

INSPECTION REPORT

INNSWORTH JUNIOR SCHOOL

Innsworth, Gloucester

LEA area: Gloucestershire

Unique reference number: 115562

Headteacher (Acting): Mrs L Jenkins

(Headteacher: Mr J Davies)

Reporting inspector: Mr A C Jolly
(8750)

Dates of inspection: 25th September – 27th September 2000

Inspection number: 225305

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 to 11
Gender of pupils:	Mixed
School address:	Rookery Road Innsworth Gloucester Gloucestershire
Postcode:	GL3 1AX
Telephone number:	01452 730377
Fax number:	01452 730377
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Oakley
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr A C Jolly (8750)	Registered inspector
Mr R Jones (19491)	Lay inspector
Mr A Evans (19897)	Team inspector

The inspection contractor was:

Weatheroak Inspections Ltd
39 Weatheroak Close
Webheath
Redditch
Worcestershire
B97 5TF

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

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Innsworth Junior School provides education for 241 pupil's aged between 7 and 11. The school is situated in a residential area of mixed council and privately owned housing and armed services accommodation on the north side of Gloucester. Almost two-fifths of the pupils come from service families connected with the nearby Royal Air Force administration centre at Innsworth and the mobility of these families means there is a constant flow of pupils being admitted to and also leaving the school. Only 45 per cent of last year's departing pupils had spent the full four years at the school. Most of the pupils transfer from the local infant school and attainment on entry is above average as measured by the Key Stage 1 test results. The percentage of pupils with special educational needs including those with statements is above average. The percentage of pupils known to be eligible for free school meals is below the national average. The pupils come from a diverse area and a wide range of social backgrounds. The number for whom English is an additional language is very small.

HOW GOOD THE SCHOOL IS

Innsworth Junior School is a very good school where pupils attain standards in science and mathematics that are well above the national average by the time they leave the school. Standards are also generally above average in English. The teaching is mainly good or very good and the pupils are given a wide range of worthwhile learning opportunities. Very good leadership has ensured that the school has clear targets for continued improvement and effective management enables the school to be an orderly, calm and stimulating environment. The school continues to provide good value for money

What the school does well

- Standards in science are well above average at the end of Key Stage 2.
- Standards in mathematics are well above average at the end of Key Stage 2.
- Teaching is mainly good or very good.
- The school is very well led.
- The school provides a wide range of worthwhile learning opportunities.
- Relationships with parents are very good.

What could be improved

- The attainment of boys in English at the end of Key Stage 2.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The positive features identified in the last inspection report have been sustained and additionally very good improvement has been made since the last inspection.

The work set for able pupils in history and geography is now more challenging and standards in those subjects are good. The assessment and recording arrangements for measuring progress in subjects other than English, mathematics and science have improved since the last inspection.

Standards have improved since the last inspection report when the attainment in all subjects except mathematics was judged to be average. In English the standard of work is now above average at the end of Key Stage 2 and test results have been generally above average. The test results and the pupils' work in science at the end of Key Stage 2 are well above average.

The above average standards in mathematics have been maintained and improved.

The school has now a list of themes for whole school assemblies and there are opportunities for pupils to reflect on relevant issues. The quality of collective worship is satisfactory.

STANDARDS

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

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

Key

Well above average
A

Above average
B

Average
C

Below Average
D

Well Below Average
E

These results are for 1997 to 1999 as there are not yet national comparisons for 2000. The tables demonstrate that standards were above average in English, mathematics and science in 1997. Standards fell in 1998, particularly in English and science. However, the school addressed this short-term decline by closely analysing why the standards fell in the tests and taking remedial action. This took the form of creating smaller teaching groups with separate year bands and specifically addressing the acquisition of those skills where pupils previously performed badly. The results in the 1999 national tests were excellent. Standards were well above average in mathematics and science both when compared nationally and with similar schools. Standards in English were above average when compared nationally and in line with what would be found in similar schools. The school's results for English and mathematics, although still good, fell in 2000. Standards in science, however, were very high.

The school's results fluctuate but there is a very high level of mobility within the pupil population, which largely explains it. Thus 55 per cent of last year's Year 6 did not start the school in Year 3.

