

INSPECTION REPORT

ST WALBURGA'S RC PRIMARY SCHOOL

ShIPLEY, Bradford

LEA area: Bradford

Unique reference number: 107346

Headteacher: Miss D Vernazza

Reporting inspector: Mr S Freeman
2636

Dates of inspection: 3rd – 4th February 2002

Inspection number: 189456

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
Gender of pupils:	Mixed
School address:	Victoria Park Shipley West Yorkshire
Postcode:	BD18 4RL
Telephone number:	01274 531102
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr P Catterick
Date of previous inspection:	9 th – 12 th September 1996

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Walburga's is a Roman Catholic voluntary aided school for boys and girls aged three to eleven. Its wide catchment area serves two parishes. There are 290 pupils on roll, including 40 part-time in the Nursery. Pupil numbers are lower than at the last inspection, although admission numbers are larger than average. Pupils enter the school with the full range of ability, but the attainment of most is above the expectations for their age. Most pupils come from backgrounds which are socially and economically advantaged and the number of pupils eligible for free school meals (2.4 per cent), is below the national average. Eleven per cent of pupils are from minority ethnic backgrounds. No pupils have English as an additional language. Seventeen per cent of pupils have special educational needs (below the national average), mainly related to learning difficulties. This includes an average number of pupils with statements of special educational needs.

HOW GOOD THE SCHOOL IS

St Walburga's is a school where national test results are well above the national average. Pupils' attitudes, behaviour and attendance are very good. Adults have a high level of commitment to the school and pupils. Most of the teaching and learning is satisfactory. Pupils from all backgrounds, abilities and disabilities are included equally in the school's activities, but most teachers' planning does not match the individual needs of pupils. The school has a new headteacher; previously, the leadership and management at all levels provided insufficient support to improve teaching and pupils' progress and to raise standards even higher. The school provides satisfactory value for money.

What the school does well

- National test results in English and science at age eleven are well above the national average.
- Provision for pupils' social and moral development are good.
- Pupils' attitudes, behaviour and relationships are very good, and their attendance is consistently well above the national average.
- Teaching and learning are good in the Foundation Stage (the Nursery and Reception classes).
- The inclusion of physically disabled pupils in the life of the school, their support and their progress are very good.
- Parents have a high regard for the school. Parents, governors and staff are very committed to the pupils and the school.

What could be improved

- Links between development planning and the improvement in teaching, learning and standards.
- The effectiveness of management at all levels in improving the quality of teaching and learning.
- Planning lessons which match the needs and abilities of all pupils.
- Assessing, recording, monitoring and reporting pupils' standards of attainment and progress.
- Provision for pupils' spiritual and cultural development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made insufficient progress in areas identified for improvement in the inspection in 1996. There has been good improvement in the provision of equipment for information and communication technology, teachers' expertise and pupils' skills. Satisfactory progress has been made in promoting information and communication technology across the curriculum; also in improving provision in music. A curriculum plan and subject schemes of work are in place, but most

teachers' planning is not matched to pupils' needs and abilities. There has been insufficient improvement in leadership and management at all levels in providing strategic direction, effective school development planning and systematic procedures to ensure the effectiveness of teachers' professional performance. Other deficiencies in legal procedures and policies have been addressed. Governors and staff now share a commitment to improve and have the capacity to succeed.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	A	A	A	well above average
mathematics	A	A	B	C	average
science	A	A	A	B	below average

Most pupils enter the school with attainment above the expectations for their age. By the end of the Foundation Stage, the attainment of most pupils is above average, with a significant minority well above average. Pupils' attainment in the Year 2 national tests in 2001 was well above the national average for writing and mathematics and above average for reading. Compared to similar schools, pupils' attainment was average in reading and above average in writing and mathematics. Year 6 pupils' results in the 2001 national tests in English and science, and above average for mathematics. The results in these subjects combined were well above the national average, above average for schools in similar social contexts and average for schools with similar results at age seven. Standards achieved by pupils aged seven are similar to the last inspection; whereas attainment by age 11 was above average and has been well above average in recent years. The school's upward trend is in line with the national trend. The school met its statutory target in English in 2000 and exceeded the target in 2001. In 2000 the school failed to achieve the target in mathematics but exceeded it in 2001. The 2001 targets were set lower than the previous year to take account of the lower prior attainment of the pupils at the beginning of Year 5.

