

INSPECTION REPORT

Athelney Primary School

London

LEA area: Lewisham

Unique Reference Number: 100672

Headteacher: Ms Linda Horsfield

Reporting inspector: Mr John Messer

Dates of inspection: 27 – 30 September 1999

Under OFSTED contract number: 706532

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--------------------------------------|
| Type of school: | County Primary |
| Type of control: | County |
| Age range of pupils: | 3 to 11 Years |
| Gender of pupils: | Mixed |
| School address: | Athelney Street London SE6 3LD |
| Telephone number: | 0181 697 2945 |
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| Appropriate authority: | The governing body |
| Name of chair of governors: | Ms Julia Newton |
| Date of previous inspection: | February 1996 |

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| John Messer, RgI | Art | Attainment and progress |
| | Italian | Teaching |
| | | Leadership and management |
| Ann Taylor, Lay Inspector | Special educational needs | Attitudes, behaviour and personal development |
| | | Attendance |
| | | Support, guidance and pupils' welfare |
| | | Partnership with parents and the community |
| Val Ives | Design and technology | Curriculum and assessment |
| | Geography | |
| | Music | |
| | Under fives | |
| Raminder Arora | Science | Pupils' spiritual, moral, social and cultural development |
| | Religious education | |
| | Equal opportunities | |
| | Section 11 | |
| Brian Fletcher | Mathematics | Staffing, accommodation and learning resources |
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MAIN FINDINGS

What the school does well

- A substantial proportion of the teaching in the reception and Key Stage 1 classes is very good and pupils make good progress.
- Art is well taught throughout the school and pupils make good progress. Exceptionally good displays of work contribute to a stimulating environment.
- The new computer room is used well and pupils make good progress.
- The development of the playground has had a beneficial effect on behaviour and relationships.
- The quality of information provided for parents is very good.
- Financial administration and control is very good and the school is well resourced.
- National Curriculum test results have been improving steadily over recent years and are moving closer to national averages.
- Teachers are hard-working, caring and committed to the best interests of the pupils and a strong partnership with parents has been developed.

Where the school has weaknesses

- Teaching in a tenth of lessons was unsatisfactory and teachers lack sufficient guidance on how to improve their teaching. There is a significant proportion of unsatisfactory teaching in the nursery.
- The monitoring, evaluation and analysis of the quality of education provided by the school in order to identify weaknesses and initiate improvements are not always effective in raising standards.
- Extracting pupils from class for extra reading support part way through lessons interrupts their learning and prevents their full access to the whole curriculum.
- Behaviour in Key Stage 2 is not always managed well in several classes.
- There is no policy or provision to cater for the needs of the higher-attaining pupils.

What the school does well far outweighs the weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has overcome most of the weaknesses pointed out in its last inspection in 1996 and is considerably better than it was. The quality of teaching has improved significantly. The school development planning process has improved greatly and good systems have been introduced to link new initiatives with budget allocations and timescales for implementation. Good subject policies and plans have been introduced to establish greater progression in learning throughout the curriculum but some, such as those for English and science, are out of date. The school works hard with parents to improve punctuality and legal requirements regarding publishing information on attendance are now met. The role of the deputy headteacher has been developed but not completely and the roles of senior managers still require further refinement so that their responsibilities match their roles more closely. Curriculum co-ordinators now have a much clearer understanding of their roles which have been extended by the introduction of systems which enable them to monitor and evaluate curriculum planning and assessment procedures more effectively. There is still no policy which details explicitly the strategies to be used to ensure that the higher-attaining pupils will be appropriately challenged but there is good support for other pupils who need extra learning support. The school has developed sound systems designed to improve standards and there is a shared commitment among staff to seek further improvements in the quality of education provided. The school is well placed to make further progress and achieve higher standards.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

| Performance in | Compared with all schools | Compared with similar schools | Key | |
|----------------|---------------------------|-------------------------------|---------------------------|---|
| English | E | C | <i>well above average</i> | A |
| Mathematics | E | C | <i>above average</i> | B |
| Science | E | D | <i>average</i> | C |
| | | | <i>below average</i> | D |
| | | | <i>well below average</i> | E |

This information shows that, while standards are well below average in English, mathematics and science when compared with all schools nationally, when compared with schools which have pupils from similar backgrounds, standards are average in English and mathematics though below average in science. Inspection findings show that by the time pupils leave the school at the end of Year 6 standards meet expectations set out nationally for eleven year olds in mathematics but are below those expectations in English and science.

