

# INSPECTION REPORT

## **LOCKS HEATH JUNIOR SCHOOL**

Locks Heath, Southampton

LEA area: Southampton

Unique reference number: 115926

Headteacher: J. P. Lambert

Reporting inspector: Judith Charlesworth  
21501

Dates of inspection: 28<sup>th</sup> – 29<sup>th</sup> November 2000

Inspection number: 224826

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:	Warsash Road Locks Heath Southampton
Postcode:	SO31 9NZ
Telephone number:	01489 572 226
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. H. Burgess
Date of previous inspection:	January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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

### **INFORMATION ABOUT THE SCHOOL**

Locks Heath is much larger than most junior schools. There are currently 501 pupils on roll, aged seven to eleven, with slightly more boys than girls. The pupils are organised into four classes per year group with an average of 31 pupils per class. Most pupils are from socially advantaged families, and below average numbers are eligible for free school meals. There are very few pupils from ethnic minority groups, which reflects the population of the area. Less than one per cent of pupils has English as an additional language. Seventy nine pupils (16%) are on the school's special needs register, which is less than average. Six pupils have a Statement of their special educational needs which, at one per cent of the school population, is about average. Most pupils transfer from Locks Heath Infants school, and attainment on entry to the junior school is generally above average.

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

Locks Heath is a very effective school. The leadership of the school is very good, teaching is good and pupils flourish and achieve well. They leave the school as confident, independent young people. The school provides good value for money.

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

- The head, deputy and year group leaders provide excellent leadership. Together, all the managers of the school are very successful in planning its development, and improving the standards of teaching and learning.
- Teaching and learning are good, and much is very good. Consequently, all pupils achieve well.
- Provision for pupils' personal development is very good. As a result, their behaviour, independence in learning and relationships are all outstanding.
- The curriculum emphasises the importance of all subjects and supports the development of "the whole child" very successfully.
- Parents think very highly of the school.

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

**THERE ARE NO SIGNIFICANT WEAKNESSES.**

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Locks Heath was last inspected in January 1997 and although judged a good school at the time, improvement has been very good since then. Overall, pupils' attainment in the national tests at the age of eleven has risen in line with the national trend, and remains consistently above average. The quality of teaching has improved significantly. Previously, there was 13 per cent unsatisfactory teaching; now there is none and 81 per cent of lessons observed were good or better. This has been helped by better lesson planning and improved day-to-day assessment of pupils which were previously both weaknesses. The school has put exceptional effort into developing pupils' independent learning skills and use of initiative. Their qualities in these aspects are now strengths of the school. Considerable effort has also gone into providing opportunities for pupils to develop their awareness of spirituality, and this, too has been very successful. The issues related to safety during the previous inspection have all been dealt with, and the amount of time for teaching has been increased to meet recommendations. Parents are much better informed about what their children are learning,

and the governing body is now more involved in planning, monitoring and evaluating school initiatives.

## 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
	1998	1999	2000	2000
English	B	A	B	C
Mathematics	A	A	B	C
Science	A	A	B	C

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

Pupils achieve well. Over the last three years, their results in the national tests at the age of eleven have been well above average in English, mathematics and science. In 1999, they were also well above average overall for pupils in similar schools. Leading up to the 2000 national tests, pupils' work and other test results were closely analysed and two predictions were made. The first was a likely drop in the percentages of pupils achieving at least average levels for their age (Level 4) due to more pupils than usual with special educational needs. Targets were set to reflect this prediction and were closely matched by the results actually achieved. These results were still above the national average in all three subjects, but were average in comparison to similar schools. The second prediction was that the percentage of eleven year olds attaining at the level of average thirteen year olds (Level 5) would be high. This was confirmed by the national test results which showed that these percentages were well above average in English and mathematics, and above average in science. Pupils' speaking, listening and reading skills are good and support their achievement in other areas. For example, it allows them to take part in lively class discussions, to question others and to role-play very well. Handwriting and standards of presentation are very good, and are evident in all subjects. Pupils' confidence and independent learning skills make them competent investigators in practical sessions, such as science and mathematics. Pupils with special educational needs achieve well due to very good support, and higher attaining pupils are also well challenged to produce high quality work. Lesson observations and analysis of some work show that pupils' achievements in art, history, music, information and communication technology and swimming are also above expectations for their age