Attainment in most English and mathematics lessons observed, and in pupils' work analysed during the inspection, was above the national average. This is below the standards which the school achieves in national tests at the end of Year 2 and Year 6. The reasons for this difference appear to be the timing of the inspection, half-way through the academic year; the range of work seen, which extended beyond the range assessed in national tests; the lack of precise planning and teaching to meet the needs of all pupils; also the fact that pupils receive practice from Year 3 to Year 6 in answering national test questions for their annual tests.

Most pupils make satisfactory progress during their time at school. Their progress is good in the Foundation Stage; satisfactory in Years 1-2; less than expected in Years 3-4; and good in Years 5-6. Most pupils with special educational needs, and those who are gifted and talented, make satisfactory progress in the Foundation Stage, but unsatisfactory progress elsewhere. There is no significant difference between the attainment of boys and girls. Pupils from minority ethnic backgrounds make similar progress to other pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are proud of their school, engage fully in all that it provides and are keen to learn.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved and there are no signs of bullying, racism or other anti-social behaviour.

Personal development and relationships	Good. Pupils relate well to each other and with adults. They are courteous, friendly and respectful. They demonstrate a good grounding in moral and social development.
Attendance	Very good. Consistently well 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	Satisfactory

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 good teaching in the Foundation Stage classes promotes good learning and progress for most pupils, including those with special educational needs. Most teachers' planning and learning activities focused clearly on the national guidance and expectations for pupils by the end of Reception. Class 2 has been disrupted by having several teachers this year, which has hampered pupils' progress, whereas consistently high expectations and carefully planned work for Year 2 pupils in the mixed Year 1/2 class has led to good progress. Pupils make good progress in the upper junior classes, due to teaching which is at least good. Teaching and learning in the lower junior classes are satisfactory at best, so not all pupils make satisfactory progress.

Teachers are knowledgeable, work well with support staff and usually manage pupils well. There is an emphasis on whole class teaching. Teachers make insufficient use of the assessment of pupils' work to monitor pupils' progress and inform their planning. A minority of teachers plan work carefully to match the differing needs and abilities of all pupils in the class. Good provision and support for pupils with statements of special educational need leads to good progress. Support for pupils in wheelchairs is particularly good and they make very good progress. Many other pupils with special needs make unsatisfactory progress because work is not tailored to their needs; also gifted and talented pupils receive insufficient challenge to high achievement. The teaching of English, mathematics and science is satisfactory. Pupils' achievement in writing is hindered by different models used by teachers, the lack of clear and consistent steps towards joined-up writing before Year 3, and the limited opportunities for extended writing across the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The quality and range of learning opportunities in the Foundation Stage are good, elsewhere they are satisfactory. Information and communication technology skills are developing well, and there is evidence of satisfactory use within the curriculum.
Provision for pupils with special educational needs	Satisfactory. Good provision is made for statemented pupils. Provision is very good for pupils in wheelchairs. Individual education plans are satisfactory, but often lack detail. Too few teachers plan specific work for pupils with special educational needs, so the progress of many is unsatisfactory.
Provision for pupils'	This inspection does not include religious education or collective

