

INSPECTION REPORT

PLYMOUTH GROVE PRIMARY SCHOOL

Chorlton on Medlock

Manchester

LEA area: Manchester

Unique reference number: 105443

Headteacher: Mr P Cantillon

Reporting inspector: Mr R Sharman
1696

Dates of inspection: 26th – 28th June 2000

Inspection number: 196953

Inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Plymouth Grove West Chorlton on Medlock Manchester
Postcode:	M13 0AQ
Telephone number:	0161 273 1453
Fax number:	0161 274 3126
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Moore
Date of previous inspection:	4/11/1996

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INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Mr R Sharman	Registered inspector
Mr J Griffin	Lay inspector
Mrs B Rhodes	Team inspector
Mr J Pryor	Team inspector

The inspection contractor was:

Bench Marque Ltd
National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset
TA8 1AN

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a large primary school with 331 full-time pupils and a nursery with 44 children. There are slightly more girls than boys. About three-quarters of the pupils come from ethnic minority origins and many have English as an additional language. When children start in the nursery their attainment, especially in literacy and mathematics, is well below that found typically. Sixty-six pupils have special educational needs; a proportion which is about average. Half the pupils are eligible for free school meals which is well above average. There is considerable mobility in the school population with almost a 25 per cent turnover each year. The school serves the local area, which has significant social disadvantage.

HOW GOOD THE SCHOOL IS

The school serves its pupils well. It is a good school with many very good features. The standards attained are well above average when compared with similar schools. The headteacher provides very good leadership that inspires pupils and teachers alike. Teamwork is very good. Teaching is good. Lessons are demanding and pupils work hard. Relationships are very good. Good support is given to pupils with English as an additional language. The school is well managed. The governors are supportive and along with the headteacher set a clear direction for the school's development. They need to play a greater role in the school's work. The school continues to improve and provides very good value for money.

What the school does well

- Standards in English, mathematics and science are well above average in comparison with similar schools because the school holds high expectations for its pupils.
- The headteacher provides very good leadership, which leads to very good teamwork and to pupils and adults being inspired to give of their best.
- Teaching is purposeful, well organised and often imaginative and this enables pupils to make good progress.
- The very positive climate and very good relationships result in pupils' very good personal development.
- Effective support is given to pupils with English as an additional language who make good progress.

What could be improved

- Further fine-tuning of the setting of targets for pupils to make better use of the teachers' assessments to track pupils' progress.
- The arrangements for the governors to play a greater role in the work of the school need strengthening.
- Attendance is well below average and too many pupils are late for school in the morning.
- The roof still leaks and the school has to spend money on repairs that could be better spent elsewhere.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. The strengths of the school have been maintained. The ethos is very positive. Consequently pupils' attitudes and personal development are very good.

Improvement since the inspection has been good. The setting of targets for pupils' attainment based securely on analysis of test results is at the heart of the planning of the curriculum. Teaching has improved as teachers now have a much clearer view of what pupils need to learn. Pupils' progress and attainment are carefully assessed and this information is used effectively to plan work. Further fine-tuning is needed to the setting of targets for pupils to improve the tracking of their progress towards the targets. Marking of pupils' work has improved. Each day now starts with an assembly and act of worship, which encourages adults and pupils alike and sets a positive tone for the rest of the day. The arrangements to monitor the quality of teaching have improved considerably. Governors continue to be supportive and meet their statutory duties but need to be more involved in the work of the school. There has been a steady improvement in levels of attendance but standards are still well below average. Pupils' punctuality is still unsatisfactory. The deficit budget reported at the time of the last inspection has been removed. Although remedial work has been undertaken on the roof, it still leaks. This results in extra expenditure from the school's budget, which could be better spent elsewhere.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	D	E	C	A	well above average A above average B average C below average D well below average E
mathematics	C	E	D	A	
science	B	E	B	A	

Standards in English and mathematics have been steadily improving despite the dip in 1998, where the discrepancies were identified and acted upon. In 1999, the targets set in English and mathematics for the eleven-year-olds were exceeded. The proportion of eleven-year-olds that reach standards higher than those expected nationally for pupils of this age is above average in English, average in mathematics and well above average in science. This is better than the picture for the seven-year-olds where the proportion that reached these higher standards was above average in writing but below average in reading and well below average in mathematics. This improvement in Key Stage 2 reflects the growing confidence in speaking and working in English by pupils for whom English is an additional language. The unpublished National Curriculum test results for seven-year-olds in 2000 show steady improvement in reading and writing and considerable improvement in mathematics. This improvement is confirmed by inspection findings. Across the school, pupils' work is neat and well presented. The seven-year-olds spell well. Most children under five reach the standards

expected nationally in their personal, creative and physical development. However, they do not reach these standards in language and literacy, in mathematics and in their knowledge and understanding of the world as a considerable number have English as an additional language. The achievement of children under five and pupils in Key Stages 1 and 2 is good. Pupils with English as an additional language and pupils with special educational needs make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn and do well.
Behaviour, in and out of classrooms	Good.
Personal development and relationships	Very good.
Attendance	Well below average. Punctuality is unsatisfactory.