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to their work, learning and the school community are very good. They are highly motivated to learn and take part in all aspects of school life. Pupils relish a challenge, for example in science investigations, and are particularly attentive in lessons. This positive approach helps them enjoy school and make good progress.
Behaviour, in and out of classrooms	Pupils' behaviour is excellent, both in and out of the classroom. Whilst they are extremely enthusiastic and full of fun and bright ideas, they can be instantly calmed by a quiet word.
Personal development and relationships	Pupils' personal development is excellent. Relationships are outstanding and the school encourages older pupils to look after and support the younger ones. Pupils have particularly well-developed independent learning skills and most need minimum support to organise themselves, work hard and solve their own problems.
Attendance	Pupils' attendance is well above average and parents confirm that their children enjoy coming to school.

## TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching is good. Fifty percent of that observed was good and 31 per cent very good. Nineteen percent was satisfactory and there was no unsatisfactory teaching. As a result of this good teaching, pupils learn well. Literacy and numeracy are both equally well taught. Pupils with special educational needs and those of higher ability all have their individual needs well met by good planning and extra support as necessary, and achieve well. Excellent use is made of highly competent support staff to help particular groups of pupils, such as those with special educational needs. This ensures they are fully included in lessons. Particular strengths in teaching include effective questioning which encourages, draws out and supports pupils. It also allows teachers to make rapid assessments of pupils' knowledge and understanding so they can adapt their teaching. Most teachers are very confident which allows them to respond freely to what is happening, for example to pursue a pupil's comment, and to be creative. This makes lessons highly enjoyable and relevant to pupils' interests which maintains their motivation to take part and learn. The purpose of lessons is made very clear to pupils so they know exactly what is expected of them and what they are to do, so no time is wasted.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is very good. It promotes the development of the “whole child” and high standards in all areas. The National Literacy and Numeracy Strategies are well implemented, and tailored to fit “the Locks Heath way” so that all subjects can have a strong emphasis. However, at times this can lead to over-complicated planning. There is a very good range of clubs, visits and residential journeys which, as well as supplementing what goes on in school hours, also contributes to the successful provision for pupils’ personal development.
Provision for pupils with special educational needs	This is very good. Extra support is carefully allocated to pupils in line with their individual needs, and work set is challenging, but achievable. Individual education plans with targets for pupils to achieve form a good basis for the support given, and enable teachers to assess pupils’ progress effectively.
Provision for pupils with English as an additional language	Whilst a very small number of pupils has English as an additional language, by the time they come to Locks Heath they are competent in English and do not need special provision.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	Provision for pupils’ personal development is very good. It is particularly good at developing their motivation, initiative, confidence and independent learning skills. The day-to-day work of the school also provides very well for pupils’ moral and social development. Provision for their spiritual and cultural development is good although their understanding of what it means to be part of a multi-cultural society is less well developed as yet.
How well the school cares for its pupils	The school cares very well for its pupils. This is achieved through having the correct policies, practices and procedures in place; by the amount of support and guidance given to each pupil; and by the attention the school gives to creating a secure, warm environment in which pupils can flourish and do well.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is excellent. There is an exceptionally strong partnership between the head and deputy head who work as two sides of the same coin, and share almost all management tasks. The year group leaders each play a crucially important role in the management and smooth running of their own year group and make a significant contribution to the leadership and management of the school as a whole.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are supportive and enthusiastic, and are learning to evaluate the school's strengths and weaknesses independently and become constructive, critical friends. Members share the staff's commitment to improvement and development.
The school's evaluation of its performance	The managers see this as the driving force behind school improvement. Considerable time is spent in analysing pupils' work and test results to identify individuals' and groups' strengths and weaknesses so that planning and teaching can be adapted. There is also a rigorous programme of monitoring of teaching to develop both individual teachers' skills, and to inform whole-school improvements in teaching. Both these have been very effective in improving standards.
The strategic use of resources	This is excellent. The managers are very clear about how to improve and develop the school, and allocate resources carefully through the school development plan. The use of additional grant money is excellent and properly used to support pupils. The principles of best value are very well met.