personal, including spiritual, moral, social and cultural development	worship, which are the focus of a diocesan inspection. Provision for pupils' moral and social development is good. The provision for spiritual development is unsatisfactory. Within cultural development the provision for the aesthetic aspects is satisfactory, but the multicultural aspect is not. Overall this is unsatisfactory.
How well the school cares for its pupils	Good. The staff value and care for all pupils. There is no child protection policy but the school's practice is satisfactory. The arrangements for sex education are effective. The new school council is an effective means of hearing and responding to pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Unsatisfactory. The senior managers and subject leaders have not been effective in promoting sufficiently high standards, ensuring sufficient improvement in the quality and consistency of teaching and appropriate progress by all pupils. Development planning is not linked effectively to improvements in teaching, learning and standards.
How well the governors fulfil their responsibilities	Unsatisfactory. Governors are strongly committed to the school and have a good understanding of its strengths and weaknesses. They seek to fulfil their role effectively, but have not ensured effective planning, sufficient improvement, nor the legal requirements for staff appraisal.
The school's evaluation of its performance	Unsatisfactory. There is no system for regularly and rigorously monitoring and evaluating the performance of teachers to improve teaching, raise standards of attainment and promote consistency. The monitoring, recording and reporting of pupils' progress is inadequate.
The strategic use of resources	Satisfactory. The school has moved from a financial deficit to a small surplus. Governors make every effort to obtain best value, but do not yet have the procedures or information to judge cost-effectiveness by the impact of spending on pupils' attainment and progress.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ Pupils' standards in English, mathematics and science. ▪ Pupils' very positive attitudes and behaviour, which are well promoted by the school. ▪ The sensitive and caring way in which support is given to lower attaining pupils and those with special educational needs. ▪ The approachability of staff. 	<ul style="list-style-type: none"> ▪ The wide variation in class sizes. ▪ More opportunities for independent writing. ▪ Additional challenge for more able children. ▪ Consistency in the provision of homework. ▪ The range and continuity of extra-curricular activities. ▪ Information given to parents about the curriculum and their child's progress.

The inspection team agree with most of the positive views of parents, but have expressed concerns above about the provision for pupils with special educational needs, other than those with statements. Inspectors consider the school has a satisfactory range of extra-curricular activities. They also endorse the positive view expressed at the parents' meeting about the caretaker's efforts in promoting a range of after-school activities and developing community involvement. In all other areas, parents have identified correctly aspects of provision which need improvement. The school has acknowledged these areas and is committed to addressing them.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

National test results in English and science at age eleven are well above the national average.

- 1 Most pupils enter the school with attainment above the expectations for their age. The school has not kept complete records of standardised tests taken by pupils, however, test results show that by the end of the Foundation Stage the attainment of most pupils is above average, with a significant minority well above average. National tests at the end of Year 2 in 2001 indicated that the average attainment of pupils in the school was well above the national average for writing and mathematics; it was above average for reading. Compared to similar schools (based on eligibility for free school meals) pupils' attainment was average in reading and above average in writing and mathematics. By the end of Year 6, pupils' attainment in the 2001 national tests was well above average in English and science, and above average in mathematics. Compared to similar schools, pupils' attainment was variable, well above average in English, above average in science and average in mathematics. The schools' results for these subjects combined was well above the national average, above average for schools in similar social contexts and average for those schools with similar results at the end of Key Stage 1. Twenty-four per cent of Year 6 pupils gained above average results (National Curriculum Level 5) in mathematics in 2001, compared to 49 per cent in English and 54 per cent in science. The results for English and science were above average compared to schools with similar results at the end of Key Stage 1, those for mathematics were well below average.
- 2 Standards achieved by pupils aged seven are similar to the last inspection, whereas attainment by age 11 was above average and is now well above average in national tests in English and science. The upward trend in the school's results is broadly in line with the national trend. The school met its statutory target in English in 2000 and exceeded the target in 2001. In 2000 the school failed to achieve the target in mathematics but exceeded it in 2001. The 2001 targets were set lower than the previous year to take account of the lower prior attainment of the pupils at the beginning of Year 5.
- 3 Attainment in most lessons observed, and in pupils' work analysed during the inspection, was above the national average. This is below the standards which the school achieves in national tests at the end of Year 2 and Year 6. The reasons for this difference appear to be the timing of the inspection, half-way through the academic year; the range of work seen, which extended beyond the range assessed in national tests; the lack of precise planning and teaching to meet the needs of all pupils; also the fact that pupils receive practice from Year 3 to Year 6 in answering national test questions for their annual tests. Some evidence from past national test results indicates that boys' attainment exceeded that of girls in the school, and boys' attainment was better in comparison with the same sex nationally. There was little evidence of gender difference in 2001 and it was not evident in most work seen.

