

INSPECTION REPORT

KINGSLEY COMMUNITY SCHOOL

Liverpool

LEA area: Liverpool

Unique reference number: 131800

Headteacher: Mr P Gurnham

Reporting inspector: Ms A Dawson
11608

Dates of inspection: 5 – 7 February 2001

Inspection number: 230243

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Granby Street Liverpool
Postcode:	L8 2TU
Telephone number:	0151 709 6727
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Appropriate authority:	The governing body
Name of chair of governors:	Cllr Gideon Ben-Tovim
Date of previous inspection:	n/a

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kingsley Community School is smaller than most other primary schools. There are 126 pupils in the school in full time education; of these 59 are girls and 67 are boys. Additionally, there are 48 pupils in the nursery. Of these, 35 attend either a morning or an afternoon session and 13 attend both sessions. The school serves an area which is among the most disadvantaged nationally and the most ethnically diverse in the City of Liverpool. The school was opened in September 1999, following the closure of two neighbouring schools. The pupils are due to move into a new school in April. There is a very high mobility rate with over one third of the pupils entering the school in years other than the reception class. The school was opened with a remit to provide high quality education with an Islamic ethos. The population of the school is drawn from 16 ethnic groups with Arabic and Somali as the main languages spoken. Twenty nine per cent of pupils are from an African heritage and 43 per cent are from other black origins. There are 3 pupils who are from families who are asylum seekers and 3 pupils who are from families who are African refugees. Forty per cent of pupils speak English as an additional language, almost one half of which are at an early stage of language acquisition in English. Most pupils have experience of nursery or playgroup provision and enter the reception class in the year they become five with attainments in English and mathematics that are well below average. Thirty five per cent of pupils are on the register for special educational needs, which is above the national average of 23 per cent. There are no pupils with a statement of special educational need. The percentage of pupils who are eligible for free school meals is 75 per cent. This is well above the national average of 18 per cent. The school is part of an Education Action Zone and is taking part in the Excellence in Cities project. These are national initiatives with the primary aim of raising standards. The school takes part in the Local Education Authority Parent School Partnership service.

HOW GOOD THE SCHOOL IS

This is a very effective school. It promotes high achievement for all and equality of opportunity; including racial equality. The headteacher gives excellent leadership and is supported very well by a strong, hardworking leadership team and an excellent, experienced and knowledgeable governing body. Most pupils achieve very well to attain the national averages in English, mathematics and science by the age of 11. This is because the quality of teaching is very good. The pupils have very good attitudes to learning and the provision for their cultural development is excellent. The school gives very good value for money. The national and local initiatives that the school is involved with are having a positive impact on raising standards.

What the school does well

- The pupils make very good progress in English, mathematics and science throughout the school.
- The quality of teaching and learning is very good. The teaching of basic skills is excellent.
- The leadership and management of the school are excellent. There are high expectations for every pupil to achieve his or her potential. These are shared by the staff, parents and governors.
- Pupils have very good attitudes to work. They behave well and there are very good relationships between the staff and pupils.
- The school has an excellent partnership with parents and the community. The school reaches out to all groups in the community and works in partnership with them for improvement.
- Provision for pupils' cultural development is excellent.

What could be improved

- Pupils' attendance is below average
- There are insufficient opportunities for pupils to be involved in making decisions about matters that concern them.
- There are insufficient planned opportunities in the curriculum for pupils' spiritual development.
- The class assistants need further training to support the pupils effectively in their learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the first inspection of this school, opened in September 1999.

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
	1998	1999	2000	2000
English	n/a	n/a	D	A
Mathematics	n/a	n/a	C	A
Science	n/a	n/a	D	A

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

This is a school where pupils succeed very well. When they start at the school, many of them are only just starting to learn English. In 2000, 84 per cent of 11 year-olds attained the same standard in English as most other English children at level 4; 80 per cent attained the same as every other 11 year-old in the country at level 4 in mathematics; and as many as 92 per cent reached the national average in science at level 4. Compared to similar schools, the results were well above average. What brings the school's standards to average and below average when compared with all other schools, is that in many other schools the pupils are attaining standards above the minimum expected level for 11 year-olds. They are reaching level 5 and even level 6. This is not the case at this school at present because of its high percentage of pupils with special educational needs and pupils moving from one school to another. Both Arabic and Somali speaking pupils and others, who learn English as an additional language, make very good progress from entry into school with little or no English. They achieve as well as other pupils to attain the national averages but often do not understand some of the technical subject vocabulary. This prevents them from attaining the higher levels. This year most pupils are on target to achieve very well, bearing in mind that some have little or no English when they start at the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to learning. They are enthusiastic and keen to succeed. They persevere with their tasks until they are completed.
Behaviour, in and out of classrooms	Behaviour is good. The pupils clearly understand the difference between right and wrong and respond well to the school code of conduct.
Personal development and relationships	Pupils are considerate towards one another and sensibly share resources. The relationships between pupils and the staff are very good which have a positive impact on the pupils' learning. However, there are insufficient opportunities for pupils to show their initiative and make

