

INSPECTION REPORT

ST LEONARD'S C E PRIMARY SCHOOL

Banbury

LEA area: Oxfordshire

Unique reference number: 123179

Headteacher: Sally Godden

Reporting inspector: John Lilly
12487

Dates of inspection: 29 – 30 March 2000

Inspection number: 67112

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: Voluntary controlled

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Overthorpe Road
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Appropriate authority: Governing body

Name of chair of governors: Mrs Jackie Minter

Date of previous inspection: 11 – 14 November 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Leonard's is a larger than average Church of England Primary School with nursery provision both on site and also separately in the local community centre. There are 467 girls and boys on roll between the ages of 3 and 11. The school serves a community on the outskirts of Banbury with a majority of social housing, but a significant element of older style private housing. Recent large-scale development of private housing is changing the overall characteristics of the area, causing a rapid increase in the school roll, especially at the nursery and reception years. Compared with all schools nationally, the proportions of pupils eligible for free school meals, on the register of special educational needs, and those with Statements of Special Educational Need are all broadly in line with national averages. Many pupils who have problems with learning are supported in other ways, but are not on the register of special educational need. The proportion of pupils for whom English is an additional language is very high: most of these children speak Punjabi or Urdu at home. Many pupils come from home backgrounds that are significantly more disadvantaged than the average nationally. Attainment on entry is below the national average, with a significant number of children with very low levels of development. Literacy skills are particularly low. The school aims to be a centre of its community, providing equality of opportunity for all. This aim includes an active working partnership with a special school, with these children taking part in the life and work of the school. The school places high priority on offering a rich and varied curriculum. The current school improvement plan centres upon literacy, numeracy, information technology and monitoring by management to highlight areas for improvement.

HOW GOOD THE SCHOOL IS

St Leonard's is a good school and a good place in which to teach and learn. It provides a rich, worthwhile and varied curriculum, and provides very well for the personal development of pupils. There is a very positive relationship with parents. Leadership and management are very good, and teaching is good. Standards of attainment are improving, especially in literacy and numeracy, and standards in art and information technology are above average. The school faces many more challenges to effective learning than is the case in most schools, and addresses these problems with a business-like and determined commitment. The school offers good value for money.

What the school does well

- The headteacher provides very strong leadership and management, providing a clear sense of direction and purpose. The governors and staff share this very strong commitment to improving standards. They apply their skills and expertise well.
- The school's strong values and challenging aims provide an excellent foundation for the life of the school. They drive improvement in standards, and lead to a worthwhile, relevant and balanced curriculum. Commitment to providing equal opportunities is strong and very effectively implemented. The way the school enables all faiths and cultures to be respected and celebrated is excellent.
- Teaching is good throughout the school. As a result pupils are achieving improving standards in most subjects and standards in art and information technology are already good.
- Provision for personal development is very good. Pupils have good attitudes to school, behave well and naturally respect and treat others very well.
- The support and guidance for pupils are very good, and this is based upon a very positive relationship between home and school. Procedures for child protection and the welfare of pupils are very good.
- Provision for children under five is good.
- Provision for pupils with special educational needs is very good, and provision for pupils for whom English is a new language is good.

What could be improved

- Attainment by the end of Key Stage 2, particularly of boys.

- The partnership between home and school that supports pupils' learning, for example consistently sharing support for reading and homework.
- The independent learning of pupils, for example concentration, solving problems themselves, and setting their own high standards.
- The attendance of a minority of pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection, 11 - 14 November 1996, the planning of the curriculum is much improved, and effective schemes of work are now in place. The governors now actively and perceptively monitor and evaluate standards throughout the school, and play an active part in raising standards. Teaching is now consistently good throughout the school. However, standards of attainment have declined overall, and by the end of Key Stage 2 in 1999 standards in English and mathematics were well below national averages, at least partly because of falling average attainment of pupils on entry to the school. Standards of present pupils towards the end of Key Stage 2 have improved but are still below national expectations. Although there is more to do, the school has put in place effective policies and practices to correct this situation. Improvement since the last inspection has been satisfactory.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	C	E	E*
Mathematics	C	D	E*	E*
Science	B	B	C	D

Key

well above average A

above average B

average C

below average D

well below average E

The grades that compare results with similar school should be treated with extreme caution. Schools are compared solely on the number of pupils eligible for free school meals, and for St Leonard's this measure ignores the very high number of pupils learning English as an additional language and the low, and in some cases very low, attainment of children when they join the school.

