

INSPECTION REPORT

CHEETHAM CE COMMUNITY SCHOOL

Cheetham, Manchester

LEA area: Manchester

Unique reference number: 105499

Headteacher: Mr P V Barnes

Reporting inspector: Mrs J Wotherspoon
22199

Dates of inspection: 16th – 17th October 2000

Inspection number: 224089

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

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 3 to 11 years
Gender of pupils: Mixed

School address: Halliwell Lane
Cheetham
Manchester

Postcode: M8 9FR

Telephone number: 0161 740 5996

Fax number: 0161 720 6737

Appropriate authority: The governing body

Name of chair of governors: Mrs M Upton

Date of previous inspection: January 1997

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INFORMATION ABOUT THE INSPECTION TEAM

Team members		
J Wotherspoon	22199	Registered inspector
M Brennand	9146	Lay inspector
G Carter	12112	Team inspector
G Briggs	17208	Team inspector

The inspection contractor was:

Bench Marque Limited
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

Cheetham Church of England Voluntary Controlled Community School is larger than other primary schools. Its 371 pupils, aged between 3 and 11, are organised into eleven classes. Forty-one of the forty-six Nursery pupils attend full-time. Although the total school roll remains fairly stable, the population is very transient. During the academic year 1999/2000 over a third of pupils joined or left the school. Many pupils are Pakistani in origin but a wide range of other ethnic groups is represented at the school. Nearly all the pupils speak English as an additional language, with nearly two-thirds at an early stage of development; this is very high. The main languages spoken are Urdu and Punjabi but there are also Arabic, Malay and Indonesian speakers. The school receives additional funds through the ethnic minority achievement grant (EMAG) to support these pupils and to raise their achievement. Ninety-six per cent of pupils are Muslim. About a third of pupils are eligible for free school meals; this is above average and reflects the low economic circumstances of many pupils. The standards achieved by pupils when they start school in the Nursery are below average, mainly due to their lack of ability to communicate in English. The number of pupils identified as having special educational needs is below the national average at less than ten per cent, and only one pupil has a statement of special educational needs. There have been several changes to staff and to staff responsibilities this term; three newly qualified teachers joined the school in September. The school is oversubscribed and has a long waiting list of pupils whose parents want them to attend Cheetham.

HOW GOOD THE SCHOOL IS

The school is very effective. Pupils' achievements are high. They attain standards that are above average by the age of eleven despite the fact that many start school with very limited knowledge of English. They make very good progress in learning English and then make good progress in subjects such as mathematics and science. However, their progress in aspects of information and communication technology needs strengthening. The headteacher provides very good leadership that sets high expectations of pupils that are shared by their families, by staff and by the pupils themselves. Consistently good teaching challenges pupils to make good strides in their learning. The school provides very good value for money.

What the school does well

- Throughout the school pupils make very good progress in English.
- Pupils have very good attitudes towards their learning and enjoy the range of opportunities the school offers.
- Good teaching throughout the school challenges pupils to achieve consistently high standards in mathematics and science by the age of eleven.
- Moral and social development are promoted very strongly so that pupils' behaviour is very good and they get on well with each other.
- Very good leadership from the headteacher has set high expectations and has secured significant improvements in the quality of education provided, and in the standards achieved.
- The school fosters an outstanding partnership with parents and is successful in involving them in their children's learning.

What could be improved

- The standards achieved in the control and monitoring aspects of information and communication technology (ICT) are below expectations.
- Governors are not involved enough in monitoring the school's work and in setting priorities for development.
- The standard of handwriting and the quality of presentation of pupils' work could be higher by the end of Year 6.

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 January 1997 when it was judged to have many good, and some very good, features. However, teaching was unsatisfactory in a quarter of lessons. These weaknesses in teaching have been eradicated through a systematic programme of monitoring and professional development. The training for

implementing the National Literacy and Numeracy Strategies has been particularly effective in improving the quality of teaching. As a result, pupils' attainment has risen. This represents very good improvement. The issues about resources and deployment have been rectified. Schemes of work are now in place for most subjects and are successful in helping to secure continuity in pupils' progress. However, the school still has much work to do to complete a programme of planning for ICT.

