

INSPECTION REPORT

ST WILLIBRORD'S R C PRIMARY SCHOOL

Clayton, Manchester

LEA area: Manchester

Unique reference number: 105540

Headteacher: Mrs J Feely

Reporting inspector: Mr C Kessell
20695

Dates of inspection: 14th and 15th January 2002

Inspection number: 197921

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:	Voluntary aided
Age range of pupils:	3 - 11 years
Gender of pupils:	Mixed
School address:	Vale Street Clayton Manchester
Postcode:	M11 4WR
Telephone number:	0161 223 9345
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Appropriate authority:	The governing body
Name of chair of governors:	Rev Fr S Ansbro
Date of previous inspection:	October 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Willibrord's is a Roman Catholic Voluntary Aided school that has 181 full-time pupils between the ages of four and eleven (102 boys and 79 girls). It also has a designated nursery that offers 40 places. Thirty-seven children attend full-time. The school is average in size and since September 2000 has been part of the East Manchester Education Action Zone. This serves an area recognised as having high levels of social deprivation and is a changing community with the arrival of refugees and asylum-seekers from Eritrea, Uganda, Poland, Lebanon and the Czech Republic. The attainment of pupils when they start school is currently average, although this can vary year-on-year. Some year groups start school with below average attainment. Most of the pupils are of white ethnic heritage and 3% are from traveller families. The percentage of pupils speaking English as an additional language, at 6%, is higher than in most schools. Half of these pupils are at the very early stages of English language acquisition. 28% of pupils are identified as having special educational needs (SEN) and 2% have SEN statements. The percentage of pupils on the school's special educational needs register is above average. The majority of these pupils have learning difficulties, although some have behavioural problems. The percentage of pupils entitled to free school meals, at 58%, is well above average. The number of pupils who either leave or join the school during the academic year is slightly below average.

HOW GOOD THE SCHOOL IS

This is an effective school that is very well led by the headteacher who in turn, is well supported by the staff. The school provides a very positive, caring environment and is held in high regard by the parents. Christian values are very well promoted. All staff work hard to ensure that all pupils are included in the curriculum that is offered, but the school would acknowledge some difficulties in achieving this with pupils from refugee families who are at the very early stages of English language acquisition. Throughout the school there are high expectations in terms of pupils' academic achievements and behaviour. Standards are currently below average in English and mathematics for the pupils in Year 2 and above average in these subjects in Year 6. The quality of teaching and learning is good overall. The school provides good value for money and its many strengths far outweigh areas for development.

What the school does well

- Standards of work are above average in English and mathematics in Year 6.
- The quality of teaching and learning is good overall.
- The school is very well managed by the headteacher. She is well supported by the deputy head, the teaching and non-teaching staff and governing body.
- Provision for pupils' spiritual, moral and social development is very good.
- The school provides a caring environment and is very well thought of by the parents. As a result pupils have positive attitudes to learning and are very well behaved.

What could be improved

- Standards in English and mathematics in Year 2.
- The provision for pupils who speak English as an additional language.

The areas for improvement will form the basis of the governors' action plan, which will be sent to the parents and carers of all pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

School improvement has been very good since the previous inspection in October 1997. All of the positive features identified during that inspection have been maintained and the improvement in standards for pupils in Year 6 is above the national trend. The key issues identified at the time of the previous inspection have been well addressed. There have been significant improvements in the quality

and standards in information and communication technology (ICT) and music. Very good teaching was observed in both of these subjects during the current inspection and the pupils' singing is now a strength of the school. The quality of teaching has improved overall and no unsatisfactory teaching was observed. Good examples were seen of pupils working collaboratively in subjects such as literacy, numeracy, ICT and physical education. The roles of the senior management team and subject co-ordinators have improved significantly, and the school and governing body now meet all statutory requirements. The provision for pupils with special educational needs is now good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	A	A	A*
mathematics	B	C	A	A*
science	D	B	B	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The above table shows that when compared to all schools, St Willibrord's 2001 results were well above average in English and mathematics and above average in science. When the same results are set against those of pupils from similar schools, the pupils did very well in all three subjects. The results in English and mathematics were amongst the highest 5% of these schools. Current standards in English and mathematics are above average at the age of eleven, but below average in reading, writing and mathematics at seven. The current Year 2 pupils entered the school with below average attainment and with many pupils displaying weak language skills. Overall, the pupils' achievements through the Foundation Stage and Years 3 to 6 are good. In Years 1 and 2 achievement is satisfactory.