Standards in English, mathematics and science, as measured by National Curriculum tests for eleven year olds, fell in 1998 but prior to this had been improving and were slowly drawing closer to national averages. The as yet unpublished 1999 results are better and indicate that the upward trend is now continuing again. The work seen in art was of a high standard and, by the time they leave the school, pupils' competence in information technology is in line with national expectations of eleven year olds. The standards which pupils attain in religious education match the expectations described in the Locally Agreed Syllabus. By the time they are five most pupils have attained the desirable learning outcomes described in national guidance in personal and social development as well as in the physical and creative areas of learning though for most their achievements remain below expectations in language and literacy, mathematics and their knowledge and understanding of the world.

Quality of teaching

| Teaching in | Under 5 | 5 – 7 years | 7 – 11 years |
|------------------------|--------------|--------------|--------------|
| English | satisfactory | good | satisfactory |
| Mathematics | satisfactory | good | satisfactory |
| Science | | satisfactory | satisfactory |
| Information technology | | satisfactory | satisfactory |
| Religious education | | satisfactory | satisfactory |
| Other subjects | satisfactory | satisfactory | satisfactory |

Teaching is at least satisfactory in 90 per cent of lessons. In very nearly a half of lessons it is good or better and in 16 per cent it is very good. Teaching is unsatisfactory in 10 per cent of lessons. Teaching is always at least sound in the classes for five to seven year olds but is not so consistent in the nursery or in the classes for seven to eleven year olds.

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

Other aspects of the school

| Aspect | Comment |
|---|---|
| Behaviour | Satisfactory overall but in some classes for the older pupils a small minority of pupils misbehave and disrupt lessons. |
| Attendance | Unsatisfactory. The school endeavours to encourage good attendance and punctuality and improvements have been noted but attendance is still below the national average. |
| Ethos* | Sound. Relationships are good and most pupils have positive attitudes to their work and these factors contribute to a satisfactory climate for learning. Teachers strive hard to improve standards. |
| Leadership and management | Sound. The headteacher, senior management team and governors work together well. Most governors are closely associated with the school and are actively engaged in helping to maintain the schools positive direction. The evaluation of curriculum development is not sufficiently systematic and there is insufficient guidance given on how to improve teaching. |
| Curriculum | A broad and balanced curriculum is provided but there is insufficient teaching of music and design and technology. |
| Pupils with special educational needs | Satisfactory provision is made, especially for supporting pupils who require extra help with reading, and pupils make sound progress. Pupils for whom English is an additional language are given satisfactory support and make sound progress. |
| Spiritual, moral, social & cultural development | Moral, social and cultural and spiritual development are satisfactory. |
| Staffing, resources and accommodation | Good. The school is well resourced and accommodation is used well. The playground has been developed successfully to provide a stimulating environment in which to work and play. |
| Value for money | The school gives satisfactory value for money. |

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

| What most parents like about the school | What some parents are not happy about |
|---|---|
| <ul style="list-style-type: none"> • They feel encouraged to play an active part in the life of the school. • They find the headteacher, teachers and support staff friendly and approachable. • They feel that the school handles complaints well. • They are given a clear understanding about what is taught. • They are kept well informed about their children's progress. • They are pleased with the standards of work which are achieved. • They feel that children are encouraged to get involved in more than just their daily lessons. • Parents who attended the pre-inspection meeting appreciated the recent introduction of a school uniform and the provision of swimming for even the youngest pupils. | <ul style="list-style-type: none"> • The standards of behaviour in the school. • A few do not agree that the values and attitudes which the school promotes has a positive effect on their children • A small minority are not satisfied with the work their children take home. |

Inspectors' judgements support parents' generally positive views. They agree that pupils' behaviour is sometimes unsatisfactory but find that it is satisfactory overall. The quality and quantity of homework provided are adequate.