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	
	1998	1999	2000	2000	
English	A	C	C	A	very high A*
mathematics	A	A	A*	A*	well above average A
science	A	B	B	A	above average B
					average C
					below average D
					well below average E

The table shows that results in mathematics have been consistently high over several years. In 2000, a very high proportion of pupils exceeded the expected standard for their age and results were in the top five per cent of all schools. Science results are consistently good. Standards in English are prone to a greater level of variation year-on-year due to differences in pupils' language ability. Pupils frequently join the school, sometimes in the later years of Key Stage 2, speaking little English. However, test results are similar to the national figures. In comparison with similar schools, results are high in all subjects. During the inspection, standards seen in English were similar to those expected nationally at this time of year; in mathematics, standards were above expectations with particular strengths seen in pupils' mental calculations. The school has reset its targets for this year group; they are challenging. Pupils are beginning to make good progress in ICT following improvements to resources but their skills in the control and monitoring aspects of technology are below expectations for their age. Standards of handwriting, even among older pupils, are inconsistent and pupils do not present their work with sufficient care and pride. Pupils begin school with low standards in English and, despite making good progress in Nursery and Reception, by the age of five standards remain below expectations. By the age of seven, standards in reading and writing are close to age expectations but below the results achieved nationally. Standards in mathematics are similar to those achieved nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn and are determined to make the most of what the school has to offer. They talk positively and enthusiastically about their work. Pupils are highly motivated to do well and are supported in this by their parents. They enjoy challenges.
Behaviour, in and out of classrooms	Behaviour in and around the school is very good. Pupils are polite and courteous to adults and to their peers. Movement around the school is orderly. Pupils say there is no bullying.
Personal development and relationships	Pupils get on very well with each other. They enjoy constructive relationships that are exemplified in the good levels of co-operation and support for each other.
Attendance	The school's figures are below the national average; this is unsatisfactory. Although many pupils have a good record of attendance, the figures are distorted by pupils who take extended family holidays and by pupils who take study leave. A small group of pupils is persistently late.

Pupils' very good attitudes to learning make a significant contribution to their academic achievements and minimise the impact of any absence from school. Very good behaviour and relationships contribute much to the calm, purposeful atmosphere in the school. High levels of interest and concentration are evident in most lessons.

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 was satisfactory or better in all lessons. It was good or better in three-quarters and very good in a quarter. The quality of teaching in English and mathematics is consistently good and has a beneficial impact on pupils' learning. The skills of literacy and numeracy are taught very well. Lesson planning is detailed and comprehensive with clear objectives that are, more often than not, conveyed to pupils and referred to during lessons. Pupils always know what they are expected to learn. Teachers are good at asking questions to challenge pupils and deepen their learning; this is a strong feature of science lessons. In all lessons, there is a high emphasis on language development and on reinforcing vocabulary that is specific to the subject; this is particularly effective in developing pupils' language skills. Explanations and demonstrations are clear. Teachers make very good use of assessment information to adapt tasks so that they meet pupils' learning needs. Teachers have high expectations of pupils, who rise to the challenges they are given. Very good behaviour management and the supportive relationships between adults and pupils are strengths. Weaknesses in teaching are relatively minor. Very occasionally, the pace of learning is slow as a result of an over emphasis on organising and managing pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The statutory curriculum is broad, balanced and relevant to the community it serves. It is enhanced by a very good range of clubs, visits and visitors to the school and extended by study support groups.
Provision for pupils with special educational needs	Sound provision is made for pupils with specific needs. Class teachers provide good support, on a daily basis, for pupils who learn at a slower pace by adapting activities to match their abilities.
Provision for pupils with English as an additional language	Very good provision ensures that pupils make very good progress. Careful monitoring and intervention by staff funded by EMAG, combined with good quality day-to-day support from class teachers, is very effective. Staff work together well as a team.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' social and moral development is outstanding with strong moral teaching and good opportunities for social and collaborative work. Positive images enhance pupils' cultural development and celebrate the school's diverse population.
How well the school cares for its pupils	The school provides very effective high quality care for pupils. Good liaison with families and strong community links enhance this provision.