	decisions for themselves on matters that concern them.
Attendance	Attendance is below average. There are very good procedures for monitoring and improving attendance. However, when pupils are late or often away from school, this has an adverse effect on their progress.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very good	Very good	Very 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.

The children are taught very well throughout the school. Out of 19 lessons observed, 42 per cent were very good, 37 per cent were good and 21 per cent were satisfactory. No unsatisfactory teaching was observed. The teaching meets the needs of all the pupils and they learn very well. There is very good quality teaching for the pupils with special educational needs and for those who speak English as an additional language. There is very good teaching from the support staff for these pupils. Pupils learn very well in English, mathematics, science and information and communication technology. Their learning is particularly successful when they are taught in small groups. This was evident particularly in lessons for English and mathematics. There is excellent teaching of the basic skills of reading, writing and mathematics because the pupils receive skilled teaching that is geared to their individual needs. The very effective teamwork of the staff in planning lessons and their experienced management of pupils are strengths of the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school pitches the pupils' work well to meet each pupil's needs by skilled assessment and planning of their work. A range of visits to places of interest and visitors into school enrich the curriculum. The pupils' heritages are used well to encourage learning.
Provision for pupils with special educational needs	Very good. There are no pupils with a statement of special educational need because these pupils are identified early and their needs are met soon. They are supported very well in classes or by being taught in small groups. As a result, they make very good progress.
Provision for pupils with English as an additional language	This is very good provision. The staff carry out detailed assessments when pupils enter school. This informs their lesson planning. A 'watching brief' is kept up for these pupils, effective teamwork between teachers and skilled teaching contributes to their very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision overall. The school makes excellent provision for celebrating the traditions and beliefs of the heritage of all pupils. The provision for pupils' moral development is very good as pupils clearly understand what is right and wrong and parents and staff consistently reinforce the schools' code of conduct. The school provides opportunities during lessons and outside visits for pupils to develop their social skills. Provision for spiritual development is only satisfactory because there are few planned opportunities for pupils to develop their spirituality.
How well the school cares for its pupils	The school takes very good care of the pupils. Pupils feel happy and secure. The school has excellent procedures for assessing pupils' attainment and progress. It monitors pupils' academic progress very well and makes good use of pupils' assessments to help them learn.

	There are very good procedures for promoting good behaviour and attendance.
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The school has an excellent partnership with parents. The parents fully support the school and work very well with the staff to support pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is excellently led and managed. The headteacher, senior management and staff have high expectations of pupils and all pupils are expected to succeed. Staff work very well together to achieve the aims of the school. They are successfully improving standards because they monitor their success carefully and plan carefully what needs to be done next.
How well the governors fulfil their responsibilities	There is an excellent, hardworking governing body ably led by a skilful chair of governors. The governors are knowledgeable, and experienced. They are working very well with the headteacher, staff and parents to make a very successful school even better.
The school's evaluation of its performance	The school is vigilant in monitoring and evaluating its performance. The headteacher and the staff frequently set goals for improvement in standards and then set about achieving them.
The strategic use of resources	The school makes excellent use of additional funding such as for information and communication technology. It very effectively applies the principles of best value for money. Very good use is made of the budget to help children learn.

This is an energetic school that succeeds because it knows where it is going and all work together to get there.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> All parents feel the school expects their children to work hard and make good progress. They say their children enjoy coming to school. All parents feel that the quality of teaching is good and nearly all of them feel that behaviour is good. All parents say the school works closely with them and they are well informed about their children's progress. All of them feel comfortable about approaching the school. The parents say there is good leadership and management of the school and the school helps their children become mature and 	<ul style="list-style-type: none"> Some parents would like more extra curricular activities. A very few parents would like more homework for their children.

responsible.	
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Parents are justifiably proud of their school. The inspectors agree with the overwhelmingly positive view of the school held by the parents. The range of extra-curricular activities that the school offers is limited by the facilities in the present building. However, there are plans to develop this aspect of school's work in the near future when the pupils move to the new school. The homework set is within the normal range expected for pupils of this age.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils make very good progress in English, mathematics and science throughout the school.