KEY ISSUES FOR ACTION

In order to improve standards further the headteacher, staff and the governing body should:

- improve the consistency of teaching across the school by:
 - introducing and fully implementing a teaching and learning policy which gives teachers clear guidance on how to achieve high quality teaching; (paragraphs 33,76)
 - introducing planning procedures which specify what provision will be made for the higher-attaining pupils; (paragraphs 33,42,115,118,126)
 - introducing and fully implementing a revised policy for the early years of education which includes specific guidance on improving the quality of provision in the nursery; (paragraphs 32,40,96)
- introduce and fully implement a behaviour policy which is clearly understood by all adults working in the school as well as by all pupils and parents; (paragraphs 57,58)
- refine procedures for evaluating the quality of education provided so that weaknesses are clearly identified and progress towards overcoming them is monitored rigorously; (paragraphs 72,76,77,85)
- review arrangements for providing learning support for pupils so that lessons are not disrupted by withdrawal and so that all pupils can have full access to all areas of the curriculum, including acts of collective worship; (paragraphs 39,70)

Other less significant weaknesses which the governing body should tackle:

- The amount of time spent on teaching the National Curriculum is below the recommended minimum and lessons do not always start promptly. (paragraphs 20,35)
- The procedures for assessing pupils' progress in religious education are not in line with the requirements of the Locally Agreed Syllabus. (paragraphs 45,143)
- Pupils do not have sufficient opportunities to learn music and design and technology. (paragraphs 39,148,165)
- The responsibilities and duties of the senior managers are not fully developed. (paragraphs 72,76)

INTRODUCTION

Characteristics of the school

1. This large primary school, which is situated on the outskirts of Lewisham in South London, admits boys and girls aged between three and eleven years old. There are currently 334 full-time pupils on roll. There is an almost equal number of boys and girls and they are taught in thirteen classes in the main school with another reception class due to open in January. Nearly all children in the reception class are under five years old and there are a further 29 children who are under five in the nursery unit. The younger children in the nursery attend on a part-time basis, either in the morning or in the afternoon,

and an older group attends full time before moving into the main school in January. The school admits children into the reception classes from its own nursery and from other nursery classes and pre-school playgroups. The school admits children to its reception classes according to the local education authority's admissions policy. When the number of requests for places exceeds the number of places at the school, criteria for admission include whether new entrants have brothers or sisters in the school, how close they live to the school and whether there are any strong medical or social grounds for admission. Most pupils live in close proximity to the school. Currently five pupils have statements of special educational need and the school has identified a further 143 pupils who are currently on the register of special educational needs because they need some extra learning support. The proportion of full-time pupils currently on the special educational needs register, 45 per cent, is well above the national average.

2. Attainment on entry to the school is below average. Around 52 per cent of pupils are entitled to free school meals which is much higher than the national average. Sixty seven are from ethnic minority backgrounds and thirty nine are from homes where English is spoken as an additional language. The composition of the school has changed little since the last inspection though there is now a greater degree of mobility in the school population, especially for pupils in Key Stage 2 where a high proportion of pupils enter and leave the school part way through the key stage. Pupils leave the school at the end of Year 6 when nearly all transfer to the nearby secondary school.
3. The school aims to create a caring, stable and stimulating environment in which to provide a high quality education for all the children in its community. It strives to help children to explore their potential in all curriculum areas with a particular commitment to learning through the creative arts as a preparation for life. It seeks to work in partnership with parents to raise expectations and achievement.
4. The school's main curricular aims, as described in the school management plan, are to introduce and implement the National Literacy Strategy in order to continue to raise levels of attainment in English, to establish the National Numeracy Project in order to continue to raise achievement in mathematics, to raise achievement in science, information technology and in design and technology. The plan also includes targets related to maintaining a broad and balanced curriculum, maintaining work in the National Curriculum non-core subjects and religious education and to develop assessment procedures which inform planning for the core subjects of English, mathematics, science and information technology. The school, in liaison with the local education authority, has set targets for improving pupils' attainment in English and mathematics. By 2000 it aims to ensure that, in the National Curriculum tests for eleven year olds, 63 per cent of pupils attain at least Level 4 in English and 60 per cent in mathematics. The school is reviewing these targets in the light of the 1999 National Curriculum test results.