Pupils speak well of their school and of their teachers. They believe that they can reach high standards and try hard to do so. Relationships are very good. Pupils from a wide range of cultural origins and faith traditions work and play well together. As one eleven-year-old put it: 'We are all friends.' Attendance is below average due to the significant numbers of pupils who have extended holidays abroad.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

Teaching is good across the school. It was good or better in 88 per cent of the lessons seen. A quarter of the teaching was very good and no unsatisfactory teaching was seen. This is an improvement since the last inspection. Teachers work hard and make sure that every lesson counts. Above all, they expect the pupils to do their best. Lessons are carefully planned and teachers are very clear about what they want the pupils to learn. Good use is made of homework. Pupils respond well to the consistent good teaching and their learning is good. Pupils with English as an additional language are well supported and make good progress. There is good collaboration between the class teachers and the staff from the Ethnic Minority Achievement Service. The teaching of pupils with special educational needs is good and this enables them to make good progress towards the targets that have been set for them. The teaching in English and mathematics is good; reflecting the successful and enthusiastic implementation of the National Literacy and Numeracy Strategies.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. There is a good level of extra-curricular activities. A good range of educational visits extends pupils' learning opportunities.
Provision for pupils with special educational needs	Good. Support is carefully targeted.
Provision for pupils with English as an additional language	Good. Good teamwork between the class teachers and the extra staff. Priority is given to developing pupils' fluency in English but attention is also given to their personal development.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school's ethos is very positive. Good provision is made for developing citizenship.
How well the school cares for its pupils	Good. Very good links with a number of agencies to ensure very good child protection.

The school has a good partnership with parents. Due attention is given to sex education and the dangers of the misuse of drugs. Arrangements for the assessment of pupils' attainment and progress are good, which is an improvement. This information is used effectively to set targets for pupils to aim for. Some fine-tuning is needed to the target setting so that teachers are better placed to track pupils' progress towards these targets. Staff know their pupils well and take pride in their achievements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is very good, ably supported by the deputy head. The school is well managed.
How well the governors fulfil their responsibilities	Satisfactory. Better arrangements are needed to enable the governors to be more involved in the work of the school.
The school's evaluation of its performance	Good. The headteacher and key staff have a good understanding of the school's strengths and weaknesses and use this information effectively to make improvements.
The strategic use of resources	Good. A considerable budget deficit has been removed. Good use is made of monies for staff development. Imaginative sources of finance have been found and used to very good effect.

The very good leadership of the headteacher encourages and inspires adults to give of their best and not settle for that which is second rate. This is reflected in all aspects of the school's work. The teamwork shown by the staff is very good and this has a positive effect on pupils. The principles of best value are carefully considered and satisfactorily applied in the management of the school.

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 are expected to work hard • The leadership and management • The teaching • Their children like going to school • The school is welcoming and approachable • The progress children make 	<ul style="list-style-type: none"> • Supervision in the playground especially at lunchtimes

Parents are very supportive of the education their children receive. The inspection findings confirm parents' supportive comments. The levels of supervision at playtime and lunchtime are satisfactory. Effective systems are in place, which are well known and understood by staff and are properly implemented. There is good communication by all concerned. An imaginative aspect of this part of the school's work is that lunchtime supervisors arrive before lunch and work in classrooms, often reading with pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Standards in English, mathematics and science are well above average in comparison with similar schools because the school holds high expectations for its pupils.