Provision for pupils' social and moral development are good

- 4 Ninety-seven per cent of the parents responding to the OFSTED survey indicated that the school is helping their child to become mature and responsible. Parents at the meeting were very positive about the attitudes and values the school is promoting and their effects on pupils. The specific provision for pupils' personal and social development, which includes teaching about bullying, is having positive effects. Pupils demonstrate a thorough moral and social grounding. The high profile of morality in the school and in classrooms, from the Nursery to Year 6, leads to very good awareness in pupils of right and wrong. There is a considerable amount of teacher directed whole class teaching in the school, but there are also opportunities for group and paired work. There are fewer opportunities for investigative work, but pupils expressed their enjoyment of science experiments. Groups of Year 6 pupils showed considerable skill and co-operation in producing PowerPoint computerised presentations which combined words, pictures, sounds and music. In lessons teachers emphasise fairness and considerate behaviour. This was woven seamlessly and very effectively into a literacy lesson in Year 1/2, where the teacher encouraged pupils to reflect on the behaviour and feelings of characters in the story about moving house. She also encouraged children to express their feelings about moving house and going to new places: 'happy', 'sad' and 'excited' were suggested. The class then said the same sentence in happy, sad and excited moods, which promoted reading with expression. Pupils in the school are encouraged to consider the needs of others and demonstrate a strong social concern through a considerable amount of charitable giving.

Pupils' attitudes, behaviour and relationships are very good, and their attendance is consistently well above the national average

- 5 A strength in the classroom and wider educational provision of the school is the support pupils receive for their personal development. Pupils are proud of their school and engage fully in all that it provides. In most lessons, pupils are keen to learn. Higher attaining pupils are particularly keen to learn when more challenging work is provided for them. Ninety-five per cent of parents responding to the inspection survey consider that behaviour in the school is good. Inspectors noted that pupils are very well behaved, there are no signs of bullying, racism or other anti-social behaviour. Pupils relate well to each other and with adults, in the classroom and around the school. They are courteous, friendly and respectful. Pupils like coming to school so much that their attendance is consistently well above the national average.

Teaching and learning are good in the Foundation Stage (the Nursery and Reception classes)

- 6 The good teaching in the Foundation Stage classes promotes good learning and progress for most children. Most teachers' planning and learning activities focus clearly on the national guidance and expectations for children by the end of Reception. The teaching observed in the Nursery was very good. Group activities were well planned and structured and adults worked well together. Children entered promptly, were welcomed and settled well. The role-play area was well designed and resourced and promoted purposeful activity, constructive relationships and above average use of language. Children's behaviour and self-control were very good. Children demonstrated above average standards of independence. They made very good progress and their attainment was above average. Considerable interest was developed by using binoculars for bird-watching. Children were able to name some birds and make a tally of the number seen. Other activities included

preparation for the Chinese New Year. Continuous assessment was unobtrusive, but rigorous. The interaction with adults extended thinking and moved forward the learning of vocabulary, hand/eye co-ordination and observation skills.

