

INSPECTION REPORT

BROMET PRIMARY SCHOOL

Watford

LEA area: Hertfordshire

Unique reference number: 117308

Headteacher: Ms Janet Richards

Reporting inspector: Mr C Warner
OIN: 20935

Dates of inspection: 8 - 9 July 2002

Inspection number: 244821

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Bromet Primary School Oxhey Road Watford Hertfordshire
Postcode:	WD19 4SG
Telephone number:	01923 227133
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Martin Lawson
Date of previous inspection:	October 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bromet Primary School is situated in the south of Watford, Hertfordshire. There are 278 pupils on roll, which is above the average size for a primary school nationally. Pupils come from a wide range of social backgrounds. About 14 per cent of them are entitled to a free school meal and this is below the national average. Twenty per cent of pupils are on the school's special needs register, which is broadly in line with the national average. Two pupils have a statement of special educational need. About 90 per cent of pupils are of white United Kingdom heritage. The remaining pupils are mainly from other white, black-Caribbean, Pakistani and Indian families but a few pupils are from other ethnic groups. The ethnic mix has increased since the last inspection. There are no refugees or travellers. Twenty-two pupils speak English as an additional language; two are at an early stage of English language acquisition. The other main languages spoken are Urdu, Punjabi and Pahari. Overall, the attainment of children on entry to the school is broadly average.

HOW GOOD THE SCHOOL IS

This is an effective school with many strengths and no significant weaknesses. It serves its community well. Pupils of all abilities and backgrounds make good progress. By the time they leave the school, pupils are achieving high standards in English, mathematics and science. The quality of teaching and learning is very good. Pupils work hard and want to do well. The school is very well led and managed and offers good value for money.

WHAT THE SCHOOL DOES WELL

- Pupils make good progress. By the end of Year 6, standards in English, mathematics and science are above average.
- The high standard of teaching leads to very good learning and good progress.
- The headteacher provides very positive and clear-sighted leadership. She is strongly supported by senior staff and the governors in the effective management of the school.
- This is a caring school with very good provision for pupils' personal development; pupils' good behaviour and very positive attitudes to learning contribute well to their good progress.

WHAT COULD BE IMPROVED

- There are no significant areas for improvement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since it was last inspected in October 1997, when it was judged to provide a sound education for its pupils. All the key issues for improvement noted in the last report have been tackled with good effect. Standards in design and technology and in religious education have improved; the quality of teaching and learning compares well with the findings of the last inspection; improved assessment procedures

make a significant contribution to pupils' progress; there is greater challenge for the more able; the new senior management team is very effective. Other important areas for development have been clearly identified, including developing a broader curriculum and further improving pupils' writing. The school is well placed to build on its improvements and to meet its ambitious targets.

STANDARDS

The table below 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	A	A	A
Mathematics	A	A	A	A
Science	B	B	C	C

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

In English and mathematics, the school's results in the 2001 national tests for pupils in Year 6 were well above both the national average and the average for similar schools. The results in science were in line with the national average and also the average for similar schools. The unpublished results of the 2002 national tests are high in English and mathematics and have improved in science.

In 2001, the percentage of pupils who achieved levels above those expected of pupils in Year 6 (above Level 4) was well above the national average in English and mathematics, and average in science.

From 1997 to 2001, the school's results in Year 6 in English and mathematics have been consistently above the national average. They have improved at a rate above the national trend. This is commendable as it becomes more difficult to maintain the difference as the below average schools catch up. The school has regularly met, and often exceeds, its challenging targets in English and mathematics.

The school's results in the 2001 national tests results for pupils in Year 2 were well above the national average in mathematics and average in reading, writing and science. When compared with similar schools, the school's results were well above average in reading and mathematics, and average in writing.

Children enter school with a range of attainment, but the overall level is in line with that expected for their age. Across the school, pupils achieve well, including those on the school's register for special educational needs and those who speak English as an additional language.