1. The standards attained by the eleven-year-olds in English, mathematics and science in the 1999 National Curriculum tests are well above average in comparison with similar schools. Standards are in line with the national average in English, below in mathematics and above in science. The seven-year-olds attained standards in reading and writing that are well above average in comparison with similar schools. Standards in mathematics are average. When compared nationally standards are average in writing, below average in reading and well below average in mathematics. Teacher assessments in science show standards to be above average when compared with similar schools, but below average nationally. The unpublished National Curriculum test results for the seven-year-olds in 2000 show a considerable improvement in standards in mathematics due to the effective implementation of the National Numeracy Strategy and the extra support given to pupils with English as an additional language. Inspection findings confirm these standards and the improvement in mathematics at the end of Key Stage 1.
2. Higher attaining pupils do well. The proportion of eleven-year-olds that reaches standards higher than those expected for pupils of this age is very high in English, mathematics and science when compared with similar schools. The proportion is above average in English, average in mathematics and well above average in science when compared nationally. The higher attaining seven-year-olds also do well. The proportion that reaches these higher standards in comparison with similar schools is well above average in reading and writing, above average in science and average in mathematics. The picture is not as good when compared nationally. The proportion is below average in reading, well below average in mathematics, average in science, but well above average in writing. This strength in writing reflects pupils' developing skills in spelling, which are given good emphasis in the teaching of writing. A considerable number of pupils have English as an additional language and make good progress but are not yet fluent and this makes it more difficult for the younger pupils to reach these higher standards despite the good support they receive.
3. High expectations in attainment, behaviour and respect for others are held for all pupils despite the considerable social disadvantage in the local area. In lessons, teachers often tell the pupils that they may find a particular piece of work difficult but they will be able to do it. In a lesson in Year 6 where pupils were learning about the development of characters in a story, they quickly learned the use of the term 'diminutive' through using their everyday experiences. 'It's like shortening something. If someone is called Jimmy we call him Jim.' When a younger pupil was asked how he read unfamiliar words, he replied confidently: 'I break it down into syllables.' An older pupil on duty on the main staircase as pupils came in from play explained that pupils climbed the stairs carefully because that was the way they were supposed to. In a discussion with all pupils in Year 6 about bullying and racism, a pupil explained that it did not happen because 'we are all friends'. The very good relationships between teachers and pupils provide a good and encouraging atmosphere for pupils to learn. Pupils gain confidence, believe that they can do well and take a pride in their work.

4. Literacy and numeracy are seen as being very important. The National Literacy and Numeracy Strategies were seen as being helpful in raising standards and have been implemented successfully and enthusiastically. The planning of the curriculum is detailed and thorough. Emphasis is given not only to what should be taught but also to the standards pupils should reach. This is seen in the planning of lessons where teachers are very clear about what they want the pupils to learn and share this with their pupils.
5. Detailed analysis is undertaken of the National Curriculum test results and of tests set by the school itself. This information is used effectively to set targets for pupils to aim for, although a little fine-tuning is still needed. Teachers' planning takes due account of these targets. Pupils keep portfolios of their work and at regular intervals choose a piece of work for inclusion and comment on how well they think they are doing. They often see how their work has improved and this gives them the confidence to continue to work hard.
6. Homework is set and completed regularly and helps pupils to make good progress. It is used imaginatively especially to motivate pupils to do well. Pupils regularly take their reading books home and read with parents or older brothers and sisters. Older pupils complete a homework topic where they choose a subject in which they are interested and write a booklet. Not only is useful guidance given as to the contents but also how to gain marks; for example, for completion on time and for neatness of presentation. Pupils respond well to such challenges, especially boys. In a booklet called 'Football Explosion', an older boy undertook a detailed study of his favourite football team and a survey of pupils' views on football and their viewing habits. Other pupils wrote booklets on subjects such as cricket and plants. The care and effort that went into these show the pupils' keenness to learn and the school's high expectations of them.
7. Good provision is made to help parents to work with their children at home. The deputy head, together with the extra staff provided to support pupils with English as an additional language, provide very useful workshops which enable parents to make and learn to play games to develop literacy and numeracy. In Year 6, the school supplies parents with useful books to help their pupils work at home. These are further examples of the school's determination that its pupils should succeed.

The headteacher provides very good leadership, which leads to very good teamwork and to pupils and adults being inspired to give of their best.