Over recent years, standards in reading in national tests at the end of Key Stage 1 have tended to match the national averages, although they declined in 1997. Standards were in line with truly similar schools. In writing, standards also matched the national improvement trend, and in 1999 were better than the average for truly similar schools. In mathematics they were consistently above the average for all schools nationally and truly similar schools. Standards in national assessments for science improve in line with the national rate until 1998, although in 1999 they decline to below the national average. However, standards overall tend to be better than in truly similar schools. Attainment of present pupils is below national expectations in English, close to the national expectations in mathematics and in line in science.

By the end of Key Stage 2, standards in national tests in English improved at about the national rate until 1998 but dropped significantly in 1999 to well below the national average. In mathematics they improved until 1997, but not as fast as the average national rate. Again there was a sharp decline in 1999 to very well below the national average. Standards in science improved over the three years, but not as fast as schools nationally, declining from above average to in line with national standards. The drop in standards in 1999 was mainly caused by a change in class teachers beyond the control of the school; governors tried hard but were unable to recruit suitable teachers to cover these classes. However, when these pupils lost their usual teachers, this showed that some of their earlier learning was insecure. Staff rapidly identified the reasons, and they improved their schemes of work and their use of assessment. Consequently inspectors found significant improvement in the attainment of present pupils in Year 6, when compared with the previous Year 6. A factor has been the effective implementation of the national literacy and numeracy strategies. Attainment in English and mathematics is closer to but still below national expectations, and in science it is in line with national expectations. Although these present standards, taking all three subjects together, are below the average for all schools nationally, they are in line with average standards in truly similar schools. Standards in art and information technology are good, showing significant improvement since the last inspection.

The school has worked hard and in detail to set targets that are both challenging and realistic, and standards are improving. However, at Key Stage 2 targets tend to be over predictive, rather than very stretching targets that force the school to seek new and more effective ways to raise attainment. At present, pupils are not sufficiently independent in their learning, and teachers do not sufficiently ensure core understandings are absolutely secure, for example place value in mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils are keen and eager to come to school, and show interest in their work.
Behaviour, in and out of classrooms	Pupils behave well in lessons and at play times.
Personal development and relationships	Most pupils become more mature and responsible, and relate well to adults and each other.
Attendance	Attendance is satisfactory but, for some pupils, erratic attendance seriously hinders their learning. Unauthorized absence is too high. A small number of pupils have been temporarily excluded from school, but only as part of agreements between home and school that lead to improved behaviour.

The very good relationships between the pupils of different races and faiths are a strength of the school. Pupils and staff treat difference as something special, to be valued and celebrated. Pupils at Key Stage 2 tend not to want to work independently nor set their own standards to achieve. A significant number of boys find it difficult to concentrate, and give up too quickly when they find the work difficult. The school's introduction of target setting and the positive contribution of personal and social education within 'circle-time' are beginning to deal with this problem. At Key Stage 2, the occasional absence of Asian pupils is twice as high as other pupils, and this seriously damages both their acquisition of English and also their general learning.