The school's current statutory targets for English and mathematics are challenging but reflect the commitment to achievement by the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good overall. Pupils have positive attitudes to school and are keen to work. They talk enthusiastically about their activities and show obvious enjoyment in lessons.
Behaviour, in and out of classrooms	Behaviour in and out of classrooms is consistently very good.
Personal development and relationships	The pupils work well together and relationships through the school are very good. Pupils enjoy responsibility and using their initiative.
Attendance	Good. Currently above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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 quality of teaching and learning is good overall. Pupils are interested in their work and show good levels of concentration and independence. They talk confidently about their activities and have a good understanding of what they are doing. In the majority of lessons, teachers have high expectations of their pupils in regard to their work and behaviour. All lessons are well managed and in most cases pupils with special educational needs learn well. The basic skills of literacy and numeracy are taught satisfactorily although the teaching of handwriting is inconsistent through the school. Time and resources are used well and classroom support staff often contribute significantly to the good learning and the pupils' educational experiences. Although all staff attempt to meet the needs of all groups of pupils, those at the very early stages of English acquisition do not learn as effectively as other groups. Planning work for different ability groups could be more accurate in some lessons. Learning could be more effective in Years 1 and 2. The teachers' expectations are slightly lower and more could be demanded from pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced and now fulfils statutory requirements. This is an improvement since the previous inspection. There is a good range of activities for pupils outside the classroom and through the Educational Action Zone the school has positive relationships with its partner institutions.
Provision for pupils with special educational needs	This provision is well organised and managed by the special educational needs co-ordinator. The needs of these pupils are well met.
Provision for pupils with English as an additional language	There are weaknesses in this provision particularly for pupils at the very early stages of English acquisition, who are not receiving adequate support for their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	A strength of the school. Spiritual, moral and social development is very good. The pupils are friendly, caring and work well with each other. Cultural development is good.
How well the school cares for its pupils	Very good. St. Willibrord's provides a very happy, caring and Christian environment where pupils feel safe and secure. Pupils are well cared for.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and is instrumental in ensuring the positive learning environment and the caring atmosphere provided for the pupils. She is very well supported by the deputy head and all of the teaching and non-teaching staff.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and have a very good understanding of its strengths and areas for development. Many of the governors visit the school regularly and have well informed opinions and views of what is happening in the school. They fulfil their statutory requirements.
The school's evaluation of its performance	The school has a number of good monitoring and evaluation processes. All staff and governors have been trained in school self-evaluation and these activities are linked to the current School Improvement Plan. Teaching and planning are regularly monitored by the headteacher. The school is developing the use of performance data and assessment information to monitor pupils' performance.
The strategic use of resources	Very good use is made of staff, resources and the school's accommodation. Resources provided by the Educational Action Zone are used well and have had a significant impact in improving attendance and resources and standards in ICT. Effective financial planning supports the educational priorities identified by the school. The headteacher and governors seek to obtain best value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and are making good progress. The school helps children become mature and responsible. • The children are treated very well and the staff are approachable. • Behaviour is good. The school expects children to work hard and achieve their best. • The school works closely with parents. Parents feel comfortable about approaching the school with questions or a problem. • The school is well led and managed. 	No significant comments about improvement were expressed at the pre-inspection meeting or through the questionnaires.

The above views represent significant comments from the pre-inspection meeting attended by seven parents and the sixty-two returned questionnaires. The inspection team supports the positive views expressed by parents. The parents' views of the school are very positive.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards of work are above average in English and mathematics in Year 6.