The inspection findings confirm that children in the Foundation Stage achieve well and are likely to reach the Early Learning Goals in all areas of learning. Standards reflect the school's unpublished results in the most recent national tests and assessments in English, mathematics and science, and are above those expected nationally of pupils in Year 2 and Year 6. Standards in science in Year 6 have significantly improved, in line with the improvement in the test results between 2001 and 2002.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils like school, enjoy lessons and work hard.
Behaviour, in and out of classrooms	The pupils' behaviour is good in lessons and at other times. No bullying, racist or sexist behaviour was seen during the inspection.
Personal development and relationships	Very good. The pupils are independent, thoughtful and respect each other. By Year 6, pupils work well in groups and on their own. Good use is made of school assemblies to evoke thoughtful discussions and to celebrate successes in pupils' learning and personal development. Relationships throughout the school are very good.
Attendance	Very good. There is little unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Lessons seen overall	Good	Very good	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 is very good, overall, and is better than at the time of the previous inspection. As a result, pupils make good progress in their learning. The quality of teaching and learning was at least satisfactory in all the lessons seen. Most lessons were good or better. More than half the lessons seen were very good or excellent. The teaching in classes that include pupils in Years 5 and 6 is of a consistently high standard. Older pupils are encouraged to make assessments of their own learning and this is a significant factor in their high levels of motivation. Although the quality of teaching in the Foundation Stage is good, the under-developed outdoors' provision hampers the quality of learning.

The quality of teaching in English is very good, although opportunities are not fully exploited for pupils to use and develop their literacy skills across the curriculum. The teaching of mathematics is very good. Pupils are given many opportunities to solve problems and this ensures that pupils, including the more able, are suitably challenged.

Lessons are planned in a clear and purposeful way so that the teachers and learning support assistants know what to do to help the pupils achieve their targets. Even the youngest pupils are made aware of what the lesson is about and what they are expected to learn. As a result of being actively involved in the lesson, the pupils work hard and want to do well.

Teachers have high expectations of their pupils both in behaviour and work. All the teaching seen was underpinned by positive relationships between the teachers, learning support assistants, and pupils. Learning support assistants are very effective in working with pupils, especially those on the register for special educational needs and those with English as an additional language.

In most lessons, teachers skilfully adapt their explanations and questioning to meet the pupils' different needs. Pupils of all abilities and languages are encouraged to join in, and to think and talk about their ideas and work. This gives them the confidence to reach out in their learning, and to feel that they can learn from their mistakes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and reflects the different needs of all pupils. Although satisfactory, the curriculum for children in the Foundation Stage could be improved by developing the quality and range of outdoor learning opportunities. More needs to be done to extend the opportunities for pupils to use and develop their literacy skills in subjects other than English.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. The effective support of individuals and groups, both in and out of class, helps them to make good progress.
Provision for pupils with English as an additional language	The provision for pupils with English as an additional language is effective. Pupils at different stages in acquiring English benefit from the high quality of teaching, the contribution of classroom assistants, and the good advice and guidance of a visiting specialist teacher.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for all aspects of pupils' personal development is very good. Pupils are encouraged to take their learning seriously and to do their best. They develop a very strong sense of respect and responsibility because the curriculum and everyday life of the school encourage them to do so.
How well the school cares for its pupils	The staff know and care for the pupils very well. Effective procedures are in place to ensure pupils' welfare, health and safety. Their academic and personal development is monitored closely to ensure appropriate support and their good progress.

The partnership between parents and the school is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, strongly supported by the deputy and senior staff, manages the school very well. She provides a very clear vision for the school's continued development. All the staff, including those new to the school, work together as an effective team.
How well the governors fulfil their responsibilities	The governors carry out their duties with good effect. They work closely with the staff to identify areas for further development. The school has maintained its high standards; made a convincing start to evaluate the quality of its provision, and is clear about its future. A good start has been made to refining governors' role in monitoring and evaluating the work of the school so as to focus on the school's priorities for development.
The school's evaluation of its performance	There is a strong commitment to maintaining high expectations and standards. Information about how pupils are getting on is being used with increasingly good effect to plan for further improvements to the school.
The strategic use of resources	Good use is made of available resources. The school has very good procedures for using its funds to the best advantage of its pupils and ensuring it obtains best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • The pupils make good progress. • The quality of teaching is good. • Pupils are well behaved. • Teachers have high expectations. • The school is well led and managed. 	<ul style="list-style-type: none"> • Consistency in expectations for, and quality of homework. • The range of activities outside lessons. • Information about how their child is getting on.

The inspection team agree with the positive comments made by parents. The provision for activities outside of lessons is good when compared with other schools. The arrangements for homework and for reporting to parents about how their children are getting on are better than in most schools, and are regularly reviewed to ensure quality and consistency.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils make good progress. By the end of Year 6, standards in English, mathematics and science are above average.