1. The standards attained by the pupils in the first year of the new school in 2000 were such that the school received both local and national recognition. By the ages of seven, the majority of pupils attained the expected level 2. By the age of 11, the pupils exceeded the national averages for pupils attaining the expected level 4 in English, mathematics and science. At present the percentage of pupils reaching level 5 is lower than schools generally. This is because some pupils do not understand the advanced subject vocabulary necessary to reach level 5 and above. The national results at ages seven and 11 vary from one year to the next because of the wide fluctuation in attainments of the specific pupils taking the tests. The high incidence of pupil mobility, the below average attendance, and the limited specialist subject vocabulary of some pupils have an adverse impact on the overall attainment of the groups taking the national tests.
2. The headteacher and the staff of the school are determined that all pupils will succeed in their learning. The pupils are not allowed to fail. The high expectations of the staff, also shared by the parents and governors, are a significant reason for the pupils' success. There is an agreement from the whole school community to aim for high standards in English, mathematics, science and information and communication technology. The pupils have good aspirations for future success and achieve very well.
3. On entry to the nursery many pupils do not speak English or are in the early stages of acquiring it. The bilingual staff provide individual and group tuition at first to give the pupils an accelerated start in learning the basic skills of reading, writing and number. In the nursery, there is an emphasis on reading, writing and mathematics to build the first essential steps in early learning. Photographs reflecting the cultural heritage of pupils are used particularly well as learning aids but also enrich the pupils' cultural development. By the time pupils enter the reception year, most have made very good progress. The pupils continue to make good progress because the experienced staff make detailed assessments which they use to plan the pupils' next stage of learning. Those who work alongside the pupils giving language or mathematical support keep a watching brief on the pupils to ensure their learning is continuous and they take full part in lessons.
4. The organisation of the teaching and the fast response of the school to meet the needs of the pupils are specific strengths in contributing to pupils' progress. There is very good use of support staff for small group teaching in English and mathematics. Class teachers use a wide range of strategies and resources to hold pupils' attention. Where there are problems such as pupils with challenging behaviour, the school is flexible in reorganising groups for teaching or putting in additional support. The sustained and continuous monitoring for improvement and the setting of specific targets for improvement, help to maintain pupils' progress.

The quality of teaching and learning is very good. The teaching of basic skills is excellent.

5. The quality of teaching in the school is very good. Forty two per cent of lessons observed were very good. The teaching in the nursery and reception classes, Year 2 and Year 6 is of the highest quality. Both literacy and numeracy are taught very well with the prime aim of developing well-structured writing, fluent reading and good skills in mental arithmetic. Most teachers begin lessons by writing down what it is that the children will learn. This helps the pupils to understand what they must do and to evaluate their progress as they are learning. The teaching of the early skills of reading, writing and mathematics is excellent. The lessons are made interesting as they are often supported by visual teaching aids made by the staff or bought resources such as puppets. This helps those pupils who are in the early stages of learning English to take a full part in lessons. The lessons are driven along at a lively pace and the staff monitor their pupils closely to ensure that all pupils understand. One of the most significant features of the teaching is the way that a calm but purposeful atmosphere is created for learning. The quality of relationships between pupils and staff and other adults is very good and based on mutual respect. The pupils are not afraid to ask questions and teachers are quick to spot any gaps in their knowledge or understanding. The staff use their time well in class to ensure all the needs of the pupils are met. They give lots of encouragement and praise to motivate pupils. The class sizes are deliberately kept small so that the pupils benefit from individual teaching.
6. There are particular strengths in the teaching of English as an additional language and special educational needs. These have a direct impact on pupils' attainment. Pupils who are withdrawn from class for focused teaching in small groups make very good progress. The staff identify all the needs of pupils very quickly on entry to school and ensure they get the help they need. There is very good teamwork between class teachers and the teachers who work with pupils in small groups. Those who teach English as an additional language are skilled in identifying the pupils' learning needs and setting targets for improvement. There are many pupils who speak no English or are in the very early stages of acquiring it on entry to school. Because there is skilled intervention and individual teaching, pupils make very good progress so they can take a full part in literacy lessons within as little as three months. All the staff keep detailed assessments of the pupils' progress, which are used to plan their next work. Individual targets are set for pupils and are shared with parents. This helps pupils continue learning at home. In this way, the staff ensure that the needs of all the pupils are met. It is noteworthy that through the hard work of the staff, there are no pupils with a statement of special educational need. In the few lessons that were simply satisfactory, some explanations of what pupils were to learn were not clearly given and as a result the pupils' progress was slower.