1 The 2001 National Curriculum test results for eleven-year-olds were well above average for English and mathematics and above average for science. When compared to similar schools the results in all three subjects were well above average; the results in English and mathematics were amongst the highest five per cent. Based on the results for the last five years, the school's trend of improvement is above the national trend and when taking the three years 1999 to 2001 together, the performance of pupils in English, mathematics and science exceeded the national average. The school was awarded a School Achievement Award in the 1999/2000 academic year for good results. Although current standards are not as high as last year, this does not represent a decline in pupils' performance but indicates a significant difference in the make-up of the year group. The school still aims to ensure that all pupils achieve as well as they can and make good progress in relation to their prior attainment. The number of pupils in the current Year 6 identified with special educational needs is higher than the previous year as is the proportion of pupils with English as an additional language. Although some of these pupils will achieve the expected levels (Level 4) in English and mathematics, not all will do so. The percentage of pupils achieving the higher Level 5 in English and mathematics is likely to be slightly above the national average in English and well above in mathematics. Consequently, when all of the above factors are considered, standards are above average in English and mathematics, rather than well above.

2 By the time they are eleven, the majority of pupils are keen to answer questions and listen carefully to expositions by their classteacher and the contributions of classmates. Their attitudes to reading are very positive and enthusiastic. During a literacy session exploring the writing of mystery stories, more than half of the class volunteered to read the class text and a majority of pupils read fluently with good expression and an awareness of punctuation. Reading the *Red Headed League* all pupils listened attentively and followed the text. Most pupils present their work neatly using fluent and joined handwriting. They are able to write in varied and interesting styles, for example when writing accounts of their holidays or producing poetry. Punctuation is used effectively in their work and sentences are structured into paragraphs. They are encouraged to reflect on their writing and the use of figures of speech such as metaphors and similes and to choose their vocabulary carefully. The group targets given to the pupils in English, which pupils confidently talk about when questioned, are challenging and effective in developing their skills in writing.

3 In mathematics the pupils have a good understanding of place value and appreciate the relationship between decimals, fractions and percentages. They relate this information to practical situations, for example, calculating the discount on goods and whilst investigating negative numbers discuss their uses in such areas as recording temperature and bank accounts. Many of the pupils check the reasonableness of their answers when completing mathematical investigations and talk confidently about their work. Pupils identify prime numbers, multiply decimal numbers with each other and accurately measure angles and calculate the perimeters of shapes. Work is always carefully laid out and well presented.

4 Although standards are not as high as last year they are an improvement on the standards observed in Year 6 at the time of the previous inspection. At the pre-inspection meeting with parents, standards were described as good and no parents had any concerns about the standards that their children were achieving. When responding to the pre-

inspection questionnaire, ninety-eight per cent of parents agreed that their child was making good progress in the school.

The quality of teaching and learning is good overall.

5 At the time of the previous inspection some weaknesses were identified in teaching. These could be summarised as unsatisfactory subject knowledge in music and ICT and the inconsistent use of homework. Some unsatisfactory teaching was also observed and too few opportunities were provided for the older pupils to show initiative and independence in their learning, work collaboratively or evaluate what they were doing. These weaknesses have been overcome and no unsatisfactory teaching was observed during the current inspection. Overall, seventy-three per cent of lessons were good or better with the remainder being satisfactory. Two lessons were judged to be very good, a Year 3 ICT lesson, where the pupils were using a computer program to compose music and a Year 6 music lesson. Ironically, these subject areas were weaknesses at the previous inspection. Homework is no longer an issue since the introduction of a homework policy and homework diaries. Year 6 pupils described getting 'loads' of homework 'and every night' but they were confident in explaining how it supported their learning in English, mathematics and science and how it was often organised for the different ability groups in the class. They also spoke enthusiastically about the Homework Club that is provided for them. During the inspection good examples were observed of pupils working independently and collaboratively, using their initiative and evaluating what they were doing. For example, independence and collaborative learning is encouraged in the Foundation Stage with children playing with and sharing apparatus sensibly and maturely. As nursery children come in from their break they take it upon themselves to hang up their coats and reception children take it in turns to return the class register to the office and change for physical education independently. In literacy and numeracy lessons pupils sensibly move to their activities after the introduction by their class teachers, often working by themselves and in all of the ICT lessons observed during the inspection good examples were seen of pupils working collaboratively as they shared computers. At the end of most lessons the class teacher leads a plenary session. This provides a good opportunity for pupils of all abilities to discuss and evaluate their work.