1. Overall, the attainment of children when they enter the school is in line with that expected for their age. Pupils of different abilities and languages make good progress. There are high expectations for pupils to do well and the overall quality of teaching and learning is very good. By the end of Year 6 standards in English, mathematics and science are above average and pupils are achieving well. Standards have improved since the last inspection.

2. In recent years, the school's results in national tests in English and mathematics for pupils in Year 6 have been consistently high. The 2001 results in English and mathematics were well above both the national average and the average for similar schools. In science, the results were in line with the national average and the average for similar schools. The percentage of pupils achieving the higher Level 5 was close to double the national average in English and mathematics, but average in science. The results have improved at a rate considerably above the national trend in English and mathematics, and in line with the national trend in science.

3. The school's unpublished results in English and mathematics in the 2002 national tests for pupils in Year 6 equal those achieved in 2001. This is commendable because there are more Year 6 pupils on the school's register for special needs than was the case in 2001. In science, the percentage of pupils achieving the higher Level 5 has significantly increased. Overall, the school consistently meets and often exceeds its challenging targets in English and mathematics.

4. The inspection confirms that the standard of current work in Year 6 is consistent with the unpublished results of recent tests. This reflects the high quality of teaching, particularly for all the pupils in Years 5 and 6. There are no significant variations in attainment between pupils from different backgrounds, either in tests or in current work. Pupils with English as an additional language are mostly at an advanced stage of acquiring English and are supported well in their learning. They do well in English, mathematics and science and many exceed national expectations.

5. Pupils of differing attainments currently in Year 6 have made similarly good gains in English and mathematics. Many of them have exceeded the expected rate of progress from Year 2 to Year 6. Although progress in science is not at the same rate as in English and mathematics, the gap is rapidly closing because a lot of attention has recently been given to the subject. Pupils on the school's register for special educational needs make good progress because the teachers have a good knowledge of their needs and know how to involve them in lessons. Learning support assistants provide a very good quality of extra support, enabling pupils to achieve their individual goals. The high level of challenge and expectation, particularly in Years 5 and 6, boosts standards achieved by the more-able pupils. Pupils who reached the higher levels in the Year 2 national tests in 1998 are currently achieving highly in Year 6.

6. Children in the Reception classes get off to a good start in their education. By the time they start in Year 1, most children are achieving the Early Learning Goals¹. Even so, their learning would be extended if they had regular access to their own outside area for active learning.

7. The inspection reflects the predominately above average results achieved by pupils in Year 2 in English, mathematics and science of the past four years. The unpublished results in the recent national tests and assessments show that the high standards have been maintained.

8. The high standards in English reflect the very good quality of teaching and the effective implementation of the National Literacy Strategy. The consistent approach to the teaching of basic skills in reading and writing gives pupils a secure grounding, and allows them to develop into critical readers and expressive writers. They talk confidently about their favourite books and authors, and read aloud with expression and understanding. Work in Year 6 shows a very good understanding and use of the conventions of writing, and is often varied and interesting. Even though standards are high, the school rightly plans to enrich and extend communication skills still further by increasing the opportunities for speaking, listening, reading and writing in subjects other than English.

9. Pupils in Year 6 achieve well in mathematics and standards are high. The National Numeracy Strategy is used with good effect and pupils can undertake mental calculations with speed and accuracy. They have developed a range of strategies to tackle problems with confidence. They nearly always attempt to tackle a problem mentally before using any other approach. By Year 6, most pupils are talking and thinking 'mathematically'.

10. In 2001, the school's results in the Year 6, national tests in science were in line with the national average. However, pupils had made less progress in science since they were in Year 2 than in English and mathematics. Fewer pupils achieved the higher Level 5 in science than in English and mathematics. The school has directed much of its attention to raising standards in English and mathematics, and science has not improved at the same rate. However, standards in science are improving as the subject benefits from being a priority for development. Indeed, the unconfirmed results for 2002 show a considerable improvement, especially in the percentage of pupils gaining Level 5. Throughout the school, pupils' confidence in undertaking investigations is improving because of the greater emphasis on scientific enquiry and on encouraging pupils to talk about their work and communicate their ideas.

11. The shortcomings in the curriculum, assessment procedures and teaching that were found in the previous inspection have been rectified and as a result standards are rising. Assessment is used well to identify and group pupils with similar attainment and then meet their common needs in an effective way. The teaching now takes good account of the range of differences in attainment, and work in English and mathematics is very well matched to individual learning needs; pupils are suitably challenged. Curriculum planning ensures a clear approach to the development of skills, knowledge and understanding. Individual target setting is proving increasingly effective in helping pupils to focus on personal area for improvement in English, mathematics and science.