8. At the heart of the success of the school is the very good leadership of the headteacher. There is a determination that the school will not sell its pupils short. He has a clear and explicit vision for the school, which is based on high expectations of what pupils and teachers can achieve if they work together. Central to this is the creation of an exciting and stimulating environment for pupils to work in. In this he is well supported by the caretaker and cleaning staff who take a pride in their work. Considerable emphasis is placed on ensuring pupils know that they can succeed and have a positive view of themselves. Teaching is concerned with creating a climate which encourages pupils to learn and reach high standards by giving them reasons to learn. These principles are consistently addressed and effectively embodied into all aspects of the school's work by the headteacher who is ably supported by the deputy and others with leadership roles.
9. Teamwork is stressed and developed in all aspects of the school's work. In an assembly, teamwork was exemplified by the headteacher showing, through role-play with a group of pupils, what happens if talented individuals in a football team do not work together. Very skilfully, areas of the school that need improvement, such as attendance

and punctuality, were woven into the story. Pupils responded well. One pupil explained that he had heard a story like that before in assembly: 'Then it was about friends, but it is a good story to think about.' This theme was taken up very effectively in the next assembly as pupils prepared for a sponsored sing the following week. In these gatherings the headteacher shows very good rapport with pupils and teachers alike and demands high standards. He provided a good example of teamwork in the way he worked with the other adults helping him. Pupils were praised for their good singing and were encouraged to do better: 'With some more training it will be excellent!'

10. The headteacher and deputy provide a good model of teamwork in the way they work together. This is echoed in the way teachers collaborate closely when planning the curriculum and in the way they have worked well together to successfully implement literacy and numeracy strategies. A feature of the teaching is its consistency. The headteacher and deputy work closely and effectively with the co-ordinators and the consultants from the local education authority observing lessons and monitoring planning. The focus for this work is on improving opportunities for pupils so that they do better. The teaching of science is monitored systematically by the co-ordinator. Other co-ordinators monitor planning systematically, but do not have opportunities to observe teaching. The very good teamwork is seen in the development of the use of information technology. The co-ordinators provide training on a regular basis for all staff. A useful booklet has been written as a prompt for teachers to use. In a lesson in Year 5/6 where pupils were learning to word process, the teacher used the booklet explaining to pupils how she too was learning.
11. Information gained from monitoring and evaluating is used effectively. The decision to withdraw pupils with English as an additional language from mathematics lessons, but to teach the same content as the rest of the class, was made as a result of the monitoring and evaluation of standards in mathematics. The improvement in standards is partly due to this. The headteacher and deputy have a good understanding of the strengths and weaknesses and what needs to be done. Teachers' planning is carefully monitored and good ideas shared. Common problems identified become a focus for development. A strength is the single-mindedness shown on the concentration on what will raise standards rather than activities which might be interesting but have no significant impact on standards. The school development plan is good and provides a useful tool for development. Plans are in hand to refine the management structure which has a degree of overlap of responsibilities, some caused by the secondment of the English co-ordinator.

Teaching is purposeful, well organised and often imaginative and this enables pupils to make good progress.

12. Overall, teaching is good. A quarter of lessons seen were very good. No unsatisfactory teaching was seen. Teachers hold high expectations for their pupils. The climate in lessons is one of hard work, very good relationships and regular praise and encouragement. Teachers and pupils enjoy working together and trust each other. Discipline is firm but unobtrusive. Pupils speak well of their teachers and say that they are getting on well. Teachers are hard-working and conscientious. They make every lesson count.
13. Throughout the school, teachers prepare their lessons carefully to build systematically on what has gone before. Work is appropriately matched to pupils' learning needs. This helps pupils to learn well and make good progress. Teachers are very clear about what they want pupils to learn as well as what activities they are to undertake. At the start of

each lesson the teacher explains carefully what pupils are to learn using clear language of instruction. Often this has been written in advance on the board, which helps pupils for whom English is an additional language. In a Year 3/4 class, for example, pupils identified homonyms after the teacher had introduced the lesson by reading a poem whose humour was based on homonyms. This helped to deepen the pupils' understanding of their work.