Key indicators

5. Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

| Year | Boys | Girls | Total |
|------|------|-------|-------|
| 1998 | 24 | 24 | 48 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Number of pupils at NC Level 2 or above | Boys | 19 | 21 | 23 |
| | Girls | 18 | 21 | 17 |
| | Total | 37 | 42 | 40 |
| Percentage at NC Level 2 or above | School | 77(73) | 88(67) | 83(84) |
| | National | 80(80) | 81(80) | 84(85) |

| Teacher Assessments | | Reading | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 2 or Above | Boys | 21 | 22 | 22 |
| | Girls | 16 | 17 | 15 |
| | Total | 37 | 39 | 37 |
| Percentage at NC Level 2 or above | School | 77(82) | 81(76) | 77(82) |
| | National | 81(80) | 85(84) | 86(85) |

¹ Percentages in parentheses refer to the year before the latest reporting year

6. Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

| Year | Boys | Girls | Total |
|------|------|-------|-------|
| 1998 | 29 | 30 | 59 |

| National Curriculum Test Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 4 or above | Boys | 9 | 13 | 11 |
| | Girls | 18 | 11 | 15 |
| | Total | 27 | 24 | 26 |
| Percentage at NC Level 4 or above | School | 46(42) | 41(61) | 44(69) |
| | National | 65(63) | 59(62) | 69(69) |

| Teacher Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 4 or above | Boys | 13 | 17 | 15 |
| | Girls | 20 | 18 | 22 |
| | Total | 33 | 35 | 37 |
| Percentage at NC Level 4 or above | School | 56(50) | 59(60) | 63(55) |
| | National | 65(63) | 65(64) | 72(69) |

² Percentages in parentheses refer to the year before the latest reporting year

7. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

| | | % |
|--------------|---------------------------|-----|
| Authorised | School | 6.8 |
| | National comparative data | 5.7 |
| Unauthorised | School | 0.7 |
| | National comparative data | 0.5 |

8. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:

| | Number |
|--------------|--------|
| Fixed period | 3 |
| Permanent | 0 |

9. **Quality of teaching**

Percentage of teaching observed which is:

| | % |
|------------------------|----|
| Very good or better | 16 |
| Satisfactory or better | 90 |
| Less than satisfactory | 10 |

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

10. By the time they are five most pupils have attained the desirable learning outcomes described in national guidance in personal and social development as well as in the physical and creative areas of learning though for most their achievements remain slightly below expectations in language and literacy, mathematics and their knowledge and understanding of the world. Most pupils enter the school with achievements which are below average and it would, therefore, appear that the under fives make good progress if they very nearly attain the expected standard by the time they are due to commence National Curriculum studies. Progress for the under fives is not, however, consistent. In the nursery they make satisfactory progress in most areas of learning but progress in language and literacy and in mathematical development is unsatisfactory. In the reception class, however, progress for the under fives is very good in all areas of learning. Overall, then, the under fives make generally sound progress. There is a lack of direction in the nursery and the teacher's planning does not indicate precisely which skills are to be taught to which groups of children. The learning environment in the nursery does not include sufficient emphasis on developing language skills. There are too few signs, labels and directions. The reading corner and role play areas are under developed. Opportunities are missed to develop speaking and early reading skills. This lack of structure impedes the progress which pupils are able to make. In the reception class a highly structured learning environment ensures that no opportunities are lost to develop language skills and pupils' general understanding of the world around them. The classroom contains a wide range of signs, labels, questions and interesting displays which encourage children to talk about such things as their families, famous artists or favourite books. The reception teacher seizes opportunities to develop children's language skills. She listens to children's brief responses to questions, for example, before she extends the response by repeating it with the addition of a rich range of precise adjectives and appropriate adverbs. In this way children's vocabulary is extended and they have a good model on which to develop their own speaking skills. Learning opportunities which stem from this stimulating environment are grasped and exploited to the full. In the reception class, opportunities offered in everyday life for examining numerical data, such as those concerning absences recorded during the registration period for example, are fully exploited. The good use of such opportunities results in very good progress. The sound standards attained by children who are under five years old which were described at the time of the last inspection have not been maintained but the very good progress which children make in the reception class indicates that the school has considerable capacity for improving the consistency of progress for the under fives based on this model of good practice.