The school places a high emphasis on developing the key skills of literacy and numeracy. In the Nursery, good opportunities for speaking and listening enhance children's language skills and the development of their social skills. Additional classes take place after school for pupils from the ages of 7 to 11 who would benefit from extra support in English and mathematics. These study support groups have been effective in helping to raise standards. Aspects of ICT need more development. Procedures for assessing pupils' attainment are very good and this information is used very well to guide planning. Effective measures are consistently reinforced to promote good behaviour. The school has a systematic approach to monitoring attendance and evaluates the impact of pupils' absence on the standards they achieve.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a clear vision for the school and provides very good direction for staff. A good level of delegation is backed by a positive understanding of staff roles and responsibilities and by a strong sense of teamwork.
How well the governors fulfil their responsibilities	Governors are well informed about the school's strengths and weaknesses and are aware of issues that face it. However, they rely too heavily on the headteacher for this information. They are not involved enough in helping to set the direction for the school or in monitoring its developments. This makes it difficult for governors to fulfil their role in holding the school to account for the standards it achieves.
The school's evaluation of its performance	A very good analysis of test results leads to realistic target setting. The school takes effective action to implement change and evaluates the impact of its action. Staff are not complacent about the school's success and continue to strive to raise pupils' attainment.
The strategic use of resources	Resources are targeted to the school's immediate priorities, but these are planned only one year in advance. Good use is made of specific funding to support identified projects and of grants made to the school to raise achievement.

Strong leadership and management have enabled the school to tackle successfully the issues from the last inspection. Very good improvement has been made, particularly to the quality of teaching and, as a result, standards have risen. This is because subject co-ordinators undertake systematic monitoring of standards and the quality of teaching so as to identify areas for development. They provide useful support and advice for colleagues. The school has been successful in turning around the small deficit budget noted in the previous inspection and seek value for money when considering expenditure. The recommendations in the latest auditor's report have been acted upon.

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 happy and well looked after. Staff are readily available to discuss issues and offer guidance and support to parents. Children make good progress because the school expects them to work hard. Pupils behave well. The school helps pupils to develop mature and responsible attitudes. The school is led and managed well. The teaching is good. 	<ul style="list-style-type: none"> The amount of homework and the challenge that it presents. The range of out-of-school activities.

Inspectors agree with the positive views of parents, but find little evidence to support their concerns. Indeed, homework is used consistently across the school to reinforce pupils' learning in class. It is given regularly, it is relevant, and pupils' efforts to complete it are recognised and valued. The number and range of activities out of school hours are very good, although the team acknowledges that the number of opportunities increase as pupils get older.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Throughout the school pupils make very good progress in English

1. Most pupils enter school in the Nursery speaking very little English. Nursery staff emphasise the importance of language and communication and it is a key feature of their planning. Continuous interaction and conversations with children gradually help them to develop their confidence to say more than a few words. The fact that the Nursery teacher is bilingual is very helpful in ensuring that children are not isolated by their lack of English. Effective links are maintained with parents so that the transition from home to school is as smooth as possible.
2. Teachers build effectively on pupils' early experiences of spoken English so that they begin to extend their skills in reading and writing. By the end of Key Stage 1, many pupils reach standards that are close to the levels expected for their age but standards are below those attained nationally and few attain levels that are above expectations. For example, although pupils can read aloud quite accurately, they do not always fully understand what they have read and their reading lacks expression. In writing, pupils make errors in grammar and punctuation. They use their phonic knowledge to spell words but this is not always accurate. Some pupils need to be reminded about putting in punctuation. More confident writers are encouraged to write independently and they do, sometimes using words creatively.
3. Towards the end of Key Stage 2, pupils are achieving standards that are similar to the national expectations and well above those of similar schools. This is evidence of significant achievement from their starting point. By the age of eleven, many pupils are confident and articulate speakers. However, pupils join the school at various times during the year and some of these pupils, despite their age, may be beginners in English. Most pupils' writing is accurate but lacks imagination, although higher attaining pupils spell and punctuate their work well and use descriptive vocabulary. Reading is mainly fluent and confident, and a good level of understanding is evident in pupils' response to the teachers' questions.
4. This very good progress is due to the careful and structured approach to teaching language; teachers have a very good awareness of how to teach the basic skills. The school has embraced the National Literacy Strategy wholeheartedly and literacy skills are taught very well following the national guidance. However, other features of good teaching also enhance pupils' skills on a daily basis. The attention to detail when explaining new work and the constant repetition of key vocabulary is a significant factor in promoting good language development. Teachers make very good use of assessment information to provide suitably challenging activities that enhance pupils' understanding of the structure of language. The additional literacy strategy teaching is effective and well focused so that pupils make good progress in, for example, developing word-building skills.
5. Writing has been a key focus for development within the school during the previous academic year and this emphasis is beginning to pay dividends. A careful analysis of pupils' weaknesses in writing helps teachers to identify precisely what needs to be improved. Teachers pay good attention to teaching specific writing skills. Pupils are taught to draft their writing, sometimes using the computer, and then to find ways of improving it. These skills were effectively taught during inspection in a Year 2 class where pupils drafted their ideas about 'Pirate Pete' using the computer and in Year 4, where pupils were trying to improve a piece of writing by using 'powerful' verbs. Some very useful marking of pupils' writing,

particularly in Year 6, gives a precise analysis of what pupils need to do to improve the content of their written work. This accelerates the progress they make.