The inclusion of physically disabled pupils in the life of the school; their support and their progress are very good

- 7 The school has an appropriate range of equipment for the education and care of physically disabled pupils who use wheelchairs. These pupils also have very skilful learning support assistants who provide them with positive and unobtrusive support, enable them to gain access to an appropriate curriculum for their needs, and to become independent learners, wherever possible. Teachers are aware of the pupils' needs and engage in a constant dialogue with the pupils and the support assistants to ensure that these needs are met. The pupils make very good progress. During the inspection the two pupils with cerebral palsy were observed participating in whole class teaching, small group work, including a science experiment, and individual activities, including interactive reading, desktop publishing and cooking. The pupils were very positive about their learning and delighted with their successes gained, often with considerable effort. Physically disabled pupils join in all appropriate aspects of school life and are well accepted by able-bodied pupils. Staff were very positive about the benefits that all pupils gain from their presence.

Parents have a high regard for the school. Parents, governors and staff are very committed to the pupils and the school

- 8 Parents at the pre-inspection meeting were overwhelmingly positive about the school and its benefits for their children. They have a high regard for the school and are strongly committed to it. There has been 100 per cent attendance at most of the parents' consultation evenings. Parents also give generously to support the school through the Parents and Friends Association. They also respond very positively to the charitable appeals launched by the pupils and staff of the school. They find staff approachable and responsive when they have questions or a problem related to their child. Teachers are conscientious and hard-working; they demonstrate a strong commitment to pupils in all aspects of their work. Governors have a good understanding of the strengths and weaknesses of the school and seek to fulfil their role effectively. Some governors spend a considerable amount of time in school, supporting pupils and staff; their commitment is impressive.
- 9 Governors and staff are aware that the school has made less improvement than expected since the last inspection. The school has sought to build good relationships with parents and acknowledges that more could be done to promote an educational partnership with parents. Governors and staff view the appointment of a new headteacher as an opportunity for a new era in the life of the school. They share a commitment to improve and have the capacity to succeed.

WHAT COULD BE IMPROVED

Links between development planning and the improvement in teaching, learning and standards

- 10 A new headteacher had been in post for four weeks prior to this inspection. This report refers throughout to the previous headteacher, unless otherwise specified. The last inspection identified a need to develop the leadership role of the headteacher in conjunction with the governing body and senior management team to provide clear direction and guidance in the overall organisation and management of the school. Inspection evidence indicates that there has been unsatisfactory improvement on these issues.
- 11 A senior management team was initiated in 1996 and has met regularly to express ideas, and there have been discussions in staff meetings. There have been regular meetings of the headteacher and deputy headteacher, also between the headteacher and chair of the governing body. However, the senior staff and governors indicate that there were communication problems between the staff, governors and the headteacher. The lack of understanding and experience of leadership and management issues demonstrated by governors and staff with management responsibilities is indicative of difficulties in communication and delegation, but also a lack of initiative in seeking information and support elsewhere. However, inspectors acknowledge the difficulties in seeking support from a local education authority in difficulties, and the problem of receiving support in a time of transition to a new education service based on a public-private partnership.
- 12 A key issue from the last inspection involved the revision of the school development plan so that it could be used as an effective management tool, incorporating systematic monitoring and evaluation procedures to ensure the overall effectiveness of the school. The school improvement plans are meticulous, well organised administrative documents. However, they have been produced by the headteacher without the involvement of staff or governors. They have been presented to the governors for approval, but they do not represent a shared vision of the school or a clear and agreed direction. They lack appropriate criteria for success, related to the quality of teaching and learning or pupils' progress and attainment. Therefore, they cannot be used by the governing body to hold the school to account for the effectiveness of the plan in improving the quality of education provided or in raising standards. Further, governors make every effort to obtain best value, but do not have the procedures, or receive the information, to judge cost-effectiveness by the impact of spending on pupils' attainment and progress. None of the subject development plans for 2000-1 have criteria related to pupils, or to learning or standards, by which their success may be judged. Neither the school nor subject plans are effective management tools, nor a driving force for improving the effectiveness of the school.