¹ QCA (Qualifications and Curriculum Authority) has produced a set of 'Early Learning Goals' for children in this stage of education. These goals are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six. There are six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical and creative development.

The high standard of teaching leads to very good learning and good progress.

12. The very good quality of teaching is a major strength of the school and goes a long way to explain pupils' good progress. All the teaching seen was satisfactory or better. Much of the teaching goes well beyond being competent because it succeeds in involving and engaging pupils in their learning. Teaching in over half of the lessons seen was very good or excellent. Although the quality of teaching in the Foundation Stage is good, the under-developed outdoors' provision hampers the quality of learning.

13. The quality of teaching and learning has significantly improved since the last inspection. All of the shortcomings found in the previous inspection have been remedied. This reflects the high expectations set by the headteacher and senior staff.

14. There are many strengths in the excellent and very good teaching. Teachers' planning is meticulous and thorough. Very good medium-term planning ensures that skills, knowledge and understanding are systematically taught. Lessons are well structured and pupils are made aware of the learning objectives and of the amount of time they have to complete a task. This helps pupils to become involved in their own learning and for the lesson to proceed at a brisk pace. As a result of often-lively teaching, pupils make good progress in lessons and achieve high standards.

15. A particular feature of much of the teaching is the teacher's ability to ask probing questions that get pupils to think and talk. For example, 'Can you explain how you worked that out?' and 'Can you show us how you got your answer?' In a particularly successful science lesson for pupils in Years 4 and 5, the teacher's skilled questioning ensured that all pupils were involved. She listened carefully as a special needs pupil explained how light travels, and responded constructively to take the learning forward. Pupils with English as an additional language were involved as the teacher targeted and adapted her questions. In this lesson and in others, pupils of all abilities and languages are encouraged to think, talk and demonstrate what they are doing.

16. Other common strengths of the teaching include high expectations for pupils to do their best and to behave well. Pupils know what is expected of them; see the point of what they are doing, and work hard at their tasks. Relationships between staff and pupils are very good. Pupils know that they are well cared for and are given the necessary levels of support to help them do well. There were many examples of lessons with brisk beginnings. The beginning to a very good literacy lesson for pupils in Year 5 set the pace and tone for what was to follow. Pupils readily answered questions about similes, personification and alliteration after reading examples of Japanese 'Haiku' poetry. As in many lessons, the teaching was effective because it was a two-way process. Pupils are involved, responsive and willing to learn- even from their mistakes.

17. Pupils make good progress in acquiring literacy and numeracy skills, particularly speaking and listening and reading. They are actively encouraged to listen, not only to the teacher but also to each other. It is clear to pupils that their responses are valued, and as a result, their self-confidence and self-esteem are enhanced. Teachers make very good use of the national strategies for literacy and numeracy to provide purposeful and well-structured lessons. Much of the teaching in these subjects is lively and keeps pupils on their toes. Basic skills are taught well and pupils develop a secure knowledge of letter sounds in literacy and of mental 'facts' in numeracy. In a numeracy lesson in Year 6, pupils followed up a 'rapid-fire' mental warm-up with an investigation. This involved calculating

the total 'value' of different words given that each letter had its own worth. The challenging activity enthralled pupils of all abilities and many of them wanted to continue on into the playtime. A recently acquired interactive whiteboard was used with good effect to share pupils' working out and to provide the focal point of many worthwhile discussions.

18. The high quality of the teaching reflects teachers' good subject knowledge and the fact that lessons are prepared in such depth. A lack of subject knowledge was the underlying weakness in the one in eight unsatisfactory lessons seen in the last inspection. Teaching is now sharply focused on increasing pupils' knowledge across the curriculum for each subject. In a very good history lesson in Years 1 and 2, the teacher's excellent subject knowledge enabled her to help pupils think about changes to schools over the past one hundred years. In an excellent sex education lesson for pupils in Year 6, the teacher presented accurate information in a sensitive way. The pupils felt at ease and confident in their new knowledge, and were glad to talk to each other and to the staff in an informed and open way.

19. At the heart of the high quality of teaching lie the excellent relationships fostered by the class teachers and the learning support assistants. They have consistent and fair expectations of how pupils should behave. This helps pupils of all abilities and languages to develop positive attitudes to learning. Pupils apply themselves well and try hard to overcome difficulties. Good behaviour, achievement and effort are recognised with fair praise and encouragement. This adds to pupils' sense of self-esteem and makes them feel that their efforts are worthwhile.