14. At the end of many lessons, teachers recap effectively on what has happened to assess pupils' understanding. This information is conscientiously recorded and used effectively to plan work, which helps pupils to make good progress. Pupils' ideas are listened to and respected. At the end of a lesson in Year 4, in which pupils had been learning how to set out an argument in their writing as to the relative merits of 'home work' or 'home play', the teacher readily took the pupils' suggestion that they could develop the debate for their class assembly.
15. Teachers use questions effectively to consolidate what pupils have learnt as well as probing to check their level of understanding. In mathematics, questions such as 'How did you work that out?' together with 'Explain how you did that' are used particularly well to get pupils to explain how they have calculated or worked out a problem. This happened in a lesson in Year 6 where pupils were solving problems involving weight. The teacher had provided a good degree of challenge by posing the problems using different ways of recording weight, some in grams and others in kilograms. Some pupils found this confusing but by effective questioning the teacher helped pupils to see where they were going wrong. In a literacy hour in Year 2, in which pupils were learning how to make notes, the teacher's effective use of a book called 'What is it? What does it look like?' helped pupils to find the most important facts and to begin to make notes.
16. Lessons are well organised and proceed at a good pace. Teachers choose the most appropriate methods for the task in hand. In particular, the formats for lessons provided in the National Literacy and Numeracy Strategies for the literacy hour and the daily mathematics lessons are used effectively. In mathematics, good emphasis is placed on pupils working in their heads and quickly recalling number facts. In literacy, the teaching of phonics is central to the teaching of reading; less so in writing. Good collaboration and teamwork between the class teacher and support staff, and with extra staff working with pupils with English as an additional language, helps pupils to learn and make good progress. Due account is taken of the individual education plans written for pupils with special educational needs who make good progress.
17. Teaching is imaginative and enthusiastic. Teachers have a good command of the subjects they teach. In a literacy hour in Year 3, a puppet known as the 'Silly Witch' taught pupils how to use pronouns such as 'his', 'mine' and 'theirs', correctly. This involved referring to her 'Silly Witch Book of Possessive Pronouns'. Pupils' correct answers were greeted with cackles of laughter. The main teaching points were very effectively drawn together through a conversation between the 'Silly Witch' and another puppet. By dressing as a 'lollipop lady' and laying out a road in the classroom, a teacher in a Reception/Year 1 class helped pupils to become aware of the dangers of crossing the road and how to do so in safety. Good research using the internet, including the use of another school's website, in a lesson in Year 5, enabled pupils to learn a great deal about the work and style of the painter Andy Warhol. In lessons such as these, the teachers' enthusiasm is infectious and pupils are keen to learn.
18. Good use is made of educational visits to places of interest. These capture pupils' interest and contribute significantly to their good progress. Following a visit to the seaside, a Year 1/2 class used their experiences imaginatively to write and to read poetry. One pupil in Year 1 wrote with considerable feeling about her visit. She

described walking to school 'totally excited'. She 'ran through the dry sand perfect for sandcastles. Then came the best bit: the sea. I ran and ran and ran and then I jumped in'.

The very positive climate and very good relationships result in pupils' very good personal development.

19. The climate of the school is very positive and this has a highly beneficial effect on the standards pupils attain. Adults set good examples for their pupils. High and realistic expectations are held for all pupils, both in their work and in their personal development. This is reflected consistently in all aspects of the school's work: in the teaching; in the very good relationships between pupils and between pupils and adults; in the good behaviour; and in the rich and stimulating display of pupils' work in classrooms and around all parts of the school. Pupils believe in themselves. They are proud of their school. Because high expectations are held for them they regularly rise to the occasion both in their work and in their personal development. Pupils feel appreciated and valued themselves. They know where they stand. As one pupil put it: 'They're not soft though, just fair and kind.'
20. The assemblies and acts of corporate worship are very good and are demonstrations of the school's positive values and ethos. Pupils sit quietly and participate fully by singing, answering questions, giving their views, or playing musical instruments. Carefully chosen songs, for example 'You are my brother', are sung with feeling. A measure of the trust between pupils and adults is seen when pupils are given percussion instruments to play as they enter the hall. They are not specially chosen and do not practise. These pupils play confidently with obvious pleasure because that is what is expected. Pupils' different faith traditions are respected and worship is sensitively organised to ensure that no pupils are excluded.
21. The regular celebration of success is central to the life of the school. Effective systems are in place to give pupils good levels of feedback, especially praise. Teachers give praise regularly, but from a culture where praise has to be earned. Awards for good work, effort and behaviour are collected in each class. These are awarded by adults, but also, for example, by older pupils who give them to pupils who have behaved well in assemblies. Once a week, one pupil's name is drawn from a box in each class and that pupil is commended in front of the whole school. Lunchtime supervisors give raffle tickets for good behaviour and these go into a raffle to win sports equipment. Pupils respond well to these incentives and are keen to do well. Important events in pupils' lives, such as birthdays, are celebrated. In the nursery, the opportunity for a birthday party was used effectively for pupils' personal development when taking turns and sharing food. The singing of well-known songs helped consolidate skills in speaking and listening.
22. Very good provision is made for pupils' spiritual, moral, social and cultural development. Pupils' differing faiths are celebrated and respected. Pupils show their growing spiritual development when they wrote sensitively about their wishes for the new millennium. Great emphasis is placed on doing right, not only in keeping to the rules but also in terms of doing what is morally right. Pupils' positive response is reflected in their complete rejection of racism. 'We are all friends here' was the response when pupils in Year 6 were asked by inspectors about racism.
23. Considerable planned opportunities are provided for older pupils to take responsibility. They complete jobs for the headteacher, supervise pupils as they come in and out of the