The standards in English, mathematics and science have improved more than the national levels over the period from 1996 – 1999 and all levels of ability achieve well in these key subjects. Boys perform less well in English than could be expected but their attainment in mathematics and science is well above average. Girls performed particularly well in English and mathematics.

The school has met the realistic targets it had set itself to maintain the existing high standards. The standard in the other work seen was at least satisfactory and usually good. The standard of singing in assembly and in an after school choir of 95 pupils, was excellent.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are interested in their work and enjoy coming to school
Behaviour, in and out of classrooms	Good. Pupils are well behaved, polite and responsible.
Personal development and relationships	Relationships throughout the school are good. There are many opportunities for pupils to take responsibility and develop as young people.
Attendance	Satisfactory

Pupils are extremely well motivated and many are willing to undertake additional individual research at home into topics, particularly in science, which have interested them. They show respect for each other and property, exemplifying the school motto of 'pride'.

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.

The teaching is good overall and there are significant examples of very good teaching. Ninety four per cent of the teaching seen was sound or better. Forty one per cent of the total was good and 35 per cent very good. Six per cent of the teaching seen was poor.

The teaching of the basic skills of literacy and numeracy is predominantly very good. There is a daily focus on the development of the key skills of reading, spelling and number: these sessions are brisk, suitably challenging and purposeful. There is also a particularly good emphasis on investigation in science.

The teaching is generally shaped by the provision of clear objectives that enhance the pupils' learning. Relationships are consistently good and the work is well matched to the needs of all abilities. This effective teaching ensures pupils acquire appropriate skills and understanding. The learning needs of all abilities are effectively met.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a broad curriculum with a wide range of good learning opportunities.
Provision for pupils with special educational needs	There is good provision. Individual educational plans are of good quality and used productively in lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Generally good but satisfactory for spiritual development where least emphasis is given.
How well the school cares for its pupils	Effective procedures are in place to ensure the safety and well being of the pupils.

The curriculum meets all statutory requirements. The school offers a very full programme of extra-curricular activities and an initial preparation for the learning of two modern foreign languages. Particularly good use is made of assessment in order to meet the future needs of pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and acting headteacher have provided very good leadership for the school.
How well the governors fulfil their responsibilities	The governors are well informed, meet regularly and fulfil all their responsibilities most capably. They have well-developed processes for monitoring teaching and the curriculum.
The school's evaluation of its performance	The school has evaluated its performance successfully to ensure continued improvement.
The strategic use of resources	The school has a clear vision for the future and spending decisions are closely matched to educational priorities.

The school's staffing, accommodation and learning resources are good. There is a relatively new computer suite and all the facilities necessary to promote pupils' learning effectively.

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 management and leadership of the school.• The good teaching.• Parents are very comfortable with raising questions or concerns.• The school has high expectations.• The range of activities outside lessons.• Their children like school and make good progress.	<ul style="list-style-type: none">• A prompt decision on the future leadership of the school.

The response of parents at both their pre-inspection meeting and through questionnaire returns was extremely positive. Parents showed great confidence in both the previous headteacher and the acting headteacher. They wanted a prompt decision on the future leadership of the school to ensure stability for their children's education. The favourable judgements on the school were reflected by the findings of the inspection.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils achieve well above average standards in science

1. The high quality of work in science is a strength of the school. In the 1999 national tests standards were well above average both compared nationally and with similar schools.
2. The quality of science teaching is always good. Relevant links are made with other subjects wherever possible. For example a Year 5 teacher linked work on useful and harmful atmospheric gases to work done in the preceding history lesson on the fear of wartime gas attacks. He also linked the work to social implications of environmental pollution from vehicle exhausts. This made science relevant and interesting for pupils.
3. Teachers emphasise the use of correct scientific vocabulary and include opportunities for pupils to investigate scientific concepts through practical experiments. Explanations of scientific concepts are clear and practical in nature. For example in one lesson the room was darkened and a torch used to show that lights travels in straight lines from source to object to eye.