The headteacher provides very positive and clear-sighted leadership. She is strongly supported by senior staff and the governors in the effective management of the school

20. The school is very well led and managed. The headteacher's confident and determined leadership is reflected in the high quality of pupils' welfare and in the standards they achieve. Staff and governors are clear about what the school does well and what needs to be improved. Roles and responsibilities are clearly defined and understood. The shortcomings noted in the previous inspection have been remedied and the school has built on its existing strengths. Despite a high turnover of teachers in the past twelve months, all the staff work together as a very effective team. All staff work hard and morale is high because they are informed about the things they need to know and involved in decisions that effect them.

21. The previous inspection noted two specific shortcomings in the way the school was managed. Firstly, there was no senior management structure and consequently too much reliance on the headteacher. Secondly, the monitoring and evaluation of teaching and learning were under-developed, and not enough was done to monitor pupils' progress. These concerns have been addressed with good effect and this has contributed to the improving standards. The headteacher is strongly supported by a recently appointed deputy and by two other senior members of staff. Together, they provide the role models for good practice and the lead for improvement. Their very different talents and experience combine to create a dynamic management, full of ideas and enthusiasm.

22. At a time of teacher shortages in the region, much of the improvement in teaching can be attributed to the school's determined efforts to recruit new staff and to make good appointments. Staff at an early stage of their careers are particularly well supported, and are already being helped to develop their management skills. Even so, not enough of the current staff are yet able to take on middle management roles, such as that of a co-ordinator for a core subject. This means that a heavy responsibility rests on members of the senior management team. Nevertheless, the school is making the best of the situation and senior staff have enough time and resources to do their jobs well. All curriculum subjects, special educational needs and English as an additional language are managed very well.

23. The governing body is very supportive of the school's management, but is also a 'critical friend'. It helps the school to think about the best ways to use resources in the interests of pupils. Governors are very aware of the need to give the teaching staff the necessary support to do their work well. The governors have instigated the appointment and training of additional learning support assistants, a move that both helps the teacher, and benefits pupils. The rigorous monitoring and evaluation of teaching and learning underpin a culture of promoting good practice. Teachers are keen to share and build on their strengths because they are encouraged to reflect on the impact of their work on pupils' learning. As a result, standards of teaching have improved, and the standards achieved by pupils are high.

24. Performance data from assessments and test results are carefully analysed and the findings used to overcome weaknesses and to identify pupils with common needs. For example, analysis of data from previous years showed that high attaining pupils could be challenged further. Not only are tasks carefully planned with all abilities in mind but teachers and their assistants are very aware of ways of extending learning, especially for the more able. Similarly, the school noted that more attention needed to be given to developing pupils' scientific skills in investigations and experiments and effective action was taken. Additional support is also suitably targeted to lower attaining pupils and those with English as an additional language. Pupils' performances are carefully 'tracked', both as individuals and in different groups. Comparisons are made, for example in the performance of boys and girls, and action taken to remedy significant differences. For example, the school has recently made major purchases of dual language books, and of fiction books that might be of particular interest to some boys who are not yet avid readers.

25. There are many other ways in which people work together in the interests of the school. For example, governors, parents and staff help with decorating projects, out of school activities and school productions. The strong sense of working as a team reflects a school community that wants to succeed and to do all it can for the children. Expectations are high, for both staff and pupils, and there is a very positive climate for learning.

26. The school has satisfactory accommodation and resources for learning. The learning environment is enhanced by various displays of pupils' work. An imaginative programme to further improve the learning environment of individual classrooms has begun. The inspectors agree that it is important for this programme to continue apace so that all pupils benefit from the improvements. Although good use is made of the adjacent playground, opportunities for learning would be improved if the children in the Reception classes had their own, designated outdoor area for learning.

27. Important school developments are well supported by an effective programme of professional development, including opportunities for the teaching assistants to enhance their skills. The school has built on its high standards, made a convincing start to evaluate the quality of its provision, and is well placed for continued improvement.

This is a caring school with very good provision for pupils' personal development; pupils' good behaviour and very positive attitudes to learning contribute well to their good progress.