6. The support of additional staff funded by the ethnic minority achievement grant (EMAG) is very valuable. These staff work very closely with class teachers, by following the class lesson plans, but adapting the language element to ensure that pupils are able to take a full part in activities. The provision is well managed and organised. Pupils' needs are identified through careful assessment and groups are targeted to receive the most appropriate support.

Pupils have very good attitudes towards their learning and enjoy the range of opportunities the school offers

7. Pupils are keen to learn and are enthusiastic about the school. A group of Year 6 pupils said there wasn't anything about the school that they didn't like! Pupils are attentive to teachers in lessons and maintain a good level of concentration on their work. They are eager to answer questions, especially in mathematics lessons where the oldest pupils rise to the challenge of demanding mental calculations. From an early age, pupils quickly learn that the adults at school have high expectations of them and they begin to have high expectations of themselves. By the time pupils reach Year 6 they are highly motivated learners.
8. There is a strong work ethic and pupils know that they are at school to learn. They are anxious to take advantage of all that the school offers. This is exemplified in the high number of pupils involved in lunch-time and after-school 'fun clubs'. There is such a demand for a place at the art club that the staff have to limit the number and rotate the groups on a half-termly basis. Levels of enjoyment are high. The Italian club at lunch-time had 45 participants who thoroughly enjoyed learning to count and introduce themselves in Italian. Opportunities to use the computer suite are particularly popular and pupils clamour to get in at the end of the day. These sessions are often shared with older brothers and sisters who are ex-pupils and with parents, who come along to improve their computer skills. Other activities take place at various times of the year including sporting and musical clubs. The steel band meets and practises regularly. This group is currently rehearsing to play at the opening of the Commonwealth Games. Visits, such as to Chester to study the Romans, and visitors to school enhance the fun of learning.
9. Other after-school sessions are academically based and targeted towards raising standards of attainment. Pupils are equally willing to attend these study support groups to improve their knowledge and skills, particularly in English.

Good teaching throughout the school challenges pupils to achieve consistently high standards in mathematics and science by the age of eleven

10. Pupils start school with better skills in mathematics than in English; their ability to count is satisfactory but they have problems with the language of mathematics. There is a strong focus on mathematical language in the Nursery and Reception classes with emphasis on pupils learning and practising terms such as 'short, shortest' and 'long, longest'. By the end of Key Stage 1, most pupils are achieving expected levels and attainment is similar to that found nationally. It is above that of similar schools. By the end of Key Stage 2, results in National Curriculum tests are consistently well above the national average and similar schools. In 2000 the results were very high, with nine out of ten pupils attaining the expected level, Level 4, and six out of ten pupils attaining the higher level, Level 5. Standards in the current Year 6 are already above expected levels at the beginning of the year. Number skills are strong and pupils' quick mental recall and ability to apply mental strategies are impressive.
11. Teachers have high expectations that can be seen in the level of challenge provided in most mental mathematics sessions. Teachers' very good planning is detailed and comprehensive.

It includes a clear evaluation of previous lessons, notes on which pupils had difficulties and information on who has, or has not, achieved what was expected. The consistency of this practice across the school is unusually good. This very good assessment of what pupils know and understand is used successfully to make sure that activities are pitched at just the right level to meet the needs of pupils who learn at different rates. New work is explained effectively and there is a strong focus on learning key mathematical vocabulary, which gives pupils a model of how to use it correctly. Misunderstandings are addressed well in a sympathetic manner so that pupils' confidence is not dented. A good pace is maintained when pupils are completing their work independently and this practice consolidates their understanding. Teachers are good at motivating pupils, who are keen to participate and take pleasure in their achievements.