11. In the National Curriculum tests for seven year olds in 1998 pupils' attainment when compared with all schools was below average in reading and in writing and in mathematics was average. When compared with schools which have pupils from similar backgrounds, however, pupils' attainment was well above average in reading and writing and above average in mathematics. In the National Curriculum tests in 1998, the proportion of pupils who attained the national target of Level 2 was close to the national average in reading and mathematics and above the national average in writing. The proportion of pupils who attained the higher Level 3 standard in reading and writing was below the national average but in mathematics the proportion who attained Level 3 was close to the national average. The teacher assessments for science indicate that the proportion of pupils who attained both the national target of Level 2 and the proportion who attained the higher Level 3 standard were well below average in 1998 when compared with all schools but average when compared with similar schools. The as yet unpublished results of the 1999 tests and assessments indicate that standards in reading, writing, mathematics and science are better than in 1998. The improvement in standards at Key Stage 1 has been less erratic than at Key Stage 2. The 1999 test and assessment results largely reflect inspection findings which indicate that, by the end of Key Stage 1, pupils attain standards in English, mathematics and science which are in line with national expectations of seven year olds. The standards attained at the end of Key Stage 1 are similar to those reported at the time of the last inspection. Most attain the expected standard in reading and writing but speaking remains below expectations, largely because pupils have a restricted vocabulary and lack confidence in speaking at length.

12. In the National Curriculum tests for eleven year olds in 1998 pupils' attainment when compared with all schools in English, mathematics and science was well below average. When compared with schools which have pupils from similar backgrounds, however, pupils' attainment was average in English and mathematics and below average in science. Results in previous years were better than those in 1998 and the as yet unpublished results for 1999 indicate that results are again better than in 1998. The decline in results in 1998 was against the trend of steady improvement which had previously been established. The group of pupils who took the tests in 1998 comprised a higher proportion of lower-attaining pupils than usual and this accounted in part for the dip in results. The school also now ensures that pupils are better prepared to tackle the tests. In the National Curriculum tests in 1998 the proportion of pupils who attained the national target of Level 4 was well below the national average in English, mathematics and science. The proportion of pupils who attained the higher Level 5 standard in English, mathematics and science was also well below national averages. A higher proportion attained Level 5 in 1999 and in science the increase was especially high. The school has developed a sound basis for further improvement, especially in the proportion of pupils who attain the higher Level 5 standard in English and mathematics. Inspection findings largely reflect the 1999 test results and, by the time they leave the school at the end of Key Stage 2, most pupils attain standards in mathematics which are in line with expectations of eleven year olds, though standards in English and science are below the standard expected. Pupils who have English as an additional language attain standards which are in line with national expectations of eleven year olds in the core subjects of the National Curriculum except in English and science where they attain standards which are below average. Overall the standards pupils attain by the end of Key Stage 2 are broadly similar to those described at the time of the last inspection in 1996.
13. There is a significant number of pupils who enter and leave the school part way through the primary phase of their schooling. The group of pupils in Year 6 who left the school last July, for example, were very different from the group who had entered the reception classes seven years earlier. In the course of those seven years just over a half of these pupils remained in the school from reception through to Year 6. This transient element in the school's population makes it difficult to compare pupils' attainment at Year 2 with that of the same cohort at Year 6 because the composition of the group has changed significantly. There is evidence, derived from the school's special needs register, that this shift in the nature of the year group occurs mostly in Key Stage 2 and that those who move out of the school's area need less extra learning support than those who move in. This adversely affects the school's Key Stage 2 results, impedes rates of progress and reduces levels of attainment in Key Stage 2 because the movement into and out of the school upsets the continuity of education which pupils receive.
14. Pupils, including those with special educational needs and those for whom English is an additional language, make good progress in English in Key Stage 1 and sound progress in Key Stage 2. The National Literacy Strategy is having a positive impact upon progress though pupils who are withdrawn for extra support in reading during the literacy hour miss out key elements of the literacy strategy. Their progress in reading is enhanced but progress in other elements of language is less secure. Pupils speak with increasing confidence and use an increasingly wide vocabulary to express their views and opinions. Discussions with pupils show, for example, that they hold strong views on protecting their environment and they are keenly aware of the principles of recycling materials. A small minority are able to express their views with vigour but most struggle to express themselves clearly because their limited vocabulary inhibits their powers of communication. Pupils in Years 1 and 2 make good progress in writing, especially where writing is for a particular purpose such as writing a letter to 'Faraway Friends' in different countries or describing the work of a favourite artist. Pupils in Key Stage 2 write in a range of forms including descriptive poems, inspired by a residential visit to a field centre on the River Medway, which are sensitively crafted. They write from different perspectives as, for example, using a newspaper article as a basis for writing an account of an incident from many different points of view. Their critical faculties are sharpened as they vote for a favourite poem and give reasoned opinions for their choices.
15. Pupils, including those with special educational needs and those for whom English is an additional language, make good progress in mathematics in Key Stage 1 and sound progress in Key Stage 2. Progress is better in Key Stage 1 than in Key Stage 2 because the quality of teaching is better in Key Stage 1 and pupils with special educational needs have more support. The introduction of the National Numeracy Strategy is already having a positive impact upon progress across the school. The question and answer session, which introduces each lesson, is particularly effective in developing pupils' mental