6 Most teaching in the school is good and pupils learn effectively. Many of the teachers are charismatic and the pupils show the utmost respect for them. Teaching is consistently good in the Foundation Stage and teaching and non-teaching staff show a good understanding of the needs of these pupils. Good teaching was also observed in Year 3 as pupils studied Aesop's fable *The Hare and the Tortoise* to identify adjectives. In a good Year 4 religious education lesson pupils began their study of Islam and a good ICT lesson in Year 6 saw pupils investigating spreadsheets. Good teaching in the school is consistently characterised by well organised lessons, high expectations in terms of pupils' achievements and behaviour, good use of time, support staff and resources and the teachers' knowledge and understanding of the subjects that they teach. The basic skills of literacy and numeracy are often reinforced well in other subjects, for example science and ICT, and good lessons have pace so pupils learn effectively and make good progress. All pupils apply considerable effort to their work in these lessons and show interest in everything they are doing. They talk confidently about their learning and maintain a high level of concentration. Although a majority of lessons were judged to be good, there were some areas for development that prevented many of these lessons being very good. Although the majority of lessons are planned to provide a range of activities for the different ability groups found in classes, planning is not always rigorous enough to ensure that every pupil is given an appropriate level of work. Consequently, some higher attaining pupils find their work too easy whilst lower attaining pupils are occasionally given work that is too difficult. Much of this is the result of inconsistencies in the quality and use of ongoing assessment at the end of each lesson. Day-to-day assessment could be used more effectively to plan future lessons and monitor

pupils' progress. Likewise, more could be made of teachers' marking. There is no marking policy in the school and this is evident from the inconsistencies in marking. Although work is always marked regularly and positive comments are provided to encourage pupils, insufficient information is given, particularly to the older pupils, on how to improve work or move on to the next stages of learning.

7 Although teaching and learning is good overall there are some inconsistencies, particularly in Years 1 and 2 where teaching was sound. Although good teaching was observed in both of these year groups, most teaching was satisfactory and the pupils did not learn as effectively or as quickly as they did when teaching was good. Teachers do not always demand enough and expectations are lower. The characteristics of good teaching were not always observed with the result that pupils' learning was not so effective. Inconsistencies in classroom management, particularly in terms of managing pupils' behaviour, led to some pupils having less positive attitudes to learning. Consequently, progress over time is slower which does not benefit pupils with below average attainment.

The school is very well managed by the headteacher. She is well supported by the deputy head, the teaching and non-teaching staff and governing body.

8 The headteacher provides very good leadership and management. There is no doubt that she has been inspirational in driving the school forward since its previous inspection and is responsible for the very good progress that the school has made. She has the confidence of the staff, governors, community and parents and is popular with the pupils. When responding to the parents' questionnaire, ninety-seven per cent of parents agreed that the school was well led and managed and at the pre-inspection meeting all parents felt that the school was well run. St Willibrord's operates in challenging circumstances but, through the headteacher's leadership and management, is able to provide pupils with a high quality Christian education in a safe, caring environment. Although she has high expectations in terms of pupils' achievements and behaviour, her friendly and relaxed demeanour is appreciated by all associated with the school. It is noticeable when visiting the school how relaxed and supportive the atmosphere is and that pupils and staff are enjoying what they are doing. The happy, smiling faces of the pupils are testament to this. Visitors to the school comment on how bright and cheerful the school appears in relation to the immediate environment outside. The headteacher believes in a 'high profile' approach and is always available to parents at the beginning or end of the day, and this is appreciated.