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. With no unsatisfactory teaching, most is good or better and a quarter very good or excellent. Teaching is slightly less effective at Key Stage 2, and this relates to teachers' ability to help pupils work out problems on their own, and not to lose concentration when they find the work difficult or less interesting. Lessons are well planned with clear objectives, and teachers set well-matched activities for the various levels of attainment. Teachers manage classes in ways that move the learning forward with good pace and a sense of challenge. The improved schemes of work, especially in literacy and numeracy, the setting arrangement for literacy and numeracy, and good assessment and improved target setting, are all contributing to improved achievement. Members of senior management effectively monitor teaching and act with determination to improve standards. There is very good teamwork between class teachers, the skilled classroom assistants and the very effective specialised teachers for pupils for whom English is a new language. Pupils show pride in their work, and most work hard, fast and carefully. However, erratic attendance and low commitment holds some pupils back.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and rich in detail and variety. It is taught in ways very relevant to pupils' present and future lives. There is a very good range of visits, especially those that provide residential experience. There is a satisfactory range of school activities outside class, including opportunities for competitive sport.
Provision for pupils with special educational needs	Provision is very good. Pupils have very good individual education plans with relevant targets and very practical advice for teachers.
Provision for pupils with English as an additional language	Provision is good and fast becoming very good. There is an excellent school policy, effectively implemented by very expert specialised teachers, a bi-lingual classroom assistant, and very good teamwork with class teachers and other assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual, moral and social development it is very good, and for cultural development it is excellent. Assemblies and 'circle-time' make a significant contribution to this provision.
How well the school cares for its pupils	The school provides for the protection and welfare of pupils very well. Particularly good is guidance and support for personal development and problems, based upon a positive relationship with parents.

The overall curriculum provides for rich, relevant and worthwhile learning. Particularly good are the celebration of the many faiths and cultures in the world, and the way all pupils are given equal value and opportunities to succeed. The school works very hard to build a partnership with all families to support the pupils' learning, but this partnership is not, as yet, fully successful. The school does not make fully consistent and effective use of homework, the morning pre-registration time, and home/school reading logs to build this partnership.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives the school a clear sense of direction and purpose, and sets challenging standards for staff and pupils to achieve. Working as a team, the headteacher, the deputy headteacher and subject co-ordinators take full responsibility and personal accountability for success.
How well the governors fulfil their responsibilities	The governing body works actively, effectively and in a business-like manner to support and guide the school. They meet their statutory responsibilities well.
The school's evaluation of its performance	As a school and as individuals, staff evaluate their performance openly and honestly. Where there are weaknesses, they do not offer excuses but set out to put matters right.
The strategic use of resources	The school uses resources effectively, in line with prudent yet innovative medium and short-term planning. Governors hold a large surplus in funds to meet future costs of equipping the new classrooms.

Staff are well qualified and of sufficient number to meet the requirements of the curriculum, although governors report that they have considerable difficulty recruiting staff. Accommodation is good, although the size of the hall is inadequate for a school of this size. Resources for learning overall are good, although books in the school library are of inadequate range, number and quality. Parents recognise and inspectors agree that the leadership of the headteacher is a major factor in the improving standards and in the strong and supportive ethos for teaching and learning. Governors and all staff support her leadership with commitment, determination and skill. As a close-knit team they challenge themselves to improve by comparing themselves with others and taking advice.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Their children make good progress • Behaviour is good • Teaching is good • Parents feel comfortable about approaching staff • Staff expect children to work hard • The school is well led and managed • The school helps children become more mature • The strong and effective equal opportunities policy in the school 	<ul style="list-style-type: none"> • Homework • Information on children's progress • The partnership between home and school to support pupils' learning • The range of activities outside lessons

Most parents are pleased with the school and are keen to support the work of teachers and their children's learning. Inspectors agree with all the positive views, except that they find that progress of too many boys at Key Stage 2 is too slow. Where some parents have concerns, inspectors agree that the school does not make fully effective use of homework. Similarly, there is room for improvement in reports to parents. The relationship between staff and parents is very good, but this has yet to become a sufficiently powerful and effective partnership in support of the pupils' learning. The range of outside class clubs is adequate, but there is room for improvement.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The headteacher provides very strong leadership and management, providing a clear sense of direction and purpose. The governors and staff share this very strong commitment to improving standards, and apply their skills and expertise well.