The effectiveness of management at all levels in improving the quality of teaching and learning

- 13 The school was required by the last inspection report to ensure the implementation of an appraisal policy. The current national appraisal system for teachers has operated from September 2000, with a legal requirement to set teachers' objectives by February 2001 and monitor their performance. Governors have agreed an appraisal policy, but the headteacher has not supported or monitored the senior management team effectively, or delegated sufficient responsibility to senior managers to manage teachers, to observe their lessons, to offer support and to monitor and evaluate their

performance. Similarly, subject leaders have not been given the appropriate responsibility and support, or held accountable for the fulfilment of their management responsibilities of promoting consistently high quality teaching and monitoring effectiveness. As a consequence, teachers have not received their legal entitlement to such support and monitoring, in order to improve their performance and to raise pupils' standards of attainment. Governors have also not received the required annual report on the operation of this system. Neither the governors nor the headteacher have taken the initiative to ensure this requirement is met. Governors have made an appointment for an External Adviser's visit to support the appraisal of the new headteacher. She has already established a plan to fulfil the requirements for teachers.

- 14 Parents expressed concern about inconsistencies in the standards teachers expect, particularly of high attaining pupils, and their approaches to homework. Overall the standard of teaching is satisfactory. However, there are inconsistencies within and between year groups in the planning, quality of teaching, the assessment of pupils and the setting of homework. Ensuring consistency is a management responsibility. Newly qualified teachers have been observed teaching by the headteacher, local authority and mentors. They also received constructive feedback and supportive mentoring. Other teachers spoke of some lesson observations by the headteacher, and some related to literacy and numeracy, but there is no record of the observations, formal feedback, or consequent improvements. The monitoring of the effectiveness of teaching and learning by senior managers and subject leaders is unsatisfactory, as it lacks rigour, a consistent and systematic approach, and effective follow-up to improve teaching. The new headteacher has acknowledged the inconsistencies, which were evident from her preliminary observations of teaching throughout the school. The senior management team are currently considering her draft proposals, made available to the inspection team, to address the issues and support teachers.
- 15 Parents, staff and governors are aware of the difficulties created by the number of pupils admitted each year and the need for either large or mixed-age classes. Parents expressed concern about the attainment of pupils in mixed-age classes; also provision for the 41 pupils in Class 5 and the pressure on the teacher created by this large class. There was insufficient evidence from this short inspection to indicate that the division of pupils into mixed-age groups is a problem; whereas the quality of teaching is significant. For example, Class 2, which has only Year 2 pupils, has been disrupted by having several teachers this year, which has hampered pupils' progress, whereas consistently high expectations and work which has been carefully planned to meet the needs and abilities of all pupils in the mixed Year 1/2 class has led to good progress and high attainment. The Year 5 classroom is overcrowded and this limits the range of learning opportunities for these pupils, but the tireless effort, excellent management and exceptionally challenging teaching accelerates pupils' progress in this class. However, the stress on the teacher is considerable. This problem will increase in September, due to the number of pupils in the current Year 4 and the tight constraints of the accommodation in the Year 5/6 area of the school. There are no proposals in the school development plan to address this complex issue, which has implications for teaching, staffing, finance, accommodation, resources and standards.

Planning lessons which match the needs and abilities of all pupils

- 16 Evidence from pupils' work and school data indicate that pupils' achievement is good in the Foundation Stage; satisfactory in Years 1-2; less than expected in Years 3-4; and good in Years 5-6. Pupils from minority ethnic backgrounds make similar

progress to other pupils. Pupils' progress is closely linked to the quality of teaching and a significant feature of this is the quality of planning. There is a wide variation in teachers' approaches to planning. Most planning in the Foundation Stage is linked very closely to the curriculum and outcomes expected of this age range, but this is not always the case. In the rest of the school, the best overall subject planning was evident in mathematics and was the result of the Abacus commercial scheme, which provides teachers with work for different attainment levels. Most other planning is at the level of half-termly or weekly extracts from the scheme of work. There is little evidence of teachers analysing what pupils should learn from the activities, or the ways these objectives apply to the class being taught, to the different levels of ability in the class, or to the individual or special needs of pupils. Teachers also make insufficient use of the assessment of work to monitor pupils' progress and to inform their planning of the next stages in pupils' learning.