The pupils achieve well above average standards in mathematics

4. Standards in mathematics are well above average at the end of the 1999 Key Stage 2 National Tests both compared nationally and with similar schools.
5. In order to maintain the high standards the school is usefully analysing information gained from the results of these tests and other assessment data to highlight areas of relative weakness for further development.
6. The quality of teaching is usually good and often very good. The Year 6 pupils benefit from being placed in one of three sets according to ability, which is permitting a good match of work to pupils' differing needs, including the provision of appropriately challenging work for higher attainers. A strong emphasis is placed on mental calculations including the school's own 'quickfire' mental mathematics system which is proving very effective. Lessons are well planned and structured to the National Numeracy Strategy. Teachers set regular homework to reinforce and extend learning. This consistently good teaching ensures pupils acquire effectively the necessary skills, knowledge and understanding of mathematics.
7. Good use is made of information and communication technology in mathematics to aid learning. For example in a Year 6 lesson computers were used to generate accurate bar and pie charts of data such as bedtimes and party foods.

Teaching is mainly good or very good.

8. One of the key reasons for why the school is successful is the consistently high standard of the teaching: three quarters of it is good or very good. More significantly the teaching of the basic skills of literacy and numeracy is consistently very good. The regular 'quick fire' mathematics sessions characterise the best teaching, as they are brief, suitably targeted at individuals, brisk and purposeful. The same principles apply

with daily sessions of reading and spelling.

9. The planning of lessons is thorough, and clear objectives are identified for pupils' learning. Assessment is now used more effectively to shape pupils' learning. In a mathematics lesson with pupils in Year 4, the teacher recognised they were not understanding the work and focussed appropriately on the key concept to remedy this deficiency. English lessons usually have very lively introductions and the group work, which follows, has tasks suitably timed to ensure their completion. The work is well matched to the needs of all abilities. Thus the quality of learning is consistently good.
10. There is a clear homework timetable and guidance is given to parents to enable them to support reading at home. Thus parents generally felt happy with the work their children were expected to do at home.

The school is very well led

11. The headteacher, acting headteacher and governors have continued to provide very good leadership to the school.
12. The governors have regular meetings both of the full board and committees. All statutory obligations are met and the monitoring of teaching and the curriculum is particularly effective. Each governor is assigned to a subject area to work with a co-ordinator. They can then offer feedback to the full Governing Body who listen systematically to presentations from each curriculum leader about the progress of the subject and future aims. Additionally, two governors each term specifically visit the school, either as a pair or individually and then report back to the full Governing Body on their findings.
13. The documentation within the school is of a high standard and has a direct effect on the efficient management of the school. The staff handbook, for example, is practical, very detailed and comprehensively covers the day-to-day management of the school. It is instrumental in creating a calm, orderly school where everyone knows what they are expected to do.
14. The headteacher and acting headteacher have carefully analysed pupils' previous attainment and set clear targets for the future. The pupil population is very transient; for example only 55 per cent of pupils who took the Standard Assessment Tests last summer had started at the school four years earlier. Yet the school manages this sensitively and makes few excuses for the difficulties posed. In 1998 the National Test results were lower than in other years but the school analysed the test papers to identify the areas of weakness in performance and to ascertain and address particular skills more effectively. They also recognised that it would be more effective to group pupils by ability within their year groups: results have risen since this decision was put in place.
15. Above all there is an ethos of purpose and high expectation within the school. This has been established by very good leadership, and the consistently above average standards in English, mathematics and science are the clearest testimony to it.

The school provides a wide range of worthwhile learning opportunities

16. The school places strong emphasis on the key subjects of English, mathematics and

science but this is not at the expense of providing a wide range of worthwhile learning opportunities across the curriculum.

17. All the National Curriculum subjects are covered and in addition pupils study two modern foreign languages. This innovative approach features pupils in Year 5 learning German and the oldest pupils learning French. Although the initial stages of these languages can only be learnt superficially, pupils gain an important insight, which is a valuable preparation for secondary education.
18. There is a full range of extra-curricular activities. Each week the pupils have a choice of participating in such activities as learning to play the recorder, football and country dancing at lunchtime. After school there are clubs for computers, chess, netball and the choir. The size of the latter is particularly impressive. Ninety-five pupils were observed singing heartily, culminating in a particularly good and amusing rendition of 'The Headmaster's Hymn'. These and other aspects have an effect within school as the singing in assembly is of an excellent standard.
19. The school also offers after-school water sport activities to pupils in Years 5 and 6 which includes sailing, windsurfing and canoeing. An annual residential trip for Year 5 and 6 pupils takes place and in 2001 the pupils will undertake a residential visit to the Isle of Wight.

