities effectively. Many are fully involved in the daily life of the school, as members of staff or volunteers. Governors make good use of their time in school, and after designated visits they submit written reports to the governing body to further inform its practices. For example, after such a visit, the numeracy governor included in his report a proposal to redesign the recording of pupils' progress in order to help governors track pupils' achievements as they move through the school. All members of the governing body have defined responsibilities which they carry out conscientiously, drawing on their wide-ranging personal and professional expertise. Such responsibilities include attachment to a year group with which they remain for the whole of the pupils' time at the school. In this role they visit the working classroom and support pupils' learning, accompany the pupils on visits or discuss current issues with the staff. By these means they are kept fully informed about the school and effectively carry out their monitoring and 'critical friend' roles. All governors take an active part in strategic planning and many participate with staff on the designated training day to review and compile the school's meticulous improvement plan. The governing body's active committees, to which appropriate duties have been delegated, usefully cover all aspects of school life and provide the

agreed system by which governors carry out their obligations so well. It is through these committees that governors successfully carry out their performance management role, and, monitor the implementation of the improvement plan and evaluate its effectiveness. Governors' financial management is properly guided by the principles of best value and is very successful in enabling the school to reach its declared goals efficiently.

## **WHAT COULD BE IMPROVED**

### **The pupils' attainment in writing.**

28. By the time they reach the end of Year 6, most pupils reach average standards in writing but the proportion of pupils who do not reach the expected, or the higher level, is greater in writing than in other subjects.
29. Pupils' writing is often thoughtful and imaginative. They write at length, particularly when they choose to write about topics that interest them. They structure their work appropriately in paragraphs. Higher attaining pupils confidently experiment with words and phrases in order to create the mood they want and they make good use of figurative language. Their handwriting is neat, work is generally well-presented and there are some very good examples of pupils writing in a good fluent style. Standards in spelling are satisfactory. Teachers in Years 3 and 4 link the teaching of spelling and handwriting effectively and help pupils to find strategies to remember common words, to see patterns and differences. In some subjects, insufficient attention is given to ensuring that pupils spell correctly the specific words they need, in science for example. Standards are lower than they should be in writing because pupils' sentence construction is weak, they do not rehearse sentences before writing them down nor re-read what they have written to check for errors or possible improvements. These persistent errors prevent their work from reaching the standards they could.
30. Following a discussion of the features of particular kinds of writing, for example myths, persuasive letters and biographies, pupils begin to apply these in their own work. Higher-attaining pupils are generally successful and understand the purpose, audience and how a particular text needs to be structured, but many pupils do not sustain these features in their independent writing. There is little evidence of teachers using modelled writing to demonstrate how to compose a particular type of text. Throughout the school, pupils do not have sufficient experience of developing their writing skills across all areas of the curriculum. For example, in science, there is little evidence of pupils learning about the structure of explanation texts, nor using this knowledge to compose their own explanations, for example topics such as, 'How does the heart work?'
31. The school is aware of these weaknesses in pupils' writing and is working hard to address them. The strengthening of pupils' writing skills is a priority for the school. Teachers recognise that many pupils need firstly to improve their oral skills and plans to increase the opportunities for them to develop their language skills through more planned opportunities for speaking and listening and drama.

### **The inconsistency in the quality of marking across the school.**

32. There are very good examples throughout the school of effective marking, especially in English. Particularly good examples were seen during lessons in Year 3 and Year



5. However, this is not consistent practice in all subjects in all years. Where marking is good, it offers useful guidance to pupils to help them improve their work, and identifies targets for future learning. This marking confirms the teacher's high expectations and commitment to raising standards. Elsewhere, teachers monitor pupils' work to ensure that it has been completed and acknowledge it with a tick, and on occasion, with an encouraging phrase. In these examples, teachers are not recording advice to help pupils improve their work or acknowledging where they have made improvements. Although staff may note that work has been discussed with the teacher or teaching assistant, the focus of the discussion is not recorded to inform future practice. In addition, there are too many examples of work that has not been marked.

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

33. In order to improve further, the governors, headteacher and staff should:

(1) raise standards in writing by;

- strengthening pupils' sentence construction;
- encouraging pupils to rehearse sentences before writing them down and re-reading what they have written to check for errors or possible improvements;

(Paragraphs 28-31)

(2) ensure that all marking is of a consistently high quality by;

- giving guidance to pupils to help them improve their work and identifying targets for future learning.

(Paragraphs 18, 32)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

15

Number of discussions with staff, governors, other adults and pupils

12

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	7	7	0	0	0	0
Percentage	7	47	47	0	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 six 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)	N/a	274
Number of full-time pupils known to be eligible for free school meals	N/a	13

FTE means full-time equivalent.

#### Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/a	1
Number of pupils on the school's special educational needs register	N/a	43

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	7

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	4.5

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### **Attainment at the end of Key Stage 2 (Year 6)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	34	38	72

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	31	30	32
	Girls	34	35	37
	Total	65	65	69
Percentage of pupils at NC level 4 or above	School	90 (81)	90 (78)	96 (88)
	National	75 (75)	71 (72)	87 (85)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	27	29	32
	Girls	35	35	35
	Total	62	64	67
Percentage of pupils at NC level 4 or above	School	86 (74)	89 (81)	93 (83)
	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	2
Black – African heritage	1
Black – other	1
Indian	1
Pakistani	4
Bangladeshi	0
Chinese	0
White	259
Any other minority ethnic group	6

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

### **Teachers and classes**

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	10.86
Number of pupils per qualified teacher	25.4
Average class size	34.3

#### **Education support staff: Y3 – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	43

#### **Qualified teachers and support staff: nursery**

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

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4.4
Number of teachers appointed to the school during the last two years	5.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	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.*

### **Financial information**

Financial year	2001-2002
	£
Total income	644,533
Total expenditure	638,826
Expenditure per pupil	2,274
Balance brought forward from previous year	26,623
Balance carried forward to next year	32,350



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	274
Number of questionnaires returned	161

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	40	51	7	1	1
My child is making good progress in school.	39	55	4	1	1
Behaviour in the school is good.	35	57	6	0	2
My child gets the right amount of work to do at home.	25	52	19	4	0
The teaching is good.	39	56	2	1	2
I am kept well informed about how my child is getting on.	29	52	12	7	0
I would feel comfortable about approaching the school with questions or a problem.	48	38	9	5	0
The school expects my child to work hard and achieve his or her best.	49	49	1	1	0
The school works closely with parents.	20	58	17	3	2
The school is well led and managed.	36	50	4	4	6
The school is helping my child become mature and responsible.	39	55	4	2	0
The school provides an interesting range of activities outside lessons.	22	46	22	4	6