9 The headteacher is well supported by the able, recently appointed deputy. She is a good classroom practitioner and provides a good role model for all teachers. The teaching and non-teaching staff are also very supportive and work well as a team. It is very clear that everyone is working hard for the benefit of the pupils and this is a shared commitment. Staff give their time readily to the school and are very approachable. The senior management team, which was criticised at the time of the previous inspection, is now an effective body that is involved in the management and development of the school. Through the school co-ordinator there is active involvement in the Education Action Zone (EAZ) which has brought enormous benefits to the school such as training and development in ICT, better links with parents and improved attendance and greater community involvement. The school is recognised as providing a high level of commitment to the development of the EAZ. The subject co-ordinator role, which was also criticised by the previous inspection team, has been developed well and the performance management process is well established in the school. The school's commitment to personal and professional development is reflected in it being awarded Investors in People¹ status. Staff and governors have been involved in school self-evaluation training and the School Improvement Plan clearly outlines priorities for

¹ A national award that recognises a commitment to staff development.

development which are focused on continuing to raise standards and the quality of education provided for the pupils. The governing body is a very supportive group, which has a very good understanding of the school's strengths and areas for development. Although governors work well with the headteacher, they feel confident enough to be able to challenge the school on important issues such as the standards it achieves. They are actively involved in strategic planning.

10 The school's policies and practices aim to promote all aspects of inclusion and equality of opportunity. The way in which pupils of different abilities, needs, backgrounds and cultures play and work together is a positive feature of the school. The school makes efforts to meet the needs of individual pupils; however it acknowledges that the provision for pupils with English as an additional language has weaknesses. This is an issue recognised through the whole of the EAZ, as the community has to manage the arrival of asylum seekers and refugees.

Provision for pupils' spiritual, moral and social development is very good.

11 The pupils' spiritual, moral and social development is a notable strength of the school. Spiritual development is promoted very well. At the pre-inspection meeting, parents identified the strong Christian values that pervade the school's culture. Pupils are given daily opportunities to pray, sing and reflect on a range of issues. This enables pupils to consider aspects of life in and outside school and further develop and understand their own beliefs. This was well illustrated during the inspection as Year 1 and 2 pupils were observed in collective worship reflecting on the differences between right and wrong using 'wisdom' given to them by God. The worship also provided a moment of awe and wonder as the headteacher asked pupils to open some 'left-over' Christmas presents because she had been too busy, as a way of celebrating 'joy and happiness' provided by God. Pupils in Years 3 to 6 listened carefully and thoughtfully to a story about 'jumping to conclusions'. They carefully reflected on using the gifts of speaking and listening given by God to make careful judgements. The school also plays an important role in preparing the pupils for the Sacraments of Confirmation, Reconciliation and Holy Communion.

12 Provision for moral development is also very good. Parents believe that the school promotes good attitudes and values and that a strong emphasis is placed on this. Most pupils have a very clear understanding of what is right and wrong and are encouraged to be truthful and honest. The school governors are very proud of the pupils' behaviour not only when they are at school, but out in the wider community and are confident about the school's influence in this. The strong and close relationships developed by the staff, who know the pupils well, promote concern for others and the world in which we live. The school contributes to a number of charities such as the Catholic Children's Rescue Society and Shelter and sponsor the education of a child in Kenya. Adults in the school act as very good role models for all pupils, successfully promoting honesty and fairness. During the inspection, no inappropriate behaviour was observed.

13 Social development is very good. When responding to the parents' questionnaire, ninety-eight per cent of parents agreed that the school was helping their child become mature and responsible. Pupils were observed working closely together in numeracy, ICT and design and technology. They share resources well and are happy to help one another. At lunchtimes, the pupils play with each other sensibly and use the available equipment co-operatively. Year 6 act as 'Lunchtime Buddies' and are available to support, play with or act as a friend to other pupils. The baseball caps that they wear identify them. The pupils are welcoming to visitors and happy to hold discussions about their work or talk proudly about their school. The school organises a number of educational visits that support social development. Year 6 pupils talked excitedly about a forthcoming residential trip at an outdoor pursuits centre.

The school provides a caring environment and is very well thought of by the parents. As a result pupils have positive attitudes to learning and are very well behaved.

