

INSPECTION REPORT

THE OAKLANDS PRIMARY SCHOOL

Acocks Green, Birmingham

LEA area: Birmingham

Unique reference number: 103194

Headteacher: Miss D Worland

Reporting inspector: Mr C Kessell
20695

Dates of inspection: 2nd – 3rd June 2003

Inspection number: 246268

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior school
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Dolphin Lane Acocks Green Birmingham
Postcode:	B27 7BT
Telephone number:	0121 706 2168
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Mike Dyke
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The Oaklands Primary School is above average in size with 333 full-time pupils (170 boys and 163 girls) aged between four and eleven. There is a designated nursery offering 52 part-time places. This community school serves an area of predominantly local authority housing. At 56 per cent, the percentage of pupils entitled to free school meals is well above the national average. The attainment of the pupils when they start school is well below average. The majority of pupils are of white ethnic heritage although a number of other ethnic groups are represented in the school including pupils from Caribbean, Indian and Pakistani backgrounds. The number of pupils who speak English as an additional language is high but the school has not identified any pupils who are at the early stages of learning English. Thirty-three per cent of pupils are identified as having special educational needs, which is above average. The majority of these pupils are identified as having learning difficulties. A high number of pupils either leave or join the school during the academic year. There has also been a high turnover of teaching staff in the last two years.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory level of education for its pupils. Teaching and learning are satisfactory overall and the pupils make sound progress in relation to their prior attainment. Although standards in English and mathematics are currently well below the national average, the school often performs well in comparison with schools in similar contexts, which has led to it being presented with Achievement Awards by the Department of Education and Skills for the past two years. The behaviour of the pupils is good and they generally have positive attitudes to learning. The headteacher, deputy headteacher, senior staff and governors manage the school well. The school provides satisfactory value for money.

What the school does well

- The school attains good standards in comparison with similar schools.
- Provision for pupils' personal development ensures good behaviour and good attitudes to learning. Relationships through the school are very strong.
- The care provided by the school is very good. Procedures for monitoring and improving attendance, managed by the school's learning mentor, are excellent.
- The school is well run by the headteacher, deputy headteacher, senior staff and governors.
- The development of writing skills in the nursery and reception classes.

What could be improved

- Standards in English and mathematics when compared with all schools nationally.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved well since it was last inspected in January 1998. It has retained many of the positive features identified at that time; for example, the pupils' attitudes and behaviour, their personal development and the levels of care provided. In terms of academic standards, the school's trend of improvement in national tests has been above the trend found nationally. A number of the key issues identified by the previous inspection have been dealt with successfully. The improvement in religious education in terms of standards and the quality of education provided has been good. The religious education subject co-ordinator should take much of the credit for this improvement. Pupils are now provided with an appropriate range of problem-solving and investigative work in mathematics and science. This is also an improvement since the previous inspection. Although assessment procedures have continued to develop, and the new deputy headteacher is driving forward improvement, there is still some work to be done in using assessment information to raise standards and the quality of education.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools ¹
	2000	2001	2002	2002
English	D	D	E	B
Mathematics	E	D	B	A
Science	D	D	C	A

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

The results of the National Curriculum tests taken in 2002 by pupils at the end of Year 6 indicated that standards were well below average in English, above average in mathematics and average in science.² When compared with similar schools, standards were above average in English, and well above average in mathematics and science. The percentage of pupils who achieved the expected level 4 increased significantly on the previous year in mathematics and science. There was a decline in English. The percentage of pupils who achieved the higher level 5 was below average in English but well above average in mathematics and science. National data indicate that some pupils did not make the progress that was expected of them in English in relation to their prior attainment in Year 2. Standards in Year 6 are currently well below the national average in English and mathematics. The school is unlikely to achieve its statutory targets in these subjects, as they are very challenging.

The results of the national tests taken by pupils at the end of Year 2 showed standards were well below average in reading, average in writing and well below average in mathematics. When compared with similar schools, reading and mathematics were average and writing was well above average. Although there was a decline on the previous year in the percentage of pupils who achieved the expected level 2 in reading, there was improvement in writing and mathematics. In terms of performance with all schools nationally, the percentage of pupils who achieved the higher level 3 was well below average in reading and mathematics but well above average in writing. This reflects the success of the school's recent focus on writing.