skills and their quick recall of number facts. In Year 1, for example, pupils enjoy the challenge of calculating a half of eighteen whilst many pupils in Year 6 can rapidly calculate a half of 825.

16. Throughout the school, pupils, including those with special educational needs and those for whom English is an additional language, make sound progress in science. This is not reflected in attainment by the end of Key Stage 2, which is below national expectations of eleven year olds, partly because of the transient element in the school population. This results in a lack of continuity in learning through Key Stage 2. There is also a lack of sufficient emphasis on enabling pupils to develop the key skill of planning experimental work and using the results to draw conclusions. Whilst progress in most areas of the National Curriculum Programmes of Study is sound, progress in this key element is unsatisfactory and restricts overall attainment.
17. Pupils make sound progress attainment in information technology and by the end of both key stages, standards of are in line with national expectations. Pupils' standards of attainment and progress which were reported at the time of the last inspection have been maintained. The new computer room is used well. Pupils have some word processing skills which support writing satisfactorily in other curriculum areas such as English and history. Pupils also use programs which illustrate data in graphs and pie charts. These are used well in mathematics and geography where, for example, pupils use the data they collect on traffic flow in Bellingham and the contrasting area of Farningham to create spread sheets and pie charts which clearly show the differences between each area. Pupils have begun to use the Internet to access information and this is beginning to have a positive impact upon progress. They download information on the Tudors, for example, and this is supplemented with material from CD-ROMs.
18. Throughout the school, pupils, including those with special educational needs and those for whom English is an additional language, make sound progress in religious education and attain standards which are in line with the expectations described in the Locally Agreed Syllabus. Pupils' standards of attainment and progress which were reported at the time of the last inspection have been maintained. There are good links with other subjects, such as art, where older pupils made a study of how the Buddha is represented differently in paintings by Buddhists in many different countries. Pupils have a basic knowledge of Christianity and aspects of other religions and the new schemes of work, based on the Locally Agreed Syllabus, help to promote progress. Many pupils find it difficult to remember details of the religions they have studied.
19. In both key stages, progress is good in art but unsatisfactory in design and technology and music. Progress is good in history at Key Stage 1 and it is sound in all other subjects at both key stages. Pupils with special educational needs and those for whom English is an additional language are well supported by teachers and learning support assistants. Overall, they make sound progress. Targets on pupils' individual education plans are appropriate to pupils' needs but targets are often not identified in teachers' planning. Much of the special educational needs support is provided in small groups out of the classroom so pupils often miss substantial parts of the lessons which take place in classrooms. Whilst they often make good progress in the small group learning situations, their learning is interrupted and progress in the subjects they miss is restricted.