building from the playground, and reward good behaviour. Emphasis is placed on developing an understanding of what it is to be a responsible citizen. A study, with the support of a local business partnership, enabled pupils to look at a wide range of careers. A feature was the challenging of stereotypes the pupils may have held about certain occupations. For example, the large and strong male was in fact a nurse. One pupil is on the junior board of a nearby science museum and meets regularly with officials to look at its work and development from a pupil's perspective. Staff from a nearby prominent football team help pupils to become fitter.

24. Very good opportunities are provided for pupils' cultural development both in lessons, extra-curricular activities and through the well displayed classrooms and displays around the school. Pupils' work, following their visit to a local artist, is displayed carefully with his very positive comments about their work. The work of the recently opened Lowrey Centre is prominent. The richness of the pupils' cultural origins is seen very positively and used to very good effect. A choir is taken by a visiting specialist teacher. Through his skilful teaching, pupils really enjoy singing. They are enthusiastic, and sessions such as this are very potent in improving pupils' image of themselves and their self-worth.

Effective support is given to pupils with English as an additional language who make good progress.

25. Effective use is made of the extra staff provided by the Ethnic Minority Achievement Service (EMAS) to support pupils with English as an additional language. The results of the 1999 National Curriculum tests showed that by the end of Key Stage 2, 64 per cent of pupils from ethnic minority origins reached average standards in English and mathematics. Just over three-quarters of the seven-year-olds from ethnic minority origins reached average standards in English and just over 80 per cent in mathematics. This reflects the good support provided by EMAS and the good teaching by the class teachers that takes due account of the needs of these pupils. Pupils' personal development is well supported, especially in situations where pupils are having difficulties, for example with behaviour.
26. The collaboration between the staff from EMAS and class teachers is good and is a reflection of the very effective teamwork in the school as a whole. Lessons are planned together carefully to anticipate where pupils with English as an additional language might need extra help. The purposeful planning that is characteristic of the teaching in the school as a whole, is found in the teaching of these pupils. Teachers use their common sense to decide when pupils should be withdrawn from a lesson to have support or when it is better for them to be helped in the classroom with the other pupils. Overall, a sound balance is struck and pupils make good progress.
27. In literacy hours, pupils with English as an additional language often only work as a group with support in that part of the lesson where pupils work in groups not directly with the teacher. In a Reception/Year 1 lesson, the EMAS teacher worked effectively to help pupils organise a story to have a beginning, middle and end. Good use was made of diagrams and the text being read to the class. In Year 4, pupils were given good support when writing an argument for and against homework. In lessons such as these, pupils are also well supported by the EMAS staff when the class is taught as a whole at the start and end of the lesson by clarifying points and checking that pupils have understood. In a science lesson in Year 5/6, the EMAS teacher and class teacher worked effectively alongside each other in partnership, supporting all pupils as they tested the solubility of substances.

28. At times, pupils are withdrawn at the start and end of the day to work in small groups to develop their skills in speaking English. Care is taken to ensure that these pupils do not miss lessons or parts of lessons on a regular basis. Pupils said that they found these sessions helpful, especially newcomers to the school at early stages of learning English. Although pupils learn to read by making good use of phonics, they sometimes have difficulty in understanding what they are reading. Care is taken both by class teachers and EMAS staff to try to overcome these difficulties. This happened when two older Somali pupils were having difficulty in understanding what 'bone idle' meant. Similarly pupils in Year 4 had difficulty with expressions such as 'no stuff' and 'nonsense' and words such as 'pier'.
29. Standards in mathematics have been lower than those in English. In order to raise standards, pupils with English as an additional language are sometimes withdrawn for the whole lesson. Care is taken to ensure that the focus for the lesson is the same as that for the class as a whole. In Year 3, a group of seven pupils were being taught about the fact that a half is equivalent to two quarters. The teacher from EMAS had very carefully matched the work of pupils in the group to their linguistic needs. For example, a pupil recently arrived in the school had help from the teacher in her first language but was challenged to try to answer in English if at all possible. The supportive teaching enabled the pupil to try and answer in English, no matter how hesitantly. In Year 6, a group were learning about division. The teacher reminded the pupils not to shout the answers out as one pupil had only just arrived in the school and needed a chance to do things for himself.
30. Detailed analysis is undertaken of the National Curriculum test results. This information is used effectively to plan work and to monitor the work of the team as a whole. EMAS supports about 60 per cent of the pupils with English as an additional language. The monitoring information is used effectively to prioritise those who should have support and to keep track of the progress of those that do not. Good use is made of the team in helping parents to work with their children at home, and where necessary, to make visits to pupils' homes.