Recent national test results in Years 2 and 6 have shown some difference in the performance of boys and girls beyond the trends found nationally. The majority of children in the reception year are unlikely to achieve the expected standards in most areas of learning by the time they enter Year 1 but are making satisfactory progress in relation to their prior attainment. The pupils with special educational needs make the same sound progress as their classmates.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The majority of pupils are keen to learn and enjoy coming to school. They show good effort with their work and are keen to talk about the activities they have undertaken.
Behaviour, in and out of classrooms	Good. Pupils are well behaved in and around the school. They are polite, friendly and courteous.
Personal development and	Very good. Pupils are offered many opportunities in and out of the classroom to develop independence and take on responsibilities. They respond well to these

¹ Similar schools are defined by the proportion of pupils eligible for free school meals.

² These judgements are based on average National Curriculum points which are calculated by attaching point scores to the levels achieved by all pupils.

relationships	opportunities. Relationships are very strong and contribute to the calm atmosphere found in most classrooms.
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Attendance	Despite the best efforts of the learning mentor, levels of attendance are well below average. Although some of this is due to the enforced closures of the school earlier in the academic year, not all parents fulfil their responsibilities by ensuring that their children attend regularly or arrive on time.
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TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Satisfactory

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

The quality of teaching and learning in all parts of the school is satisfactory although some good and very good teaching was observed during the inspection. Teachers use the literacy and numeracy strategies appropriately, but some basic skills could be better promoted for example, speaking and listening. Writing skills are developed well in the Foundation Stage³. In general, lessons are well planned and organised and the management of pupils is a strength. Classroom relationships are very good and the majority of pupils are keen to learn. Although most teachers consider the range of different ability groups found in the classes and plan different work accordingly, this practice could be sharper and more effective. On some occasions, higher attaining pupils are not challenged enough and too little attention is sometimes paid to the targets set for pupils with special educational needs. Pupils' work is marked regularly and positive comments are recorded to encourage and motivate pupils. However, in some instances marking could be used to challenge pupils further or guide them on to the next stage of learning. The quality of teaching and learning has improved in religious education since the previous inspection. Pupils with special educational needs are effectively supported ensuring that they make similar gains in their learning to their classmates.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The school has good links with the community and local schools. The range of extra-curricular activities is good and pupils benefit from a full range of visits and visitors to the school. Religious education is not planned and taught regularly for reception children.
Provision for pupils with special educational needs	Satisfactory. The acting co-ordinator is enthusiastic and developing this area of the school. Some teachers do not always take full account of these pupils' needs when planning work.
Provision for pupils with English as an additional language	Satisfactory. Most of these pupils make the same progress as their classmates. No pupils are identified at the early stages of learning English. There are no assessment procedures to measure pupils' language acquisition.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Moral and social development are particular strengths that are reflected in the good attitudes and behaviour found throughout the school.
How well the school cares for its pupils	The procedures for ensuring pupils' welfare are very good overall. The school provides a very caring environment for all of its pupils.

³ The nursery and reception classes or Early Years Unit.

The school has a number of good initiatives to develop links with parents. The introduction of the parent partnership worker is an example of this. The quality of information provided for parents is good. Parents are generally supportive of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides the school with clear leadership and has contributed much to providing the positive and supportive learning environment in the school. She is ably supported by the deputy head and the hard working teaching and non-teaching staff.
How well the governors fulfil their responsibilities	Governors are effective in fulfilling most of their responsibilities and have a clear understand of the school's strengths and areas for development. They are involved in shaping the direction of the school through their monitoring of the development plan and are very supportive.
The school's evaluation of its performance	The school and governors have a very clear monitoring and evaluation timetable that ensures the work of the school is fully scrutinised. Governors understand the need to challenge the work of the school. More use needs to be made of data and assessment information to track the progress of pupils.
The strategic use of resources	The school's financial planning ensures that the resources made available to the school and specific grants are used appropriately for the pupils in the school. The school and governors are committed to providing best value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Behaviour is good. • The teachers are friendly and helpful. • The school expects children to work hard and achieve their best. • The school helps children to become mature and responsible. 	<ul style="list-style-type: none"> • Information about how children are getting on. • The school working more closely with parents. • Being able to approach the school with questions or a problem.

The responses above are from the parents' questionnaires and the three parents who attended the pre-inspection meeting. Inspection evidence confirms much of what parents think is good. The inspection team judges the information provided for parents as good and better than found in many schools. All parents that were spoken to during the inspection had nothing but praise for the school. However, the school acknowledges that there is work to be done in changing some parents' perceptions.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The school attains good standards in comparison with similar schools.