1. The headteacher sets high standards both for pupils and for staff and leads by personal example. She helps her colleagues to work as a team, sharing a common sense of purpose and direction. This style of leadership not only empowers others to play their part, but also encourages them to learn from success and failure alike. Underpinning this leadership lies management that is clear, strong and precise. This is a school where staff do not avoid responsibility when things are not as they should be, for example attainment at the end of Key Stage 2, but work hard to find solutions. When they make mistakes, they sit down and decide ways of making certain it does not happen again.
2. Governors play a strong role both in building the relationship between community and school, and also among staff. They have a clear vision for the school and work hard and effectively to support staff in achieving the school's aims. They play a full and active part in the development planning and budgeting of the school, and through shared monitoring and evaluation procedures become well informed as to what goes well and what requires improvement. They act when matters are not as they believe they should be, and are committed to raising standards, for example of boys. Their membership represents the community well, and two representatives of the Asian community are interested in becoming governors.
3. This strong sense of team carries over to the way staff take their subject and other responsibilities seriously. They monitor and evaluate standards rigorously, and provide dynamic leadership for the area for which they are responsible and for which they willingly accept accountability.

The school's strong values and challenging aims provide an excellent foundation for the life of the school, drive improvement in standards, and lead to a worthwhile, relevant and balanced curriculum. Commitment to providing equal opportunities is strong and very effectively implemented. The way the school enables all faiths and cultures to be respected and celebrated is excellent.

4. The school has challenging aims and secure values. These include a commitment to high standards and strong guidelines as to pupils' understanding of what it means to live within and develop a multi-cultural society. These colour and enrich every side of the school's life from teaching and the curriculum, to the values that provide secure foundations for the personal development of the pupils. At the centre is complete commitment to providing equal opportunities for all, carried through to helping pupils gain a similar commitment.
5. The way the school enables all faiths and cultures to be respected and celebrated is excellent. The commitment to equal opportunities leads to curriculum provision that helps pupils achieve a very wide knowledge of world cultures and faiths, both present and past. The way staff behave and teach helps pupils not only to respect others, but also to learn from and celebrate their special differences. This includes the way they value as friends children with disabilities or who find learning more difficult.

Provision for personal development is very good. Pupils have good attitudes to school, behave well and naturally respect and treat others very well.

6. There are many opportunities for pupils to reflect on the meaning and purpose of their lives, especially through skilled teaching and personal example in 'circle-time'. These sessions provide many ways in which pupils not only learn what is right and what is wrong, but also how to apply these understandings to their own lives. The school works as a caring and purposeful community and through this pupils learn the part they can and need to play. Teachers seek the views of pupils and are seen to act upon them, and each class takes a part in the affairs of the school through the school council. As said above, pupils gain a very good introduction to other cultures, and they are also helped to celebrate their achievements in school and in their own communities.

Teaching is good throughout the school. As a result pupils are achieving improving standards in most subjects and standards in art and information technology are already good.

7. The last report found that although teaching was good, there were inconsistencies. There has been significant improvement since that time. Teaching is now consistently good across years, classes and subjects. This grows from the way staff work together to build upon what works and help each other when problems arise. Planning at a full school level, in years and in classes, is detailed and perceptive, and has clear objectives. Activities match the needs of each level of attainment, especially when literacy and numeracy are taught in sets of pupils of similar attainment. Most lessons have good pace and challenge pupils to achieve high standards. Pupils with special educational needs and the pupils who are learning English as a new language are expertly supported by skilled classroom assistants or specialised staff.
8. There is strong evidence that this consistently good quality teaching has not always been the case, and consequently, insecure learning led to low attainment by the end of Key Stage 2. This related to inadequate schemes of work and the insufficient use of assessment. Present tight planning and carefully crafted teaching informed by accurate assessment is beginning to repair the damage from the past, especially in literacy and numeracy. The teachers are introducing target setting for pupils, and this is beginning to enable pupils to take more responsibility for their learning and gain higher aspirations. Learning in Years 3 to 6 tends to become less effective, and this is because even this improving and effective teaching has yet to ensure that all pupils, and especially boys, maintain concentration and effort, especially when they find the work difficult. This problem in some lessons means that teachers fail to provide sufficient opportunity for the most able.
9. Improved teaching is leading to increased achievement. Standards in art are now good at both key stages; pupils gain a wide range skills and the effective use of a wide range of media. As well as study of European artists such as Mondrian, the pupils have produced good work based upon, for example, Sikh art and Aboriginal designs. With good use of the new computer suite, pupils are confident, independent and skilled users of this new technology, and it has also become a natural part of classroom learning. Standards are above average. Particularly good is the way teachers use word processing to develop literacy skills.