The leadership and management of the school are excellent. There are high expectations for every pupil to achieve his or her potential. These are shared by the staff, parents and governors.

7. There are clear expectations for success shared by the staff, governors, parents and pupils and this factor is one of the overriding keys to the success of the school. They all know what the school stands for. Central to the ethos of this school is that pupils always come first; this is reflected in the high quality teaching and the very good relationships within school. Secondly there is a shared commitment to high achievement and attainment in English, mathematics and science and information and communication technology for all pupils. Thirdly there is an agreed code of conduct that is consistently reinforced by parents and governors as well as the staff.
8. There is excellent management and leadership of the school by the headteacher and the senior management team. The headteacher provides excellent leadership and direction for the school. He knows the pupils and the parents very well. The regular and frequent communication with both helps

to identify problems and keep pupils on the right track. The senior management make a successful leadership team. A good example of their effectiveness is the coordination of the amalgamation of two staffs to form a new school in September 1999. Quickly, the staff worked as one unit to develop the best policy and practice from the expertise of the amalgamated schools. Much work has been done by the staff in a short time to develop schemes of work and the ethos of the school. There is a positive climate for improvement. The headteacher and staff are very responsive to change. For example, they take advantage of projects with additional funding and have recently won computers and other information and communication resources for the new school. When there are new ideas to improve the curriculum or benefit the pupils' learning, they are put into practice.

9. The governing body is a knowledgeable, positive force for improvement. The governors are very experienced in their understanding of the traditions and cultures surrounding the school and in the positions they hold in the local community. This gives them valuable insight into the aspirations and concerns of all the people they represent. Since their recent formation their most pressing task was the formation of a new school in a new building. The governors worked hard with the local community. All share the view that the school embraces all cultures and traditions. This enriches pupils' personal, social and cultural development. The governors work very effectively towards promoting the new school as a multi-faith school with an Islamic ethos. Apart from setting the statutory requirements for committees the governing body met to design the new school that is due to be completed at Easter adjacent to the existing premises. This has features for community use, prayer facilities for Moslem pupils and a large suite for information and communication technology that will serve the pupils well. At present, the budget and school development plan is set for one year only. It will then be revised on entry to the new building.

Pupils have very good attitudes to work. They behave well and there are very good relationships between the staff and pupils.

10. Respect for others and the need for self-discipline underpins the school code of conduct. Good behaviour that usually goes hand in hand with good work is immediately rewarded with praise and tangible incentives such as stickers. Every opportunity is taken to celebrate success and to share it with others. Pupils are set up for success within an ethos of high expectations of work and behaviour that are consistently reinforced by all staff. Pupils understand the consequences of their behaviour and any deviation from what is expected is immediately dealt with in a firm but sensitive manner. The pupils know they can talk to the staff at any time to solve problems. When interest and motivation wanes, the staff soon involve the parents who work in partnership with the school to keep the pupils on the right track. There is a commitment from all the community that the dangers and negative aspects of the street culture outside, do not cross the threshold of the school and impinge on pupils' learning.
11. Pupils have very positive attitudes to their work. They are keen to succeed and concentrate on their tasks in hand. Pupils' motivation and interest in their work is mainly due to the very good quality of teaching. The lessons are driven at a brisk pace and teachers' constant interventions and skilled questioning and effective use of teaching resources, keep pupils interested in their learning. The very good relationships between teachers and pupils enable an effective balance to be achieved between pupils being able to ask for help or being able to attempt challenging tasks without fear of getting a wrong answer. Pupils are ready to ask about anything they do not understand. For example, in a lesson on mathematics, Year 6 pupils quickly sought clarification on how to solve problems with calendar dates when they were not sure how to work out the answers. These attitudes to learning have a positive impact on pupils' attainment and progress. Pupils enjoy coming to school and when asked what they like about the school, most say they like to work and see their friends. There is no racial tension between the cultural groups making up the school population.

The school has an excellent partnership with parents and the community. The school reaches out to all groups in the community and works in partnership with them for improvement.