## 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>The school is well led and managed</li> <li>The school expects pupils to work hard and do their best</li> <li>They feel comfortable about approaching the school with a problem</li> <li>Teaching is good and pupils make good progress and become mature and responsible</li> </ul>	<p><b>A small number of parents said:</b></p> <ul style="list-style-type: none"> <li>their child did not get the right amount of homework</li> <li>they were not happy about the allocation of places in clubs</li> </ul>

Inspectors' views fully support parents' positive comments. Inspection evidence shows that pupils get an appropriate amount of homework, which increases as they grow older. There is a very good range of clubs, and the school has clear procedures for allocating places. However, the managers now know that not all parents are fully aware of these.

## PART B: COMMENTARY

### WHAT THE SCHOOL DOES WELL

**The head, deputy and year group leaders provide excellent leadership. Together, all the managers of the school are very successful in planning its development, and improving the standards of teaching and learning.**

1. The head and deputy head form an exceptionally strong partnership. They approach the management of the school together, working in a complementary way on each aspect. This means that they are both equally aware of all that is happening and of the progress of initiatives. Both the head and deputy have a significant teaching role. They take extension classes in mathematics throughout the school, and other classes, such as physical education. They also work with groups of pupils from each year group on specific projects, for example in preparation for special assemblies. Both are equally involved in management, such as preparing for the new performance management of teachers and carrying out the teachers' review meetings. This close involvement in the everyday life of the school provides valuable information, crucial when planning and reviewing its development.

2. The head and deputy work in close conjunction with the year group leaders who are a dynamic, effective management group involved in all decisions and developments. Each of the four leaders has considerable autonomy in running their own department of four classes. For example, they allocate the special support assistants according to pupils' needs; monitor and support teaching and new members of staff, and oversee all curriculum planning and adaptations. The year group leaders take topics for consultation from, and back to, the leadership and management groups after discussion with their own teams. This enables the whole school staff's contribution to be effectively made. Overall, the year group leaders take front-line responsibility for the day-to-day working of the school, and use their knowledge and understanding to inform the strategic development planning process.

3. The school is managed in a democratic way. As well as the main leadership group of head, deputy and year group leaders, there is also a management group whose membership includes the senior managers, and any other member of staff who wants to commit a steady involvement. This ensures that all staff's views are properly considered. The governing body is an integral part of the school management system, and members are beginning to evaluate the school's work and the progress of initiatives independently and become constructive, critical friends. They are fully involved in planning and reviewing developments and improvements.

4. School development is driven by the school development plan. This is an original and sensible document that reviews the progress made towards targets set in previous plans, takes account of changes in circumstances since the last plan and analyses a very wide range of relevant information. The plan distinguishes between *improvement* needed, for example in boys' writing, and *developments* needed, for example in the use of the internet now the school is connected to the National Grid for Learning. Improvements are identified by very close analysis of various types of information. For example, improvements in standards attained by pupils are planned for by analysing test data and pupils' work across the curriculum, identifying weaknesses, and adapting teaching or supplementing resources to remedy them. Improvements in teaching are planned after lesson observations reveal common weaknesses. In the past, monitoring revealed that teachers' questioning was not as effective as it should be. In-service training was provided, and inspection judgements show that effective questioning is now a particular strength of teaching.

5. The managers use the money available to the school extremely well to support the planned developments. At times, this includes planned fund raising through the parents' association. For example, money allocated by the Education Authority for special needs is considerably supplemented to enable substantial extra support to be given to these pupils. It also ensures that the most able are sufficiently stretched, for example by additional classroom support and extension classes in English and mathematics. When the library and information communication technology (ICT) suites were upgraded, the managers employed a librarian and ICT technician to support teaching and learning in the new premises. Pupils' library and ICT skills have both improved considerably as a result. The most recent expenditure supports the school's drive for creating independent learners by re-modelling the wide corridors to make it easier for pupils to work individually or in small groups. This, too, has been highly successful.