The support and guidance for pupils are very good, and this is based upon a very positive relationship between home and school. Procedures for child protection and the welfare of pupils are very good.

10. Staff know their pupils extremely well and act as firm yet loving guides to the young people as they grow in maturity. There is a very good programme of personal, social and health education and this is taught in a very well crafted way through subjects and 'circle-time'.
11. Staff believe children learn best when they are safe and well cared for. There are clear policies to guide everyday practice and deal with serious situations when the need arises. Staff are well briefed and trained, and do not ignore problems, however difficult they may be to address. The school has built a very close and warm relationship with parents, and this creates a feeling that the school is a caring but purposeful family.
12. Pupils enjoy coming to school and enjoy their work. They care about their work and try to do their best. Although this is true for most, some older boys still accept low standards of themselves and do not treat their learning seriously; this is a pity when very young children in the nurseries take their learning very seriously and show growing independence. The good attitudes to life within the school community are very evident in assemblies, clubs, on visits and at playtime, even though there are pupils who are naturally energetic and at times boisterous.
13. Staff carefully nurture these good attitudes. This leads to good behaviour and warm and caring relationships both between pupils and adults and amongst pupils. Although threatening behaviour has occurred, it is not approved of by the pupils and is dealt with very firmly and rapidly by staff. Temporary exclusions are used rarely but wisely as the foundation for improved behaviour.

Provision for children under five is good.

14. Both the off-site and school nurseries provide a good start to school life. Many children join the school with very low levels of literacy and social skills and yet they soon learn the routines of learning and social activity. They begin to show independence and self-discipline, and a growing sense of individual responsibility. Their learning provides a good foundation for the National Curriculum.

Provision for pupils with special educational needs is very good, and support for pupils for whom English is a new language is good.

15. The provision for pupils with special education needs is expertly managed and is based upon good policy and procedures. Individual education plans provide excellent diagnosis of problems and relate them to practical ways of putting them right. These plans provide clear guidance for teachers, and classroom assistants and teachers perceptively use this guidance to enrich their teaching.
16. The provision for pupils for whom English is an additional language is good and fast becoming very good. The excellent policy is implemented by expert and dynamic specialist teachers, and skilled learning support assistants, one of whom speaks the same language as the pupils. The provision is well resourced and made even more effective through the close teamwork with class teachers. The policy recognises the need to build the relationship with parents of these pupils, but, even though staff have worked very hard to achieve this, they have not been fully effective. These teachers are considering a range of new ways of approaching the problem.

WHAT COULD BE IMPROVED

Attainment by the end of Key Stage 2, particularly of boys.

17. Analysis of results in previous national tests at the end of Key Stage 2, and of assessments of current attainment, shows that boys as a whole make significantly less progress as compared to girls. Of the boys, many Asian boys tend to do worse than their male peers. The whole problem is connected with many boys' attitude to learning. As to some Asian boys, the basic problem is less to do with the acquisition of English and more to do with attitude and poorer attendance. That this is not the case at Key Stage 1 means the problem is not intractable and can be addressed. The school realises the need for highly structured learning linked to clear targets to be achieved. Teaching on occasion is not presented in ways that are specifically relevant to boys, and careful observation shows that some teachers, without realising it, tend to ask girls to answer questions more often than they ask boys. Even so, class teachers use classroom assistants effectively to ensure that boys maintain focus and attention. A very effective technique seen in one lesson was an approach that continually brought back attention to the task in hand and set short-term targets. The teacher summed this up by 'Lips closed and focus!'. Other teachers rigorously evaluate their teaching in writing, seeking and finding new ways to focus the learning through improvements in their teaching.