28. Pupils say how much they like coming to school and that they enjoy their lessons. Most parents express a similarly positive view of children's behaviour and attitudes. The inspection found that behaviour is good and that pupils' attitudes to learning are very good. Boys and girls of all abilities and from different ethnic backgrounds say that bullying is rare, and that they are treated fairly, and feel they are given help when it is needed. This is a caring school with very good procedures for introducing new children, looking after their welfare and ensuring equality of opportunity. As a result, the pupils feel secure and grow in confidence and self-esteem.

29. Behaviour is good in lessons and around the school. Nearly all pupils know right from wrong and, as they get older, develop a strong sense of fairness and responsibility for their own actions. The few pupils with behaviour difficulties are supported well; they are encouraged to join in lessons and are given a good level of support. Pupils behave well because they find the lessons interesting and the work matched well to their ability. At the same time, the staff have high expectations of good behaviour and are consistent in applying the school's policies. For example, on the few occasions when a child is called names because they come from a different background, the problem is sensitively handled and properly reported. The school monitors all kinds of behaviour and uses the information to improve the situations. Boys and girls play together, and older pupils get on well with younger ones. In discussions, pupils confidently say that they know what is expected of them and that they respect the code of behaviour.

30. Throughout the school, in lessons and at other times, pupils display very positive attitudes. The school's provision for pupils' spiritual, moral, social and cultural development is very good. Assemblies reflect pupils' strong sense of belonging to a school 'family'; they sing enthusiastically, listen respectfully to teachers and are quick to celebrate achievements. Pupils like to join in the good range of activities taking place outside of lessons; they enjoy Indian dancing held during the lunch break, and football for both boys and girls. Pupils are confident because they are encouraged within their lessons and there are very good opportunities for them to express themselves and to do their best. Parents and pupils fondly recall musical productions, and the school's sporting record is a further source of pride within the community.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

31. This is an effective school, which seeks and achieves continuous improvement. It has no significant weaknesses, and effective action to tackle its own concerns in the following areas is well advanced:

- Extending opportunities for pupils to use and develop their literacy skills in subjects other than English.
- Developing the quality and range of opportunities for children in the Foundation Stage to learn out-of-doors.
- Ensuring science is a priority for development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	11	9	3	0	0	0
Percentage	8	44	36	12	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 four percentage points

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	278
Number of full-time pupils known to be eligible for free school meals	38

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	55

English as an additional language	No of pupils
Number of pupils with English as an additional language	24

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	94.8
National comparative data	93.9

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 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	Year	Boys	Girls	Total
	2001	20	20	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	19	18	20
	Girls	18	18	18
	Total	37	36	38
Percentage of pupils at NC Level 2 or above	School	93 (85)	90 (90)	95 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	19	20	20
	Girls	18	18	19
	Total	37	38	39
Percentage of pupils at NC Level 2 or above	School	93 (90)	95 (95)	98 (90)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	Year	Boys	Girls	Total
	2001	22	17	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	18	18	20
	Girls	14	16	16
	Total	32	34	36
Percentage of pupils at NC Level 4 or above	School	82 (86)	87 (86)	92 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	20	20	20
	Girls	16	15	14
	Total	36	35	34
Percentage of pupils at NC Level 4 or above	School	92 (88)	90 (86)	87 (86)
	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	7
Black – African heritage	0
Black – other	2
Indian	5
Pakistani	14
Bangladeshi	1
Chinese	0
White	244
Any other minority ethnic group	5

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	1	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:

YR – Y6

Total number of qualified teachers (FTE)	8.9
Number of pupils per qualified teacher	31.2
Average class size	30.8

Education support staff:

YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	228

FTE means full-time equivalent

Financial information

Financial year	2000/2001
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	£
Total income	674,359.00
Total expenditure	661,105.00
Expenditure per pupil	2,344.00
Balance brought forward from previous year	33,645.00
Balance carried forward to next year	46,899.00

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out
Number of questionnaires returned

278
90

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	46	6	2	1
My child is making good progress in school.	34	60	3	1	1
Behaviour in the school is good.	37	56	4	0	3
My child gets the right amount of work to do at home.	25	44	25	7	0
The teaching is good.	41	52	2	0	4
I am kept well informed about how my child is getting on.	32	56	8	3	1
I would feel comfortable about approaching the school with questions or a problem.	40	52	4	3	0
The school expects my child to work hard and achieve his or her best.	44	52	2	0	1
The school works closely with parents.	29	53	11	4	2
The school is well led and managed.	37	55	3	2	2
The school is helping my child become mature and responsible.	36	57	3	0	4
The school provides an interesting range of activities outside lessons.	23	49	15	2	11