12. Standards in science are consistently above those achieved nationally, and well above the achievements of similar schools, by the time pupils leave the school at the end of Year 6. The strengths in teachers' clear explanations and good emphasis on scientific terms ensure that pupils can assimilate the knowledge and then use the vocabulary correctly in their written reports. These reports are well structured with a clear emphasis on drawing conclusions from what has been observed. Pupils are well aware of the features of 'fair testing'; they know that they can change only one variable and that all other factors of a test must remain the same. Teachers give good demonstrations and these practical activities help pupils to achieve a good level of understanding by the end of the key stage. The emphasis on investigating and experimentation gives pupils good opportunities to apply their knowledge. Teachers are particularly skilful at asking questions so that pupils have to think things through and begin to use their existing knowledge to predict what might happen next. For example, pupils know that food deteriorates when it is left out of the fridge and so hypothesise what might happen to yeast mixture that is put into the fridge. Teachers accept pupils' answers, sometimes rephrasing them for clarification, and then ask a supplementary question. This step-by-step approach is very effective and contributes much to pupils' knowledge and understanding.

Moral and social development are promoted very strongly so that pupils' behaviour is very good and they get on well with each other

13. Pupils have a strong sense of right and wrong, which is reinforced continually and consistently by staff. The youngest pupils in the Nursery quickly learn what is acceptable and unacceptable and a strong moral code is reinforced through assemblies. By and large, pupils do conform to the school's high expectations of behaviour and are well behaved both in lessons and at play. They move around the building in an orderly manner. The oldest pupils, in Year 6, set a good example for others. Good behaviour and effort are praised regularly and sanctions, although they exist, are used rarely. Pupils are polite and friendly. They are proud of their school and enjoy talking about it to visitors. Pupils are very confident about the behaviour that is promoted at school, but they know who to go to if they have concerns or problems. Although there is a 'bully box', in which pupils can anonymously put a note if they are experiencing problems, pupils say that they don't think it is used. Parents too, are certain that bullying is not an issue at the school and that pupils are very well integrated. This high standard of behaviour contributes much to the calm working atmosphere in the school and to pupils' achievements.
14. Pupils get on well with each other. Staff provide a very good model of effective teamwork, particularly when several adults are working in the classroom together. Pupils emulate these relationships when they have opportunities to work together in groups, for example in science lessons. They are helpful to one another when working in pairs and give each other support, particularly with language. A good example of this was seen in an English lesson in Year 6 when one Arabic speaking boy translated information for another who was new to the school. Pupils are encouraged by the school to be aware of the needs of others in communities, both

locally and abroad. In the past, pupils have raised money to support two refugee children in Kosova and produced a recipe book to raise funds for local refugees.

15. Pupils' awareness of the need to look after the environment is promoted well through the community garden project, begun several years ago and still being developed and improved. Older pupils enjoy being given opportunities to take responsibility for small tasks around the school, such as helping in the reception area at lunch-time and reading each morning with younger pupils. They carry out these duties reliably.

Very good leadership from the headteacher has set high expectations and has secured significant improvements in the quality of education provided and in the standards achieved

16. The headteacher brings a high level of dynamism and energy to his leadership of the school. He actively seeks to promote initiatives that will benefit the school, especially in funding special projects to raise pupils' achievement. An example is the funding from 'Education Extra', a grant that is used to provide teaching for targeted pupils in the 'study support groups' at the end of the school day. He provides a very good lead for staff and pupils in the high expectations he sets. Staff share his commitment and there is a good sense of teamwork. He delegates well to key staff who carry out their roles with enthusiasm. Co-ordinators monitor the quality of teaching and the standards achieved in their subjects. This gives them a good awareness of their subject's strengths and weaknesses so that they can support and advise their colleagues. Many co-ordinators are new to their roles this term and have had limited influence on their subjects as yet. However, each has an action plan and targets for development, both for their subjects and for their role.
17. A very detailed analysis of pupils' writing has been made and the English co-ordinator has devised an action plan to raise standards by addressing pupils' weaknesses in a systematic way. Similarly, the mathematics co-ordinator has undertaken a detailed analysis, with colleagues, of annual test papers. An error analysis has identified common weaknesses in pupils' knowledge and understanding, and teachers in each year group are now targeting improvements in these areas.
18. A new system for individual target setting has been established since the beginning of this term. This involves teachers in setting expectations of pupils' achievement during the coming year. Pupils also have group targets that are displayed clearly in class, sometimes on pupils' tables, and in the front of their workbooks. These are beginning to raise pupils' own awareness of expectations. In one Year 6 class, for example, pupils looked at these before starting their writing, with no prompting from the teacher. The school has a manual system for recording pupils' attainment and tracking their progress over time, which the headteacher hopes to transfer to a computer database in order to process the information more easily. This information is used to highlight pupils who may not be progressing well enough, and as a basis for setting year group targets. However, the process of setting these targets is made more difficult because of the transient nature of the school population.
19. This systematic approach to identifying areas for development and then taking appropriate action has enabled the school to tackle successfully the weaknesses noted at the last inspection. The quality of teaching has improved significantly. A regular programme of monitoring teaching and supporting improvements through staff development has increased teachers' subject knowledge and raised their expectations of pupils' achievements. Not surprisingly, standards have risen as a result. Initially dramatic, the rise in standards has been maintained year-on-year.