**Teaching and learning are good, and much is very good. Consequently, all pupils achieve well.**

6. Half the teaching observed was good, and one third was very good. Teaching was equally good in each year group, and in all subjects observed. This good teaching helps pupils achieve well. In 2000, there was a predicted drop in the numbers of pupils reaching at least average levels for their age. However, the percentage of eleven year olds attaining at Level 5, which is average for thirteen year olds, was well above the national average in English and mathematics, and above average in science. This shows that the more able pupils are well-taught and achieve levels in line with their abilities.

7. Pupils' speaking, listening and reading skills are good and support their achievement in other areas. For example, in a Year 4 lesson, some pupils were asked to role-play the character of T.S.Eliot's Macavity cat whilst others asked them questions about their "activities." The questions came thick and fast, and were well answered by "Macavity." One eight year old asked the cat if he got hepatitis (from grubbing through dustbins). "No, I don't" replied the *animal* disdainfully - and dismissed the topic. Handwriting and standards of presentation are very good, and are evident in all subjects. Rulers are always used for underlining, the date is always written in full and diagrams are clear, well spaced and neatly coloured.

8. Particular strengths in teaching include effective questioning which encourages, draws out and supports pupils. Some questions are "closed," for example when pupils are asked to give the answer to a specific calculation; in these instances, pupils are highly attentive as they strive to answer quickly and correctly. At other times, questions are "open," such as when pupils are asked to give their thoughts or opinions; at these times, pupils are reflective and deep thinking. The most effective questioning often relates to the current lesson's objectives whilst also encouraging pupils to think back over what they have learned over the past few lessons. In this way, teachers can make rapid assessments of pupils' knowledge and understanding, and adapt their teaching or reinforce points to help pupils link together what they have learned more effectively.

9. Most teachers are very confident which allows them to respond freely to what is happening and be creative. This helps pupils stay motivated and keen to work. An example of this was a class competition to make the most effective aerodynamic "spinner" by modifying a standard design and using a range of papers. The pupils were highly motivated by this task, and the teacher entered into the spirit of their excitement, running an inter-group competition with all the thrill of a sports competition. At no time did this get out of hand, and at the end of the lesson, the pupils quietened immediately to take part in a silent, spiritual assembly to celebrate their Festival of Friendship.

10. Other characteristics of the best teaching which promote pupils' learning and achievement are the free use of subject-specific vocabulary which helps pupils use it in their own language and writing; very high expectations of pupils to work hard, do their best and sort investigations and minor problems out for themselves, which they do; clear explanations and instructions so pupils know exactly what to do, and excellent time-keeping with not a moment wasted between activities or lessons, so pupils have maximum opportunity for learning.

**Provision for pupils' personal development is very good. As a result, their behaviour, independence in learning and relationships are all outstanding.**

11. The last inspection found that pupils were not given enough opportunity to show initiative, make choices and develop enquiry and research skills. The school has worked extremely hard to develop these aspects. An *Effective Learning Statement* outlines what pupils need in order to learn effectively; gives criteria by which pupils' progress can be judged, and shows where in each of the four school years crucial learning skills, such as locating information, interpreting evidence and recording and presenting well, will be taught.

12. This drive to improve pupils' skills has clearly been very successful. During the inspection, many outstanding examples of pupils' use of initiative and enquiry and research skills were seen. For example, in a mathematics investigation in Year 3, pupils were given the task of making as many numbers as possible out of several digits, and were left to work out the best system for doing this for themselves before sharing their practice. In a history lesson in Year 6, pupils were asked to use a range of sources – ICT, books and music – to answer the question "What was every day life like in Ancient Greece in Archaic and Classical times?" In a Year 4 class, pupils followed up an investigation into the insulating properties of different materials started earlier in the day. In the 15 minutes the pupils had to do this work, they observed their results, measured the amount of water made by melting ice, recorded their result on a table and drew conclusions about the best insulator. Pupils were lively, collaborated well, were moving all around the classroom and succeeded entirely in their task. At the end of the lesson, they sat down quietly at their desks after just one instruction to do so.