12. There is an excellent partnership with parents and the community. The parents are full partners in the education of their children. They want their children to do well and are consulted frequently about decisions affecting their children's education and made to feel welcome when they come into school. This frequent communication means that the parents fully support the aims and policies both at school and at home. They act as a unified body in their support. For example, when pupils are in trouble or need help, then a parent will immediately bring it to the attention of the staff.
13. Regular day-to-day contact with parents, a willingness to listen and quickly take effective action in response to areas of concern are outstanding features. Most responses to the questionnaire and at the meeting for parents were unanimous in their support for the school. Some parents would like more extra-curricular activities. Planning for further activities such as judo and before and after school clubs is already in place for after Easter. This is when the pupils will move to their new building which will be well equipped for community and after-school use. A very few parents would like more homework for their children. Since the meeting for parents, the school has provided homework bags, which helps pupils to keep their books safely in one place and take responsibility for their safe return to school. The range of homework is within that normally found in a school of this type. Those who are learning English sometimes have self-explanatory work sheets that do not require translation and help parents stay in touch with their children's learning. The bilingual assistants are respected and valued among the community and those who speak Arabic or Somali, act as unofficial community liaison officers. This is greatly appreciated by the parents.
14. The school is part of the local education authority Parent School Partnership service which very effectively contributes to parents' and pupils' learning. The school has a parents' room, where courses are presented to extend parents' skills in recreational and educational activities. They range from Tai Chi, flowercraft, community art and salsa dancing. Education courses are offered for information and communication technology, family literacy, coping with children's challenging behaviour, enjoying English for bilingual families and Basic English for speakers of other languages. Parents attending the courses say that not only are they learning new skills but there is also a positive impact on their self-esteem and confidence. This room is also used as a drop-in centre, providing a meeting place for all the community. Parents find they not only are gaining access to higher courses or employment but they are also in a better position to help their children at school and at home. The lack of a crèche facility prevents some parents from taking part in these courses.

Provision for pupils' cultural development is excellent and it is very good for their social development and good for their moral development. The staff know the pupils individually and provide well for their needs.

15. All parents say the school is approachable and they particularly value its accessibility. When pupils arrive from other countries the parents and children are welcomed into school with the help of a bilingual assistant. They are invited to stay with their children until they are settled. The school partners each newcomer with a friend of the same cultural heritage. This often helps the new entrant to settle down quickly and learn English and also helps the friend learn more about their cultural heritage. This has a positive impact on pupils' social development.
16. All cultures, traditions and beliefs are respected and valued in the community and the school. The school not only teaches English to the pupils very well but also responds to the needs of the local community by providing the facilities for educational classes and community events. This in turn

benefits the pupils. For example, the Parent School Partnership celebrated Somali life and culture with an exhibition and a meal prepared in the school. This enriched the knowledge and understanding of pupils and the local community who enjoyed Somali food and finding out about useful resources such as dual-language stories. Those pupils of Somali origin who were born in this country learned effectively about their cultural heritage. It enhanced their self-esteem. Visits to churches, mosques, visitors into school and cultural stories help the pupils understand about the major world religions and other countries. Pupils study the history and geography of the local area. They hear a range of well-known music and study famous artists from other countries. Photographs on display and accounts of the lives of famous people in history such as Mary Seacole and Florence Nightingale provide pupils with positive role models.

WHAT COULD BE IMPROVED

Pupils' attendance is below average.

17. The pupils' attendance is below average. Extended holidays taken in term time as well as some difficulties in a minority of pupils' family-circumstances are contributing factors. However, the school takes this matter seriously and monitors attendance closely. Pupils are praised for good attendance and rewarded with certificates. The recent Education Action Zone initiative for promoting good attendance is beginning to have a positive impact on pupils' learning. Two attendance assistants, funded by the initiative, check on daily attendance and immediately follow up unauthorised absence. These regular reminders are helping parents to understand the importance of punctuality so that pupils do not miss the essential teaching points of their literacy and numeracy lessons which are timetabled for the beginning of the morning sessions.

There are insufficient opportunities for pupils to be involved in making decisions about matters that concern them.

18. The school makes satisfactory provision for pupils' personal development. The pupils enjoy taking on small responsibilities. They help the staff in the nursery and reception classes. Some help to look after the younger pupils at playtimes or do small jobs such as taking messages and helping to tidy away resources. Recently a group of 12 pupils worked on a project with the Children's Society to gain a greater understanding of how decisions made in their community affect their lives. This involved the pupils in researching the past to understand the changes that have taken place in their locality. They interviewed members of the community such as the local police officer to find out more about their locality and then made their wishes for the future, which included no more drug dealing, more shops and a tidy environment. Such initiatives make a good contribution to pupils' personal development. However, planning more opportunities for pupils to be involved in making decisions about matters that affect them would develop this provision further. For instance, a school council that created an opportunity for pupils to be directly involved in the policies and practices of the school.