1 For the last two years the school has received Achievement Awards from the Department of Education and Skills for the standards achieved by pupils at the end of Year 6 in comparison with similar schools. When the school's national test results for 2002 are compared with similar schools, based on the number of pupils who claim free school meals, standards were above average in English and well above average in mathematics and science. When compared to similar schools, the percentage of pupils achieving the higher level 5 or above was well above average in English and science. The results in mathematics represented the top five per cent of all similar schools. Standards in the current Year 6 will not be so high in English and mathematics.

2 Although the standards at the end of Year 2 in 2002 were not quite as high, there were a number of positive features in the pupils' performance when compared to similar schools. The percentage of pupils reaching the higher level 3 or above was above average in reading and well above average in the teacher assessments for science. The proportion of pupils who reached level 3 or above in writing was very high and in the top five per cent. Unfortunately, the percentages in mathematics were below average. Inspection findings indicate that current standards in reading, writing and mathematics are very similar to the previous year. There were no national or similar comparisons at the time of the inspection but it is likely that the pupils will perform well in writing compared to similar schools.

Provision for pupils' personal development ensures good behaviour and good attitudes to learning. Relationships through the school are very strong.

3 The school's provision for personal development is good with particular strengths in the pupils' spiritual, moral and social development. These aspects promote good behaviour amongst the pupils and also good attitudes to learning.

4 The majority of pupils in the school have a good understanding of what is right and wrong and this is reflected in the way they conduct themselves around the school. They know what is expected in terms of their behaviour and respond well to the demands of their teachers and other staff in the school. Pupils are polite, friendly and courteous. They are happy and confident to talk about their work or other school activities and are helpful to the teaching and non-teaching staff and visitors to the school. This is well illustrated at the start of the school day when pupils arrive at school. As the playground fills up, the atmosphere remains positive as pupils chat to each other or to an adult or run around the playground playing friendly chasing games. Others sit on benches preparing for the day ahead whilst some quietly read. This good calm start to the school day continues as the pupils go to their classes and begin their work. They move around the school sensibly and at breaktimes and lunchtime show no inappropriate or anti-social behaviour. Year 1 and 2 pupils were observed at morning break sharing playground equipment with each other while Years 3 to 6 pupils spent a lunchtime chatting to each other or to the lunchtime supervisors or playing games. At the pre-inspection parents' meeting, comments were made about the improvement in lunchtime behaviour. Because there had been 'arguments' about lunchtime football matches, the Year 6 pupils took responsibility for this situation and produced a 'set of rules' for expected behaviour during these sessions. Ninety per cent of parents responding to the pre-inspection questionnaire agreed that behaviour in the school is good. Eighty-six per cent agreed that the school was helping pupils become more mature and responsible. Inspection evidence would support these views.

5 The pupils take responsibility very seriously. Classroom 'jobs' such as monitor duties are performed conscientiously and carefully. A Year 6 pupil spoke very proudly about the responsibility he and some classmates had for setting up the school hall before assemblies. Assemblies are

used well to reinforce school values and provide pupils with an opportunity to think and consider important issues. The assembly theme during the inspection was 'the environment' and important points were raised by the headteacher and deputy as they led assemblies promoting concerns about the wider world. On both occasions, pupils of all ages were engaged and motivated. The time provided for prayer or reflection was used sensibly and maturely by the pupils. Levels of behaviour on these occasions were very good and there was a strong sense of order as pupils arrived and left the assemblies. Proper respect was paid to the issues raised and pupils were left with something to think about for the rest of the day.

6 Pupils take the views or beliefs of others very seriously. This was seen to good effect in a Year 2 religious education lesson as pupils successfully developed their understanding of Sikhism. Pupils from different religions discussed their beliefs while other pupils listened intently as contrasts were made between the gurdwara, mosque and church and the Sikh holy book the Guru Granth Sahib was compared with the Qu'ran and the Bible. Not only did the pupils show appropriate respect for different cultures and beliefs, they showed an enjoyment of the subject and an enthusiasm for learning about something that was very new to them. Many lessons are planned to promote pupils' social development. In science and mathematics, for example, pupils are encouraged to work in pairs or small groups on problem solving or investigative work. This ensures that pupils learn the importance of working together as a small group. Year 6 pupils were successful at this as they, in groups of three or four, investigated how to measure friction by moving a small ball over different surfaces. The school's good range of extra-curricular activities, residential visits, day trips and visitors to the school also enhance the pupils' social development. During the inspection, reception children were amazed by how much some chicks had grown from the time when they were last brought in by the former headteacher. This lovely opportunity not only promoted the children's social skills but provided them with language development experiences and enhanced their understanding of the world.