The school fosters an outstanding partnership with parents and is successful in involving them in their children's learning

20. The school works hard to encourage parents to play a full part in the life of the school. It sees this as central to its work in raising standards for pupils. The school sends good quality information to parents to keep them informed of its work. The school has a truly open-door policy, and welcomes parents at any time. For example, during the inspection, a parent came early to collect her child so that she could join the end of a lesson and share his work with him. Parents are invited to attend events that include opportunities to find out about curriculum initiatives such as the National Literacy and Numeracy Strategies. Attendance at such events is high. Parents are regular visitors to school and some help when they can. The school values these contributions and the impact they have on extending pupils' learning. Parents can often be seen sharing activities with their children at the computer club and some are encouraged to attend study support classes after school to enhance their own skills in English.
21. A key feature in fostering parental links is the close relationship that the school has with the local authority's adult education centre. Adult classes are held at the school during the day and parents are encouraged to take part. Courses in 'First Aid', 'Classroom Assistant Training', the 'Parents as Educators' series of courses and 'Computer Literacy', 'Word Processing' and 'Desk Top Publishing' have been well attended. Parents were proud to receive their certificates in a special assembly held during the inspection and the whole school joined the celebration and recognition of their achievements.
22. Parents are confident that their children are happy and well looked after at school. They know that staff are always available if they have any queries or concerns. Parents say that they only have to ask for help and guidance and it will be provided. They appreciate this support. Parents are very positive about many aspects of the school's work and are pleased that their children achieve high standards. They have high aspirations for their children that lead them to expect much of the school. The high number attending the parents' meeting and returning the inspection questionnaire are testament to the parents' overwhelming support for the school and the high regard in which it is held.

WHAT COULD BE IMPROVED

The standards achieved in the control and monitoring aspects of information and communication technology (ICT) are below expectations

23. The school has made good use of funding to improve resources for information and communication technology. The new suite of computers became fully functional during the last academic year. From the beginning of this academic year all pupils now have a regular lesson in the suite. This is beginning to have a positive impact on raising the standards achieved in aspects of the curriculum.
24. Word processing skills are generally good. Pupils in Year 2 are familiar with the keyboard and use the computer for drafting and editing simple stories. Pupils in Years 5 and 6 know how to send e-mails and search the 'web' for information. They also use CD-Rom packages to find information. Last year the school was involved in a project that involved Year 6 pupils in video conferencing with pupils in a school in Liverpool. Data handling packages are used to enter information and produce different kinds of graphs. However, these skills are less well developed and aspects of monitoring and control technology are not taught. To some extent this reflects the previous absence of resources and teachers' lack of confidence and expertise. Improvements to planning are necessary to ensure that pupils' skills in all areas are developed in a systematic way over both key stages. At present, teachers plan activities on the basis that they will complement other curriculum areas rather than to develop pupils' specific ICT skills; this leads to an ad hoc approach to pupils' skill development.
25. The school has a plan for ICT development that includes a significant amount of training for teachers to enhance their own confidence and skills. This is due to begin in earnest in

January 2001. The new co-ordinator, appointed at the beginning of this term, is very enthusiastic and keen to realise planned developments. She is supported well by a part-time technician who is knowledgeable about the hardware and skilled in solving technical hitches for teachers. The technician is successful in raising pupils' awareness of ICT possibilities and in improving their skills. He provides useful guidance to the pupils and leads them carefully through various processes using a step-by-step approach. He does this quickly, so pupils have to be alert and maintain a good level of concentration in order to keep up.