Partnership with parents

20. The partnership with parents is a clear strength of the school. The school provides good quality information through newsletters and special meetings on curriculum issues that helps parents work effectively with their children at home.
21. Many parents help in school with reading, organising resources and setting up computers and their experience and input clearly extends the range of learning opportunities for pupils. The success of fundraising events has enabled the school to purchase extra equipment giving pupils access to an even wider range of resources and facilities.
22. It is apparent from the parental questionnaire returns and comments made at the parents' meeting that parents have very positive attitudes towards the school. There is good communication with teachers including informal contact at the start and end of the school day and confidence that any problems will be dealt with effectively.

WHAT COULD BE IMPROVED

The attainment of boys in English at the end of Key Stage 2

23. The performance of boys at the end of Key Stage 2 in English from 1996 to 1999 was close to the national average. In mathematics and science the performance of boys was well above the national average. The performance of girls was above the national average in all three subjects from 1996 to 1999. Thus the performance of boys in English at the end of Key Stage 2 must be the key target for improvement.
24. It is significant that the trend in boys' performance in English is declining. In 1998 75 per cent of girls attained the required standard against 61 per cent of boys at the end of Key Stage 2. In 2000, the number of girls attaining the required standard in English was 84 per cent while the number of boys rose only slightly to 65 per cent, the difference growing from 14 per cent to 19 per cent.

25. The difference is most accentuated in writing. In 1999, 40 per cent of boys attained the required standard at the end of Key Stage 2 against 57 per cent of girls. In 2000, the percentage of girls attaining the required standard rose significantly to 73 per cent but only 41 per cent of the boys attained the target, reflecting only one per cent improvement. Although boys perform less well nationally, this 32 per cent difference is too great and is having a significant influence on the Key Stage 2 test results in English, which have not matched those of mathematics for the last three years and for science for the last two years.
26. The school has identified this as a key area for improvement and is actively seeking to obtain further training for teachers in order to introduce more robust methods of addressing the issue. The standard of boys' reading has improved but the improvement of their writing needs specific attention.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

Improve attainment of boys in English at the end of Key Stage 2 by:

- increasing the awareness of teachers about the different learning styles and needs of boys;
- analysing more carefully the Standard Assessment Test results of boys in English to identify the skills which need developing or improving;
- planning work to focus more on the needs and interests of boys;
- discussing the features of good writing more clearly with boys to identify what is required to improve texts;
- and, developing teaching strategies that are more geared towards the learning styles of boys.

• PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	8

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	35	41	18	0	6	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)	241
Number of full-time pupils eligible for free school meals	17
Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	54
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	22

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	31	29	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	29	29
	Girls	27	26	27
	Total	51	55	56
Percentage of pupils at NC level 4 or above	School	85 (68)	92 (47)	93 (52)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	29	29
	Girls	27	27	27
	Total	53	56	56
Percentage of pupils at NC level 4 or above	School	88 (72)	93 (60)	93 (79)
	National	68 (65)	69 (65)	75 (71)

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	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	238
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

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	3	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)	8
Number of pupils per qualified teacher	29 : 1
Average class size	30.5

Education support staff: Y3 – Y6

Total number of education support staff	5
Total aggregate hours worked per week	76

Financial information

Financial year	1999/2000
	£
Total income	390,327.00
Total expenditure	375,896.00
Expenditure per pupil	1,649.00
Balance brought forward from previous year	40,276.00
Balance carried forward to next year	54,707.00

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	241
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.	75	20	0	4	1
My child is making good progress in school.	60	38	2	0	0
Behaviour in the school is good.	65	31	2	0	2
My child gets the right amount of work to do at home.	31	56	9	0	4
The teaching is good.	67	33	0	0	0
I am kept well informed about how my child is getting on.	42	53	4	0	1
I would feel comfortable about approaching the school with questions or a problem.	73	25	2	0	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	51	42	4	0	3
The school is well led and managed.	73	25	2	0	0
The school is helping my child become mature and responsible.	65	29	4	0	2
The school provides an interesting range of activities outside lessons.	78	18	2	2	0