WHAT COULD BE IMPROVED

Further fine-tuning of the setting of targets for pupils to make better use of the teachers' assessments to track pupils' progress.

31. Since the last inspection there has been considerable improvement in the setting of measurable targets for pupils to aim for. Detailed analysis is undertaken of the results of the National Curriculum tests and the optional tests set by the school. This information is used reasonably well to set targets for pupils to aim for, but could be improved.
32. The assessment of pupils' attainment and progress has improved. Teachers regularly evaluate pupils' progress each week and use this information to plan work. Early in the spring term each year teachers undertake a detailed assessment of pupils' attainment in English and mathematics. It is intended to extend this practice to science. Good and effective arrangements are in place for the identification of pupils who are performing at levels below those expected for their age and those pupils who have not made enough progress. Effective checks are made on the progress being made by pupils with special educational needs and those with English as an additional language.
33. This information gained from such detailed assessments is used effectively to allocate extra resources and to set targets for pupils to reach by the end of the year. Pupils are

identified who should gain from the extra teaching provided. The aim is to help pupils who are performing just below average, who with a boost might well reach the expected standards. If pupils with English as an additional language are found to need extra support the staff from EMAS re-prioritise their work. The special educational needs co-ordinator uses the information to check the effectiveness of the levels of support being provided for pupils with special educational needs.

34. The weakness in the current arrangements for target setting is that targets for pupils to reach at the end of the year are not set early enough in the school year. Although detailed assessments are made in English and mathematics early in the spring term each year, the effectiveness of these is hindered as teachers do not have a precise enough view of the standards pupils should have reached by then. Although the information gained from these assessments is used effectively to allocate resources it is not used effectively to make even better use of other areas of the school's work such as homework.

The arrangements for the governors to play a greater role in the work of the school need strengthening.

35. The governing body is supportive of the school. It has established the necessary committees to set a clear direction for the school's future and to ensure that its statutory duties are met. The governors have worked hard to improve the accommodation. Considerable time and effort has been spent in meetings with the local education authority with regard to the leaking roof and the remodelling of the nursery to take extra children. The problems connected with these issues have not yet been satisfactorily resolved and governors are still having to spend time on them. Governors are fully meeting their responsibilities in relation to budget setting and formally monitor expenditure throughout the year. They are prudent with the finances and have clawed back a significant deficit reported at the time of the last inspection. Governors approve the school development plan and through reports from the headteacher satisfactorily keep an eye on its implementation.
36. Governors look closely at the school's performance in the National Curriculum tests and have set targets for levels of attainment by eleven-year-olds in English and mathematics. Their knowledge of the school's strengths and weaknesses come mainly from the reports from the headteacher. The chair of governors meets at regular intervals with the headteacher to keep abreast of the work of the school. However, few governors visit regularly and there are no arrangements for governors to systematically report back on their visits.
37. The governing body has not been able to find governors to act as a link with the school in connection with special educational needs, literacy or numeracy, as is the case in many schools. As a result, the governors are too dependent on reports from the headteacher for their knowledge of the strengths and weaknesses of the school and how the school is progressing.

Attendance is well below average and too many pupils are late for school in the morning.

38. Despite having risen by almost two per cent since the last inspection, attendance at almost 92 per cent is well below the national average. Unauthorised absence at one per cent is double the national average.

39. Considerable efforts go into improving attendance. Good attendance is celebrated as an achievement with stickers and awards. The importance of attendance is stressed in assemblies. For example, in the assembly concerned with teamwork and the poorly performing football team, the headteacher stressed the importance of attending the training. 'How can you expect to improve your skills if you don't turn up to the training?', was the way in which it was expressed. In the regular meetings with parents, the need for good attendance is stressed. Letters are sent home to families where there are poor levels of attendance. Effective use is made of the education welfare officer who visits the school regularly and actively follows up cases of absenteeism and poor punctuality.
40. The main reason for the well below average levels of attendance is the large numbers of holidays that are taken during term time. Many of these are holidays abroad. Almost a sixth of the families apply for permission for such holidays. Holidays to Pakistan often last from six to eight weeks. The high level of unauthorised absence is largely accounted for when holidays over run.
41. Emphasis is placed on the importance of punctuality. Despite this, too many pupils are late for school in the morning, which interrupts the acts of worship and lessons. Incidences of lateness are recorded systematically and follow up action is taken.