7 There are some pupils in the school who present challenging behaviour. On the whole, they are well managed. Much of the credit for this should go to the school's learning mentor who is highly regarded by the school and parents. She works hard with class teachers to support these pupils, many of whom have poor social development, are immature or lack life-skills. She has also promoted the school council that has been in existence for about two years and includes elected representatives from all classes from reception through to Year 6. This provides pupils with an opportunity to experience democracy and contribute to the running and organisation of the school. For example, in consultation with the governors, pupils ran a stall at the Christmas Fayre and then used the money they raised to purchase equipment to be used in the playgrounds at breaktimes.

The care provided by the school is very good. Procedures for monitoring and improving attendance, managed by the school's learning mentor, are excellent.

8 Oaklands is a very caring school. The pupils are valued whatever their ability or personal circumstances and the school aims to provide a caring, happy and positive environment and it is successful in this. This is recognised in the school charter 'Children Matter' that is very much in evidence around the school, with a large copy displayed in the playground. Discussions with parents and carers during the inspection indicated that they recognised and appreciated the school's efforts. The quality of education provided by the school is enhanced by the support it provides for its pupils.

9 There is a supportive atmosphere within the school with teachers and support staff responding sensitively and positively to pupils' individual needs. In a Year 3 and 4 numeracy lesson, the class teacher was observed dealing quickly and sensitively with a pupil who had arrived at the lesson feeling ill. Led by the headteacher, all members of the school community work together to provide a setting in which all pupils feel well cared for and secure. The pupils are happy at school and confidently turn to adults when they want help or advice, knowing that their needs will be met with a positive and supportive response. For a number of pupils, the school provides a sanctuary from significant issues and problems in their lives. The school is very aware of its requirements

with regards to the welfare, health and safety of its pupils. This can be seen in the effort that has been made to provide the younger pupils with shade in their playground. There is good support during lunch and breaktimes, which has a positive effect on behaviour and safety. The school provides a safe and supportive environment in classrooms and other areas.

10 Child protection arrangements are very secure and statutory requirements are met. All teachers and non-teaching staff have been trained or briefed so that they fully understand their duty to be attentive. Led by the learning mentor, the school's procedures for monitoring and improving attendance are excellent. The current attendance levels are due to the school's enforced closure earlier in the year and do not reflect the success of the school's strategies in this area. Successful strategies such as 'attendance assemblies' and rewards for pupils who achieve 100 per cent attendance have raised the profile of this area. Punctuality has also improved with far fewer pupils now arriving late compared with last year. There are comprehensive systems for monitoring and very close liaison with the educational welfare officer. Procedures for promoting good behaviour are well understood and accepted by the great majority of pupils and are effective, allowing them to learn in a setting in which there is an absence of oppressive behaviour, bullying, sexism or racism. There is a recognition by staff of the importance of being sensitive to the needs of the pupils as individuals. Staff are knowledgeable about the pupils in their care and encouraging and praising good behaviour is emphasised.

The school is well run by the headteacher, deputy head, senior staff and governors.

11 The school is well led and managed. This was also the opinion of the majority of parents who responded to the pre-inspection questionnaire. It is noticeable on entering the school that there is a calm welcoming atmosphere that is appreciated by the pupils who are proud of their school and enjoy learning. This is against a background in the community of high levels of economic and social disadvantage. The headteacher is an experienced practitioner who has a clear vision for her school and has the confidence and support of the staff, governors and parents. She has created a committed team of teaching and non-teaching staff who are hardworking after a high turnover of teaching staff in the last two years. Morale in the school is high and there is a shared commitment to improvement. Staff work well together for the benefit of the pupils and the school operates in an environment where the contributions of everyone are valued. The headteacher and relatively new deputy are an effective and developing management partnership whose individual strengths complement each other well. The deputy recognises areas for development, such as assessment, and is driving issues forward. She is also a successful teacher in the mixed Years 3 and 4 classes. This is an example of a well-managed situation. Because of the inconsistent pupil numbers and limited accommodation, the school had to consider its class organisation very carefully. All circumstances were considered thoroughly before any decisions were made. Through its careful curriculum organisation, the school has ensured that pupils in Years 3 and 4 get proper access and opportunity with all of the required areas of learning. Other staff with management responsibilities who were involved in the inspection process showed secure leadership of their subjects or aspects. This was particularly the case for religious education. It is a well-managed subject that has improved significantly since the previous inspection. The acting special needs co-ordinator has a good understanding of what the school does well in its provision for pupils with special educational needs and, more importantly, what needs to improve.