The partnership between home and school that supports pupils' learning, for example, consistently sharing support for reading and homework.

18. The school has and is trying a range of strategies to encourage all families, and especially Asian families, to play a full part in the learning of their pupils. However, the school is determined to build better partnership. Few parents help in class. The early morning pre-registration time, when many parents bring their children into school, is warm, friendly and welcoming. However, it lacks sufficient structure and clear purpose. This misses opportunities for effective and active partnership. The homework policy does not make full use of this opportunity to build the partnership between home and school, and use of home/school reading logs is inconsistent across classes.
19. The school is aware of the need to build an even stronger partnership with all Asian families. The teachers and assistant for pupils for whom English is a new language have many ideas they feel worth trying. Especially at Key Stage 2, the lack of a secure and working partnership is a major factor in underachievement by boys as a whole, and Asian boys in particular.

The independent learning of pupils, for example concentration, solving problems themselves, and setting their own high standards.

20. Children make a good start in nursery and at Key Stage 1, but as pupils progress through Key Stage 2, too many begin to treat their learning as something simply to be involved in rather than something to be responsible for. This is only true of a minority, but a significant minority, often boys. The staff have introduced target setting, and challenging teaching within 'circle-time' on personal decision-making; these initiatives are beginning to address the problem. Marking is usually helpful, but does not always make clear where a pupil has met problems, and what are the targets for the next step in learning. Similarly, reports to parents do not make these same points sufficiently clear.
21. Homework has yet to be used to drive independence in learning, and encourage all pupils to extend their learning, especially the most able. The library is not a rich centre for personal research and individual reading. One teacher uses the idea of 'pit stops' when a

pupil can ask the teacher or another pupil for advice once they are absolutely 'stuck'. This is driving a rigorous routine that makes pupils accountable for their own progress. At present, the significant number of pupils who do not take an active part in their own learning, and they are often boys, is a main factor in poor attainment by the end of Key Stage 2. At present, this lack of sufficient learned routines and opportunities for independent learning hinders the progress of all pupils, and especially the most able.

The attendance of a minority of pupils.

22. Even though the school has acted with energy and determination to solve this problem, it is still a significant reason for underachievement. When pupils return to the home country of their families, the school regards these long breaks from school as learning opportunities and pupils are given work to do whilst away. Much more damaging is the incidental one or two-day absence that breaks continuity in learning and teaching. Analysis of attendance shows that this problem is greatest at Key Stage 2, is a significant problem with boys, and for Asian boys it is almost double that of their peers. These incidental absences are damaging learning as a whole, and damaging, in particular, both the acquisition of English and also the general progress by pupils for whom English is an additional language.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. After a good start in school, progress slows and attainment overall is too low by the end of Key Stage 2. The school works hard and with determination to address this problem. Teachers have in place a well-managed basis for their work. These include a well-crafted curriculum, clear schemes of work, focused policy, and staff development through training, feedback on their work, and shared planning. Assessment to guide teaching and learning is good and improving. Teachers are introducing a range of other strategies, for example target setting. These are beginning to bring effective improvement and standards at the end of Key Stage 2 are rising. However, they are not rising fast enough. The areas for improvement raised below do not stand alone, but are mutually supportive.
24. To improve progress and raise attainment, especially in English and mathematics at the end of Key Stage 2, governors and staff should:
- (1) Further improve the partnership between home and school that supports pupils' learning by:
 - Reviewing the use and purpose of the early morning pre-registration time when parents bring their children into school, in order to provide structured opportunities for partnership.
 - Reviewing the consistent use of homework, providing a more structured and continuous pattern of work, and stronger partnership and communication between home and school. This should occur alongside more consistent use of reading logs.
 - Building upon the expertise and community contacts of the staff who support pupils for whom English is a new language, design a strategic and coherent plan for improvement of partnership with Asian families.
 - Seeking further ways of enabling parents and other adults to work in school.