The roof still leaks and the school has to spend money on repairs that could be better spent elsewhere.

42. A key issue arising from the last inspection was that the leaking roof needed urgent attention. Since then repairs have been made but the roof still leaks. This is the subject of many discussions between the governors and the local educational authority. The main problem now caused by the leaking roof is the unsightly damage to the school decoration, which is in sharp contrast to the rest of the school where the standards of display are high and the school has a very attractive and stimulating environment. In the past, money has had to be spent to rectify this but the governors are very loath to spend further money that could be spent better elsewhere.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue to raise standards in English, mathematics and science, the governors, headteacher and staff should:

- Continue the improvement in the setting of targets for pupils' attainment so that teachers can make better use of their assessments to track pupils' progress by:
 - setting clear and realistic targets early in the autumn term for pupils to reach at the end of each year;
and
 - setting interim targets which teachers can use effectively to track pupils' progress when they assess their attainment early in the spring term each year.
(Paragraphs 31, 34)

- Establish effective and realistic arrangements for:
 - establishing useful links between governors and the school to enable governors to know more about the work being undertaken in literacy, numeracy and the provision being made for pupils with special educational needs;
and
 - governors to visit the school regularly and to report the outcomes of their visits to the rest of the governors.
(Paragraphs 36, 37)

- Continue with the measures being taken to improve attendance and punctuality and by:
 - working with parents to reduce the number of holidays taken in term time;
and
 - giving greater emphasis to the unacceptability of poor punctuality.
(Paragraphs 38, 39, 40, 41)

- The local education authority, together with the governing body, should take steps to ensure that the roof is repaired effectively and that the damage to the school's decoration is rectified.
(Paragraph 42)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	25	63	12	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	44	331
Number of full-time pupils eligible for free school meals	26	175

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	2	64

English as an additional language	No of pupils
Number of pupils with English as an additional language	257

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	49

Attendance

Authorised absence

	%
School data	7.2
National comparative data	5.4

Unauthorised absence

	%
School data	1.0
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	20	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	19	21	20
	Total	34	37	36
Percentage of pupils at NC level 2 or above	School	74 (74)	80 (74)	78 (74)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	16
	Girls	19	21	20
	Total	34	38	36
Percentage of pupils at NC level 2 or above	School	74 (79)	83 (76)	78 (76)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	23	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	16
	Girls	14	12	14
	Total	26	26	30
Percentage of pupils at NC level 4 or above	School	63 (51)	63 (38)	73 (41)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	15
	Girls	15	13	14
	Total	28	27	29
Percentage of pupils at NC level 4 or above	School	68 (53)	66 (41)	71 (45)
	National	68 (65)	69 (65)	75 (69)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	115
Black – African heritage	14
Black – other	0
Indian	4
Pakistani	71
Bangladeshi	1
Chinese	8
White	91
Any other minority ethnic group	27

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	29
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	193

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	44

Total number of education support staff	2
Total aggregate hours worked per week	70

Number of pupils per FTE adult	14
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FTE means full-time equivalent.

Financial information

Financial year	1998-99
	£
Total income	565,722
Total expenditure	563,519
Expenditure per pupil	1,745
Balance brought forward from previous year	-26,704
Balance carried forward to next year	-21,001

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	331
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	25	2	0	0
My child is making good progress in school.	69	29	0	0	2
Behaviour in the school is good.	66	25	2	6	2
My child gets the right amount of work to do at home.	43	46	5	3	3
The teaching is good.	82	15	2	0	2
I am kept well informed about how my child is getting on.	66	29	2	2	2
I would feel comfortable about approaching the school with questions or a problem.	80	9	3	6	2
The school expects my child to work hard and achieve his or her best.	80	18	2	0	0
The school works closely with parents.	72	18	3	6	0
The school is well led and managed.	78	14	2	6	0
The school is helping my child become mature and responsible.	69	26	2	2	2
The school provides an interesting range of activities outside lessons.	62	25	2	8	5

Other issues raised by parents

A few parents were concerned about levels of supervision at play times and lunch times.