12 In general, the governors fulfil their responsibilities well and most of their statutory duties. Religious education is not taught regularly in reception, however. Governors make a good contribution to how the school is organised and run. They are proud of the school, but not complacent, showing an active interest in all aspects of its work. Led by an experienced and capable chair, governors are actively involved in the work of the school both as members of various committees and as individuals undertaking responsibilities such as special educational needs or literacy and numeracy. There is a close liaison between governors and members of staff and an appropriate committee structure enabling the governors to undertake their duties effectively. They help to shape the direction of the school in a supportive way. Although not actively involved in the formation of the current school development plan, they monitor its progress against development priorities. Although the governing body does not have full membership it does have a range of

experience and community representation. Governors are not afraid to challenge the school and act as a 'critical friend'. Along with formal and informal information provided by the headteacher, they have a good understanding of the school's strengths and areas for development.

The development of writing skills in the Early Years Unit.

13 All adults who work with the nursery and reception classes have a good understanding of how children in the Foundation Stage learn and basic writing skills are well developed in the Early Years Unit. There are many opportunities for children to write both in non-adult focused activities where they sit and write in the designated writing areas and in activities led by adults. All adults have high expectations in this area of learning. Writing areas have been developed to promote writing when children are undertaking independent activities. As the children move from nursery to reception they are given workbooks to develop independent writing skills and letter formation. These skills are developed systematically and well. Writing is encouraged in other areas of learning and during the inspection this was exemplified with the reception children successfully writing about 'why their mums were special'.

14 In the nursery, the children worked maturely with adults in one-to-one situations as they developed an idea of how to write their first name. The adults paid particularly good attention to how letters were formed. To begin with, the children wrote over neatly produced models written by adults and then attempted to write underneath the model. Eventually they were confident to attempt their own 'writing'.

15 Some good examples of writing were observed in Key Stages 1 and 2.⁴ After drafting and re-drafting their work, a Year 6 pupil wrote sensibly about whether smoking should be banned in public:

People all around the world smoke and get asthma, lung problems and cancer. It's boredom and stupidity that sometimes can't be cured.

Pupils are presented with an appropriate range of writing opportunities but in some classes insufficient attention is paid by class teachers to the quality of the work. This means that mistakes are not corrected and pupils are not told how to improve their work. Words spelt incorrectly are not pointed out to pupils and there are not enough references to word banks for the younger pupils and dictionaries. Some teachers have too low expectations with regard to handwriting, and often mistakes with basic punctuation are not corrected. Too little attention is paid to writing individual letters of the alphabet with the correct formation for the younger pupils and in some guided writing books work is unfinished.

WHAT COULD BE IMPROVED

Standards in English and mathematics when compared with all schools nationally.

16 When compared with all schools, the results for pupils at the age of seven in the 2002 National Curriculum tests were well below average in reading and mathematics and average in writing. The current Year 2 pupils are performing at a similar level with standards in reading and mathematics at well below average and writing below average. Although a number of pupils are achieving standards in English and mathematics that are appropriate for their age, there is a significant proportion of pupils who have weaker literacy and numeracy skills. In 2002, standards for the 11 year-old pupils were well below average in English and above average in mathematics. For the current Year 6, standards are similar in English but well below average in mathematics too this year. Pupils in both year groups are currently making satisfactory progress in relation to their prior

⁴ Key Stage 1 - Years 1 and 2. Key Stage 2 - Years 3 to 6.

attainment but pupils' learning could be more effective and pupils' progress needs to be more rapid if standards are to rise in relation to those found nationally.

17 It is clear that the school works in challenging circumstances. The children enter school with attainment that is well below average and an above average number of pupils leave or join the school during the academic year. The percentage of pupils who are identified as having special educational needs is above average and the proportion of pupils who speak English as an additional language is increasing. The turnover of teachers in the past two years has been high. Despite these difficulties, the majority of pupils come to school with positive attitudes and are keen to learn. The headteacher and school should take credit for this but there are areas for development, particularly within teaching and learning.

18 Although assessment procedures have improved since the previous inspection, the use of assessment information to guide teachers' planning and to monitor pupils' progress is unsatisfactory. Some teachers 'best guess' what levels their pupils are functioning at and are not confident in predicting what levels pupils will achieve by the end of the academic year. In some lessons, the work offered to pupils does not always reflect their ability. Although most teachers attempt to provide work for the different ability groups found in all of the classes, this practice could be sharper. At present, not all of the higher attaining pupils are being challenged sufficiently and lower attaining pupils and those with special educational needs sometimes find work too difficult. All of the pupils with special educational needs have targets on their individual education plans. These are not always referred to when teachers plan their lessons and class activities.