13. The school places great emphasis on pupils' social skills, and their ability to work well with one another, regardless of age, gender, ability or ethnic background. In order to further develop these aspects, the wide corridor areas have been remodelled to provide varied working areas with work stations at which small groups of pupils can sit to collaborate, or be taught together. The library and ICT suite are also set up to encourage working groups. Besides developing opportunities for collaborative and independent work, and supporting the development of excellent relationships, the appearance and working atmosphere of the school have also been considerably enhanced.

14. Staff are careful to give equal opportunities to all pupils in class, and choose groupings of mixed gender. Pupils themselves follow this example naturally. The school supports pupils' understanding of a democratic community and responsibility in various ways. The School Council meets regularly to discuss aspects of the school, and developments needed. During the inspection, the Council met to review the new arrangements for playground organisation they had brought in at the beginning of term. All pupils spoke confidently and honestly about what they thought was and was not yet working, which demonstrated their maturity very well. Older pupils listened seriously to the contributions of the younger ones. Pupils of all ages mix very well together. Year 3 pupils are each assigned a Year 6 "buddy" at the beginning of the school year, and they spend time working together to build cross-age friendships.

15. The lack of planned opportunities for pupils to develop their cultural and spiritual awareness was another weakness noted in the previous inspection. Once again, much work has been done to extend these opportunities, although the school is aware that yet more is to be done to develop pupils' multi-cultural awareness. The extensive grounds have been developed to include a new wild wood area, an outside classroom and quiet areas where pupils can sit and reflect or talk to one another at playtime. The school celebrates the beauty of natural phenomena such as light, and music is used very well to enhance the spiritual atmosphere of special occasions. An assembly to celebrate the Festival of Friendship was beautifully enhanced with soft lighting, candles, music and very few, simple words from staff. They conducted the whole proceeding very sensitively, for example fading music in and out gently, and never giving whole-school instructions which would have broken the spiritual atmosphere felt by all pupils, and demonstrated by their absolute silence.

**The curriculum emphasises the importance of all subjects and supports the development of the whole child very successfully.**

16. The curriculum includes all the subjects of the National Curriculum and other elements such as extra drama, dance, music and poetry. Over the past few years, school facilities have been developed specifically to enhance the curriculum and broaden the range of activities offered to pupils. Many of these developments are associated with extra investment in specialist staff so that pupils gain the most from the new resources. For example, a new music room has recently been built and equipped, in which the specialist music teacher takes exciting, creative classes. Music lessons are supplemented by various clubs, such as orchestra, choir and recorder. There is a good range of sports clubs such as rugby and cross-country, and pupils compete at both local and national levels. The school swimming pool is kept warm, clean and in very good condition by a rolling programme of refurbishment. Pupils swim in year-based ability groups under the tuition of a specialist swimming teacher, and these sessions run alongside normal classroom activities. The organisation of these lessons and classroom activities is excellent. Pupils' swimming skills are above expectations, and no curriculum time is missed. The ICT suite and library have been upgraded to provide an attractive and effective learning resource area, and a librarian and ICT technician have been employed to support teachers' and pupils' work. The school has just created an additional resource base where resources to support staff and topic work have been gathered. This, too, now has a part-time manager to organise and distribute the resources as needed, which leaves classroom staff free to concentrate on their teaching.

17. Staff were very keen to introduce the National Literacy and Numeracy strategies, but did not want their broad curriculum to be reduced as a result. After careful discussion, the Strategies have been implemented "the Locks Heath Way." This means that the content of the strategies is all included in the Locks Heath curriculum, but literacy and numeracy "hours" as such are not taught daily. This has not affected pupils' attainment in English and mathematics and has allowed the emphasis on a broad curriculum to be maintained.

18. In the past few years, the school has placed an increased emphasis on promoting pupils' personal development and independent learning skills. Some of this happens through planned work, and a new programme of personal, social and health education is currently being drawn up for implementation in September 2001 to strengthen this further. However, all lessons, activities and the general ethos of the school support both the personal development of the pupils as well as their educational needs very successfully.