- (2) Improve the independent learning of pupils, particularly at Key Stage 2, by:
- Developing further the present target setting initiative and its links to learning in 'circle-time'.
 - Developing further the day-by-day communication between home and school, sharing the responsibility for the pupils meeting targets. As above, the more consistent use of homework diaries and reading logs should be considered.
 - Developing further the teaching strategies and routines that continually focus pupils on objectives for lessons, individual targets to be met, and ways pupils must contribute to their own learning.
 - Developing marking and oral feedback to pupils so that they always make clear why the pupils have succeeded or met problems, and what they need to learn next.
 - Improving the quality of the school library so that it becomes a better resource for individual research and extended reading.
 - Improving reports to parents so that targets are clearer, and provide more precise information on why pupils succeed or meet problems, and what they need to do next.

- (3) Reduce unauthorized absence by:
- Setting targets for continuous attendance for pupils, classes and years.
 - Using the improved partnership and communication with parents outlined above to share responsibility for improving attendance and making clear the cost of poor attendance.
 - Analysing absence in more detail so as to highlight the cost for individuals and to focus on ways of addressing the problem.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
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
5	21	50	24	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)	52	363
Number of full-time pupils eligible for free school meals	0	56

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	8	73

English as an additional language	No of pupils
Number of pupils with English as an additional language	104

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	2.1
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	31	19	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	25	27
	Girls	15	18	19
	Total	40	43	46
Percentage of pupils at NC level 2 or above	School	80 (80)	86 (81)	92 (88)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	25	25
	Girls	17	18	16
	Total	41	43	41
Percentage of pupils at NC level 2 or above	School	82 (89)	86 (88)	82 (94)
	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	25	19	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	21
	Girls	15	10	16
	Total	22	16	37
Percentage of pupils at NC level 4 or above	School	50 (64)	36 (47)	84 (85)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	15
	Girls	12	14	14
	Total	20	24	29
Percentage of pupils at NC level 4 or above	School	45 (71)	55 (65)	66 (83)
	National	68 (65)	69 (65)	75 (71)

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	0
Black – other	2
Indian	11
Pakistani	72
Bangladeshi	1
Chinese	1
White	243
Any other minority ethnic group	9

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	5	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)	15.9
Number of pupils per qualified teacher	23
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	273

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	26

Total number of education support staff	5
Total aggregate hours worked per week	90

Number of pupils per FTE adult	9
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FTE means full-time equivalent.

Financial information

Financial year	1998-1999
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	£
Total income	570466
Total expenditure	573289
Expenditure per pupil	1412
Balance brought forward from previous year	114383
Balance carried forward to next year	111560

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	415
Number of questionnaires returned	143

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	40	3	0	1
My child is making good progress in school.	45	48	3	1	3
Behaviour in the school is good.	32	60	4	2	2
My child gets the right amount of work to do at home.	20	48	19	7	6
The teaching is good.	47	45	3	1	4
I am kept well informed about how my child is getting on.	34	44	18	2	2
I would feel comfortable about approaching the school with questions or a problem.	57	36	4	1	2
The school expects my child to work hard and achieve his or her best.	50	42	4	1	3
The school works closely with parents.	31	49	10	4	6
The school is well led and managed.	43	42	6	1	7
The school is helping my child become mature and responsible.	38	50	6	1	4
The school provides an interesting range of activities outside lessons.	41	37	11	3	8

Other issues raised by parents

In meetings with parents and by letter, several parents expressed their concern over classes taken by supply teachers covering the absence of the usual class teachers. Most parents believed the school had improved since the last inspection, and that equality of opportunity is a major strength of the school. Most parents said they saw the importance of the school as a centre of the community.