26. Together, the quality of the resources, the enthusiasm of the co-ordinator and the expertise of the technician, mean that the school is well placed to make improvements quickly.

Governors are not involved enough in monitoring the school's work and in setting priorities for development

27. The governors' committee structure has fallen into disuse and committees now meet rarely, when the need arises and to perform a specific function. Most business is carried out in full governors' meetings. The headteacher provides good quality and comprehensive information at these termly meetings. However, governors rely too heavily on the headteacher as a source of information and not all governors are able to visit the school regularly to form their own view of the school's development. Those governors who work in the school are well placed to see directly the results of action taken, but are too close to the action itself to be able to stand back and review things objectively. Governors have little involvement in setting the school's priorities for development or in monitoring and evaluating the impact of the action that the school takes to meet its development priorities. This restricts governors' opportunities to act in a critical way in holding the school to account for the quality of education provided.

The standard of handwriting and the quality of presentation of pupils' work could be higher by the end of Year 6

28. Pupils do not always take pride in the presentation of their work. The quality of handwriting, even among the oldest pupils in Year 6, is inconsistent. Pupils are unable to write at speed and maintain a legible style. The use of a joined handwriting style is not consistent, although some pupils do write neatly and legibly in a joined hand. Work in mathematics and science is not always neatly presented and, on occasion, leads to errors in written calculations. The quality of presentation is not emphasised by teachers. Indeed, it is one of the few areas in the school where there is no common approach among staff.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

29. The school should continue its efforts to maintain and raise standards further in English, mathematics and science. In addition, the headteacher, staff and governors should:
- raise standards in information and communication technology (ICT) by increasing teachers' expertise and confidence to teach all elements of the ICT curriculum, ensuring that the planned programme of activities develops pupils' skills in a systematic way across both key stages;

- extend governors' involvement in setting priorities for school development and in monitoring the school's work. Increase governors' awareness of their role in being accountable for the quality of education provided;
- raise standards in pupils' handwriting and improve the presentation of their work by increasing teachers' expectations and implementing a consistent, whole-school approach to the presentation of work.

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	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	25	50	25	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	325
Number of full-time pupils eligible for free school meals		119

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	2	21

English as an additional language	No of pupils
Number of pupils with English as an additional language	319

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	64
Pupils who left the school other than at the usual time of leaving	48

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	9.0	School data	0.0
National comparative data	5.4	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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	19	33	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	17
	Girls	27	28	30
	Total	43	43	47
Percentage of pupils at NC level 2 or above	School	82 (80)	84 (86)	90 (86)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	18	16
	Girls	29	30	29
	Total	45	48	45
Percentage of pupils at NC level 2 or above	School	87 (84)	92 (90)	87 (92)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	12	28	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	12
	Girls	22	24	24
	Total	32	36	36
Percentage of pupils at NC level 4 or above	School	80 (70)	90 (89)	90 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	20	21
	Girls	18	16	16
	Total	25	36	37
Percentage of pupils at NC level 4 or above	School	63 (79)	90 (93)	92 (89)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	6
Black – other	0
Indian	8
Pakistani	263
Bangladeshi	3
Chinese	2
White	6
Any other minority ethnic group	80

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	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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.6
Number of pupils per qualified teacher	22
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	240

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	45

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

Number of pupils per FTE adult	15
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	623,752
Total expenditure	611,867
Expenditure per pupil	1,595
Balance brought forward from previous year	4,595
Balance carried forward to next year	16,480

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	371
Number of questionnaires returned	185

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	89	10	0	0	1
My child is making good progress in school.	69	29	2	1	0
Behaviour in the school is good.	68	31	0	0	1
My child gets the right amount of work to do at home.	46	39	10	3	1
The teaching is good.	81	18	0	0	1
I am kept well informed about how my child is getting on.	63	30	4	0	3
I would feel comfortable about approaching the school with questions or a problem.	73	21	2	0	5
The school expects my child to work hard and achieve his or her best.	78	20	1	1	1
The school works closely with parents.	65	30	2	0	3
The school is well led and managed.	76	17	1	0	6
The school is helping my child become mature and responsible.	70	24	3	0	2
The school provides an interesting range of activities outside lessons.	58	30	3	2	6

Almost 100 parents attended the parents' meeting before the inspection. Parents were wholeheartedly supportive of the school.