14 St. Willibrord's is a very caring school and the areas for development identified in the previous inspection in relation to procedures for child protection and ensuring pupils' welfare have been well addressed. The school's provision for pupils with special educational needs is now good which is another improvement since the previous inspection. The parents' views of the school are extremely positive; they have nothing but praise for the way that it is managed and the educational experiences it provides for the children. All of the parents responding to the pre-inspection questionnaire agreed that they would feel comfortable about approaching the school with questions or a problem and ninety-three per cent agreed that the school works closely with parents. The number of parents helping in the school has increased since the previous inspection and school events are well supported. The parents are also appreciative of the courses run on their behalf, for example, a course to develop ICT skills. The appointment of a Parents' Co-ordinator through the EAZ has been a successful initiative.

15 One of the school's many strengths is the way in which all of the pupils conduct and apply themselves. They come to school eager and enthusiastic and this contributes well to much of the effective learning found in the school. This was well illustrated in the Year 4 class during the inspection at the beginning of the day. The pupils entered the class quietly and sensibly and behaved very well as they stood smartly behind their desks, waiting for the day to begin. The pupils were familiar with the routine and knew what was expected of them. Prayers were said carefully with pupils respecting the moment and its importance and then the classteacher greeted the pupils in both English and French, to which they responded appropriately. As part of a data-handling exercise individual pupils measured the classroom temperature and the temperature outside. These were confidently announced to the rest of the class. This was a delightful and positive start to the day.

16 All pupils move around the school sensibly and quietly. School assemblies are calm, spiritual occasions where pupils sing hymns to a high standard and with wonderful enthusiasm. When walking around the school during breaktime or lunchtime there is no evidence of oppressive or unsatisfactory behaviour. Pupils take their responsibilities very seriously, whether it is reception pupils taking the register to the office or older pupils preparing the hall for assembly.

17 The pupils' attitudes towards learning are positive and enthusiastic in all classrooms. Much of this is helped by the very good relationships in the school between the adults and pupils and amongst the pupils themselves. This contributes much to the effective learning found in the school. Year 6 pupils talked maturely and articulately about their school and work that they have covered. For example, they explained how they used 'Microsoft Publisher' to put together multimedia presentations in ICT and discussed the previous day's science investigation that involved dissolving sugar. These positive features have been maintained since the previous inspection. Eighty-nine per cent of parents responding to the questionnaire agreed that behaviour in the school is good and at the pre-inspection meeting with parents it was agreed that behaviour is good despite the social and educational disadvantage of many pupils.

WHAT COULD BE IMPROVED

Standards in English and mathematics in Year 2.

18 When compared with all schools the results for pupils at the age of seven in the 2001 National Curriculum tests were average in reading and mathematics and above average in writing. Against schools of a similar nature standards were well above average in these three areas. Because of significant differences between the current Year 2 and last year's group of pupils, current standards are not so high. Standards in reading, writing and mathematics are below average. However, there are significantly more pupils with special educational needs who will only achieve standards that are well below average and pupils who use English as an additional language (EAL) in the current Year 2. Many of the EAL pupils speak very little English and cannot communicate without an interpreter. Although these standards are lower than those found during the previous inspection, this does highlight the variations that there can be in attainment on entry and the impact that the arrival of refugee and asylum seekers is having on the community.

19 Although a number of pupils are achieving standards in English and mathematics that are appropriate for their age, there is a significant proportion of pupils who have weak literacy and numeracy skills. Many of the pupils have underdeveloped speaking and listening skills and find it particularly difficult to maintain their concentration when listening to the classteacher or other pupils. Handwriting and presentation is weak and even the higher attaining pupils do not join their letters. Handwriting is not taught systematically and this is a weakness in teaching. Many of the pupils have a limited mathematical language and are some still using terms such as 'bigger' and 'smaller'. Although higher attaining pupils work independently and can solve simple mathematical problems many pupils are not confident with their mental mathematics or discussing their work. Although the pupils have made satisfactory progress in relation to their prior attainment, pupils' learning is not so effective in Year 2 as it is in many other parts of the school. Pupils' progress needs to be more rapid, otherwise standards will remain below average.