There are insufficient planned opportunities in the curriculum for pupils' spiritual development.

19. The pupils' spiritual development through the curriculum is satisfactory. Pupils have opportunities for reflection in religious education and circle time. For example, this was seen in a lesson for Year 6 pupils who considered the similarities and differences between Islam and Christianity as they studied stories of how the world was created. All teachers greatly value pupils' ideas and efforts and this is shown by the way that all pupils are encouraged to make contributions during lessons. However, spirituality is not always evident during assemblies and collective worship. Assemblies are not the

spiritual experience for the pupils they should be. A special atmosphere created through music for instance is lacking and there are too few opportunities for pupils to reflect on their own thought and beliefs.

The class assistants need further training to support the pupils effectively in their learning.

20. The teaching staff are experienced and manage the pupils very well. For example, the challenging behaviour of some pupils is monitored and recorded through shared targets with parents and pupils. Patience, positive action and no exclusions bears testimony to the skill of the staff. However, the classroom assistants still in training, do not as yet take a full part in helping to manage pupils' behaviour or in helping pupils to understand the lesson. They do not always sit with them in small groups and prompt them to answer or ask questions as the teachers are presenting their initial introductions. As a result, on some occasions, time is wasted when some pupils lose concentration and do not fully participate in learning. On the other hand, the learning mentor, funded by the Excellence in Cities initiative is successful in targeting a small group of pupils who present challenging behaviour. Through her help, these pupils are kept on task through timely interventions to prompt them to ask and answer questions and seek solutions to their set activities. As these pupils become more successful in their learning, their attendance is beginning to improve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

21. The governors, headteacher and staff should:

- (1) continue to employ strategies to promote good attendance;
- (2) plan further opportunities for pupils' personal development;
- (3) plan further opportunities to promote pupils' spiritual development;
- (4) provide training for class assistants to support pupils' learning particularly during the introduction of lessons.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	42	37	21	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)	24	126
Number of full-time pupils known to be eligible for free school meals		101

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	38

English as an additional language	No of pupils
Number of pupils with English as an additional language	63

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	48
Pupils who left the school other than at the usual time of leaving	33

Attendance

Authorised absence

	%
School data	7.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.6
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
		2000	17	6

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	16
	Girls	-	-	-
	Total	19	22	20
Percentage of pupils at NC level 2 or above	School	83 (n/a)	96(n/a)	87 (n/a)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	-	-	-
	Total	19	19	20
Percentage of pupils at NC level 2 or above	School	83 (n/a)	83 (n/a)	87 (n/a)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year. . Where the number of pupils attaining in the tests and assessments were ten or fewer in 2000, the results are omitted.

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
		2000	9	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	14	11	14
	Total	21	20	23
Percentage of pupils at NC level 4 or above	School	84 (n/a)	80 (n/a)	92 (n/a)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	14	11	14
	Total	22	19	23
Percentage of pupils at NC level 4 or above	School	88 (n/a)	76 (n/a)	92(n/a)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year. . Where the number of pupils taking the tests and assessments were ten or fewer in 2000, the results are omitted.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	9
Black – African heritage	39
Black – other	51
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	0
White	22
Any other minority ethnic group	1

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)	10
Number of pupils per qualified teacher	15
Average class size	18

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	183

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	28

Total number of education support staff	1
Total aggregate hours worked per week	37

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999/00
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	£
Total income	271,340
Total expenditure	276,720
Expenditure per pupil	1,786
Balance brought forward from previous year	n/a
Balance carried forward to next year	-5,380

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	139
Number of questionnaires returned	18

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	17	0	0	0
My child is making good progress in school.	78	22	0	0	0
Behaviour in the school is good.	50	44	6	0	0
My child gets the right amount of work to do at home.	44	39	0	17	0
The teaching is good.	83	17	0	0	0
I am kept well informed about how my child is getting on.	89	11	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	100	0	0	0	0
The school expects my child to work hard and achieve his or her best.	100	0	0	0	0
The school works closely with parents.	67	33	0	0	0
The school is well led and managed.	72	28	0	0	0
The school is helping my child become mature and responsible.	94	6	0	0	0
The school provides an interesting range of activities outside lessons.	44	17	28	0	11