**Parents think very highly of the school.**

19. Almost one third of the parents' questionnaires (156) were returned and showed that parents have no significant concerns. They are highly satisfied with the work of the school, and the positive effect it has on their children. Additional comments on the questionnaires related mostly to clubs – arrangements for the allocation of places were not clear to a few parents – and the majority of the others were extra expressions of overwhelming support for the school.

20. The parents' meeting was very positive. Parents said that they get plenty of information about what their children are doing in class, how they are getting on, and what is happening in the school and year group in general. They stressed that the school is very quick to contact them if there are problems, and that teachers are always available to talk to them. Their ideas and comments are taken on board well. Any difficulties are discussed discreetly, and staff stop, listen and make time for them as quickly as is practicable. Parents feel that the school has an open door, and if they come in unannounced, they are always seen and never put off.

21. The following three quotes from parents' comments generally sum up parents' views of the school:

- "I love the 'feel good' factor about this school..."
- "my four children have all been entirely suited, fully stretched and supported.."
- "All of my children are (and have been) extremely happy at Locks Heath Junior School and I feel that a happy child works to the best of their ability, given the chance, and Locks Heath certainly gives children the opportunity to prove this.

The staff, both teaching and office, are so approachable and friendly. They speak so nicely and listen so carefully to pupils that the children feel 'important' and respected.

It may sound 'corny' but I cannot fault Locks Heath Junior School at all and I think anyone would be hard pressed to find such a good team! They give every child the opportunity to do their best and encourage them all the way. I have never seen any member of staff treat any child (or adult) with anything but respect, and I feel this 'rubs off' onto the children. They bring "fun" into school life too and that's another reason why my children enjoy their Junior school."

## **WHAT COULD BE IMPROVED**

**The inspection found no significant weaknesses in the school.**

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

22. In order to maintain the school's strengths and further develop it, the head teacher, governing body and school staff should continue to work in the effective and productive way they currently do, and take note of the minor developments outlined to further strengthen their good practice.

- the provision for pupils' multi-cultural awareness and education should be extended;
- the links between the planned curricula in English and literacy, and mathematics and numeracy, should be simplified.
- the school should make clearer the system for allocating places at clubs, so all parents are fully aware of it.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	11

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	31	50	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)	501
Number of full-time pupils known to be eligible for free school meals	11

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	79

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	4.0
National comparative data	5.1

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.4

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
	2000	73	76	149

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	61	64	67
	Girls	60	62	67
	Total	121	126	134
Percentage of pupils at NC level 4 or above	School	81 (90)	85 (91)	90 (94)
	National	75 (70)	72(69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	51	57	62
	Girls	65	61	64
	Total	116	118	126
Percentage of pupils at NC level 4 or above	School	78 (88)	79 (93)	85 (93)
	National	70 (68)	72(69)	79(75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	3
White	498
Any other minority ethnic group	0

### **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 refers to pupils of compulsory school age only.*

*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)	19.8
Number of pupils per qualified teacher	26.25
Average class size	31

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

Total number of education support staff	19
Total aggregate hours worked per week	265

### **Financial information**

Financial year	1999-2000
	£
Total income	920321
Total expenditure	922572
Expenditure per pupil	1754
Balance brought forward from previous year	19992
Balance carried forward to next year	17741

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

### **Questionnaire return rate**

Number of questionnaires sent out	501
Number of questionnaires returned	156

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	31	3	1	0
My child is making good progress in school.	67	30	3	0	0
Behaviour in the school is good.	60	38	2	0	0
My child gets the right amount of work to do at home.	44	46	8	1	1
The teaching is good.	69	29	1	0	1
I am kept well informed about how my child is getting on.	48	46	4	2	0
I would feel comfortable about approaching the school with questions or a problem.	72	25	1	0	1
The school expects my child to work hard and achieve his or her best.	80	19	1	0	1

The school works closely with parents.	54	38	5	1	2
The school is well led and managed.	74	23	1	1	1
The school is helping my child become mature and responsible.	64	33	1	1	1
The school provides an interesting range of activities outside lessons.	53	38	4	2	3