- 17 Individual education plans, for pupils with special educational needs, lack sufficient detail about the needs of pupils to assist teachers to design appropriate learning activities specifically for them. These pupils make satisfactory progress in the Foundation Stage, but unsatisfactory progress elsewhere. Pupils with statements of special educational needs are well supported and make good progress; those in wheelchairs are very well assisted and make very good progress.
- 18 The majority of teachers do not plan work which matches the differing needs and abilities of all pupils in the class. Evidence from lesson observations indicated that, throughout the school, pupils rose to teachers' high expectations and flourished on challenging work. Without such high expectations, and work matched to their ability, pupils achieved less. Pupils who are gifted and talented have not been formally identified by the school and they generally lack the challenge to high achievement. Where such pupils are given the opportunity to work independently and to move beyond the whole class, the evidence of this inspection is that they flourish and make rapid progress. Increasing the percentage of pupils gaining above average results in National Curriculum tests is a school priority. If teachers plan appropriately challenging work for all pupils, and ensure consistently good progress, this priority will be met or exceeded.

Assessing, recording, monitoring and reporting pupils' standards of attainment and progress

- 19 Most teachers in the Foundation Stage link their teaching and assessment to the outcomes expected of this age range. A minority of teachers in the rest of the school match their teaching and assessment to pupils' National Curriculum attainment levels. Some teachers have a very clear awareness of the level at which pupils are working, but others do not. Teachers' assessments of pupils' attainment in national tests tend to underestimate the attainment of pupils, particularly those in Year 6 and the most able pupils. This would appear to be due to the issues related to planning and low expectations identified above, insufficient awareness of National Curriculum level criteria, and a lack of systematic assessment and recording of pupils' progress against their prior attainment. Inadequate information about pupils' attainment and progress is reported to parents and passed on to teachers from year to year. There is no consistent practice in setting targets for, and with, pupils, or monitoring their progress against the targets.

Provision for pupils' spiritual and cultural development

- 20 The promotion of spiritual and cultural development, a requirement for the whole curriculum, is unsatisfactory. Teachers and governors lack understanding of this

requirement. Teachers indicated that spiritual development takes place in religious education. Governors consider that it is taking place all the time. Teachers were able to identify isolated examples in planning and in some poetry. However, spiritual development is an area which the school has not promoted through its planning and teaching of the National Curriculum.

- 21 The aesthetic aspect of cultural development is satisfactory. There is evidence of drama; art displays are good, although the evidence of non-Western art is very limited; music is satisfactory. The multicultural dimension is unsatisfactory. The only inspection evidence was the preparation for Chinese New Year in the Nursery. In geography, pupils explore their own culture through a visit to a local mill; they also complete a project on Kenya. Using the visit of a theatre group, pupils also explore Indian story-telling, with music, drama and dance.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 22 Governors, senior managers and staff should address the following matters in order to raise further the standards of attainment of all pupils and improve the quality of educational provision in the school.

[* indicates that this will build on work already being undertaken in the school]

Negotiate and draw together a school development plan which:

- promotes the core values of the school
- has clear and explicit success criteria directly related to the improvement of teaching and learning and raising standards of attainment
- identifies appropriate systems for monitoring, evaluation and reporting the effectiveness and cost-effectiveness of the plan in raising standards and improving pupils' progress
- incorporates and promotes long-term strategic planning for staffing and accommodation*

Ensure that management is effective in improving the quality of teaching and learning by:

- clarifying roles and responsibilities and ensuring appropriate delegation and accountability
- devising and implementing an effective system of performance management
- the headteacher and deputy systematically monitoring, evaluating and supporting teaching, also supporting and monitoring the work of subject leaders
- sharing of effective classroom practice and providing continuous training to promote consistently high quality teaching*
- monitoring the performance of year groups as they move through the school and using the data on pupils' progress to identify aspects of teaching and learning which need improvement
- subject leaders
 - regularly and systematically monitoring and evaluating the quality of teaching and learning and pupils' progress
 - taking necessary action to support teachers, improve standards and eliminate inconsistencies
 - providing brief written reports on the quality of teaching and standards of attainment, for the governing body*

Improve the attainment and progress of all pupils by:

- ensuring that lesson planning and teaching are matched to the needs and abilities of all pupils in the class and that teaching and assessment are closely related to National Curriculum criteria and levels*
- ensuring that individual education plans identify explicitly the needs of pupils and assist teachers to design appropriate learning activities*
- providing parents with clear and specific information on their child's curriculum, homework and progress*

Ensure that assessment information is used consistently to improve pupils' progress and raise attainment by:

- enabling staff to set targets for, and with, pupils throughout the school*
- share the effective practice in the school and provide training in assessment and moderation of standards, as necessary*
- monitor pupils' progress and value added against prior attainment, initially in English, mathematics and science*
- identify strengths and weaknesses in attainment and address underachievement*
- inform parents of pupils' targets and report their child's' progress to them
- report improvements in pupils' progress to the governing body

Encourage pupils' personal development by:

- providing training on the promotion of spiritual and cultural development through the National Curriculum
- auditing current provision in schemes of work and teachers' short-term planning, then supplementing these, as necessary
- identifying effective classroom practice, planned and spontaneous, through teachers' evaluations of their teaching and through monitoring observations
- identifying appropriate opportunities and methods for assessing pupils' development in these areas, as part of the school's broader assessment of pupils' personal development

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	19

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	4	5	1	1	0
Percentage	0	27	27	33	7	7	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6 *
Number of pupils on the school's roll (FTE for part-time pupils)	20	290
Number of full-time pupils known to be eligible for free school meals		7

FTE means full-time equivalent.

* includes 1 pupil with cerebral palsy who is in Year 8

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	5
Number of pupils on the school's special educational needs register	N/A	46

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
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	24	15	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	30	24
	Girls	15	15	15
	Total	37	35	39
Percentage of pupils at NC level 2 or above	School	95 (98)	90 (98)	100 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	23	23
	Girls	15	15	15
	Total	37	38	38
Percentage of pupils at NC level 2 or above	School	95 (95)	97 (98)	97 (98)
	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	24	13	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	20	23
	Girls	13	12	12
	Total	35	32	35
Percentage of pupils at NC level 4 or above	School	95 (95)	86 (95)	95 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	18
	Girls	12	12	11
	Total	31	30	29
Percentage of pupils at NC level 4 or above	School	84 (79)	81 (87)	78 (84)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	2
Black – other	0
Indian	0
Pakistani	5
Bangladeshi	0
Chinese	0
White	221
Any other minority ethnic group	0

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)	11.4
Number of pupils per qualified teacher	23.7
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	231.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	1
Total aggregate hours worked per week	64.5
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	00/01
	£
Total income	596,353
Total expenditure	604,326
Expenditure per pupil	2,120
Balance brought forward from previous year	17,308
Balance carried forward to next year	9,335

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	290
Number of questionnaires returned	67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	30	1	0	0
My child is making good progress in school.	58	33	6	1	1
Behaviour in the school is good.	61	34	0	0	4
My child gets the right amount of work to do at home.	27	49	15	1	7
The teaching is good.	51	43	1	0	4
I am kept well informed about how my child is getting on.	45	43	7	3	1
I would feel comfortable about approaching the school with questions or a problem.	60	27	9	1	3
The school expects my child to work hard and achieve his or her best.	63	30	3	0	4
The school works closely with parents.	28	57	12	1	1
The school is well led and managed.	43	42	3	0	12
The school is helping my child become mature and responsible.	58	37	3	0	1
The school provides an interesting range of activities outside lessons.	22	40	22	3	12