19 The percentage of pupils who use English as an additional language has increased in the school over the last few years. Many of these pupils are higher attainers and the school has not identified any of them as being at the early stages of learning English. However, there are no formal assessment procedures in place to measure the levels of these pupils' English acquisition and this is a weakness in provision. Speaking and listening skills are not always well promoted. In some lessons, pupils become 'passive' learners and make little contribution to what is happening. Although all pupils' work is marked regularly with positive comments, too little information is given to pupils on how to improve their work or move on to the next stage of learning. Although teaching through the school is satisfactory and often good, there need to be some overall improvements in practice if pupils are to progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

20 The inspection team recognises the challenging circumstances in which the school operates and acknowledges its performance in terms of standards against similar schools, but to further improve standards and the quality of education the headteacher, staff and governors should:

Raise standards in English and mathematics by:

- providing work that meets the needs of all pupils whatever their ability;
- continuing to implement and develop assessment procedures through the school to ensure the monitoring of all pupils' progress and to plan lessons more effectively. Also, to formulate formal assessment procedures for pupils who use English as an additional language;
- ensuring that teachers take more account of the targets for pupils with special educational needs on their individual education plans;
- better promotion of speaking and listening skills across the whole curriculum;
- more rigorous marking that informs pupils about what they need to do to improve their work or challenges them to learn more;
- developing the good practice started in the nursery and reception classes for writing.

(Paragraphs 16, 17, 18 and 19)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

20

Number of discussions with staff, governors, other adults and pupils

12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	8	11	0	0	0
Percentage	0	5	40	55	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	21	333
Number of full-time pupils known to be eligible for free school meals		187

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		8
Number of pupils on the school's special educational needs register	2	110

English as an additional language

	No of pupils
Number of pupils with English as an additional language	76

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	42
Pupils who left the school other than at the usual time of leaving	36

Attendance

Authorised absence

	%
School data	6.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	25	17	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	21	21
	Girls	11	16	15
	Total	29	37	36
Percentage of pupils at NC level 2 or above	School	69 (74)	88 (76)	86 (83)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	21
	Girls	14	16	16
	Total	34	36	37
Percentage of pupils at NC level 2 or above	School	81 (78)	86 (83)	88 (85)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	30	20	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	25	27
	Girls	13	16	17
	Total	33	41	44
Percentage of pupils at NC level 4 or above	School	66 (73)	82 (69)	88 (75)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	21	20
	Girls	14	14	14
	Total	30	35	34
Percentage of pupils at NC level 4 or above	School	60 (42)	70 (40)	68 (50)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British - Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
223	1	0
1	0	0
0	0	0
19	0	0
0	0	0
5	0	0
2	0	0
20	0	0
45	0	0
2	0	0
7	0	0
6	0	0
1	0	0
0	0	0
2	0	0
0	0	0
0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	15
Number of pupils per qualified teacher	22.2
Average class size	25.6

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	259

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21
Total number of education support staff	2
Total aggregate hours worked per week	50
Number of pupils per FTE adult	7

FTE means full-time equivalent.

Financial information

Financial year	2001/02
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	£
Total income	864,657
Total expenditure	816,396
Expenditure per pupil	2,182.88
Balance brought forward from previous year	1,821
Balance carried forward to next year	50,082

Recruitment of teachers

Number of teachers who left the school during the last two years	7.8
Number of teachers appointed to the school during the last two years	6.4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	374
Number of questionnaires returned	72
Percentage of questionnaires returned	19

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	40	6	1	0
My child is making good progress in school.	43	49	4	3	1
Behaviour in the school is good.	49	41	0	3	7
My child gets the right amount of work to do at home.	39	40	17	4	0
The teaching is good.	44	47	3	1	4
I am kept well informed about how my child is getting on.	36	32	25	6	1
I would feel comfortable about approaching the school with questions or a problem.	43	42	8	7	0
The school expects my child to work hard and achieve his or her best.	54	40	1	0	4
The school works closely with parents.	32	44	11	11	1
The school is well led and managed.	43	40	6	6	6
The school is helping my child become mature and responsible.	32	54	8	1	4
The school provides an interesting range of activities outside lessons.	24	43	17	4	12