The provision for pupils who use English as an additional language.

20 At the time of the previous inspection pupils who speak English as an additional language represented two per cent of the school's population. This has recently risen to six per cent; this is higher than in most other schools and is predicted to increase further. None of the pupils identified during the previous inspection were at the very early stages of English acquisition whereas fifty per cent of the current group is. Although these pupils have only recently arrived and have also joined many other schools in the EAZ, the support for these pupils is inadequate and limits their access to the curriculum. The school acknowledges that this is an area for development and staff will be receiving some training later in the term. Many of these pupils find it difficult to communicate without an interpreter and because of the teachers' inexperience with these pupils, strategies to help learning are often ineffective. For example, more focus could be provided in developing simple dual language wordbooks or giving the pupils basic English words such as 'please' and 'thank you' to help with their social development. The classroom support provided for these pupils is inadequate. Staff who are accomplished interpreters, do not have the necessary expertise to support these pupils with their learning. Despite the efforts and good intentions of the school, the provision for these pupils is unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21 The inspection team recognises the good quality teaching and learning in most of the school, the very good leadership and management and the care and support provided for the pupils, but to further improve standards and the quality of education the headteacher, staff and governors should:

(1) Raise standards in reading, writing and mathematics in Year 2 by:

- Continuing to implement and develop assessment procedures through the school to ensure the monitoring of all pupils' progress and to influence future planning, particularly with effective day-to-day assessment;
- Ensuring that pupils of all abilities are given work that is appropriate to their needs and that this is reflected in teachers' planning;
- Developing a whole school policy for marking;
- Producing a whole school policy for handwriting and presentation that clearly identifies the school's expectations. (Paragraphs 6, 7 and 19)

(2) Improve the provision for pupils who speak English as an additional language by:

- Developing the provision provided by support staff;
- Ensuring that all teaching and non-teaching staff receive in-service training to develop a clearer understanding and awareness of the needs of these pupils;
- Providing appropriate learning resources to help pupils in all areas of the curriculum. (Paragraphs 10 and 20)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	14	6	0	0	0
Percentage	0	9	64	27	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	37	181
Number of full-time pupils known to be eligible for free school meals		105

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	3	51

English as an additional language

	No of pupils
Number of pupils with English as an additional language	15

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	5.1

Unauthorised absence

	%
School data	0.3

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	13	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	10	11
	Girls	12	12	12
	Total	20	22	23
Percentage of pupils at NC level 2 or above	School	77 (80)	85 (84)	88 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	11	11
	Girls	12	12	12
	Total	22	23	23
Percentage of pupils at NC level 2 or above	School	85 (84)	88 (84)	88 (80)
	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	12	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	12
	Girls	16	16	16
	Total	26	27	28
Percentage of pupils at NC level 4 or above	School	90 (79)	93 (79)	97 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/a	11	2
	Girls	N/a	16	5
	Total	N/a	27	7
Percentage of pupils at NC level 4 or above	School	N/a (82)	93 (79)	100 (93)
	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	0
Black – African heritage	5
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	206
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.6
Number of pupils per qualified teacher	20:1
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	156

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	37
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	12

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	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 gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/01
	£
Total income	513,457
Total expenditure	519,760
Expenditure per pupil	2,463
Balance brought forward from previous year	27,827
Balance carried forward to next year	21,524

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	218
Number of questionnaires returned	62
Percentage of questionnaires returned	28

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	23	0	2	0
My child is making good progress in school.	74	24	0	0	2
Behaviour in the school is good.	55	34	5	3	3
My child gets the right amount of work to do at home.	54	31	14	0	2
The teaching is good.	79	21	0	0	0
I am kept well informed about how my child is getting on.	55	35	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	77	23	0	0	0
The school works closely with parents.	61	32	5	0	2
The school is well led and managed.	71	26	2	0	2
The school is helping my child become mature and responsible.	72	26	0	0	2
The school provides an interesting range of activities outside lessons.	42	37	12	0	8