Attitudes, behaviour and personal development

20. By the time they are five years old children attain the nationally defined desirable learning outcomes for personal and social development. In both key stages, pupils' attitudes to work, their behaviour, and their response to opportunities designed to increase their personal development are all satisfactory. Relationships throughout the school are good. The attitudes of pupils in Key Stage 1 are generally good with some very good features. They are keen and interested in their lessons. This was shown in the reception class, who despite only having been at school a few weeks, were confident and bursting to contribute during literacy hour. In a discussion about the book "Apple on a Bed" pupils concentrated hard, repeating sounds over and over again in unison and stopped immediately the class teacher held up her hand. Pupils look very smart in their newly introduced school uniform, which they wear proudly.

21. Pupils in Key Stage 2 usually show the same good degree of interest in their lessons. Their response is good where the lesson content is suitable for their levels of ability and the lesson well planned, with an appropriate range of activities. For example, in an information technology lesson, pupils concentrated well and enjoyed what they were doing. Pupils' overall attitudes are generally satisfactory; they are still developing good habits to help their learning; many forgot their kit for a physical education lesson, for example. Most pupils enjoy school and the security and friendships it provides. Parents agree that this is the case.
22. The attitudes of pupils for whom English is an additional language and those with special educational needs are good and pupils enjoy being withdrawn for individual support with specialist teachers or primary helpers. Pupils with emotional or behavioural difficulties find concentration difficult and they demonstrate this in their continuous demands for more individual support from adults.
23. Pupils' behaviour is of a satisfactory standard overall, with pupils in Key Stage 1 behaving well nearly all of the time. Behaviour in the playground is usually good. Pupils are occupied well in positive and creative play using the imaginative and wide range of play equipment. There are a small number of pupils with emotional and behavioural difficulties who find lunchtimes difficult to cope with in terms of behaviour. Behaviour is usually good in assemblies; this was typified in the quality of self control shown by pupils when someone's watch alarm went off.
24. In classrooms, pupils in Key Stage 2 behave satisfactorily, although there are times when individual pupils' behaviour deteriorates to an unacceptable level. When this happens, it hampers the progress of the other pupils in the class. Pupils were still settling down to class routines at the time of the inspection which took place in September, near the beginning of the academic year, and many do not easily accept, straightaway, the demands of new teachers. The unacceptable behaviour of a small minority of pupils is not always well managed by teachers. There is a lack of sufficient guidance in behaviour management. There have been three fixed term exclusions over the past academic year. This is a reduction when compared to the previous year and a considerably lower figure than that recorded in the last inspection report.
25. The quality of relationships in the school is good. In Key Stage 1, pupils work well together and relationships are good. There is racial harmony in both key stages and boys and girls get on well with each other. The inspection took place at the start of the term when pupils and teachers were still establishing relationships. This was especially evident in the quality of relationships at Key Stage 2 and for a few pupils with special needs who do not react favourably to changes in staffing. Pupils are still learning to listen and value each other's contributions. They do this successfully at times but speak over each other on other occasions. Pupils are helpful and courteous to visitors. They are usually careful with books and other resources and especially proud of their new playground equipment.
26. The pupils' response to the opportunities the school provides to enhance their personal development is satisfactory. They carry out responsibilities such as clearing away art equipment, washing paintbrushes and collecting registers, with pride. Older pupils act responsibly when they put out chairs for assembly and the draughts and snakes and ladders on the playground. Pupils have recently elected new members to sit on the School Council and minutes of meetings indicate they take this responsibility seriously.
27. Pupils raise money for a variety of charitable causes throughout the year; for instance, by collecting tinned food for the victims of the Turkish Earthquake, for Christian Aid and for the Kosovan refugees. They respond well to school events such as the times tables challenge and before that the spelling challenge, to raise money for the school.
28. Occasionally, pupils show initiative in class. For instance, in a Year 1 art lesson, a pupil offered to fetch the teacher a duster when she rubbed out words on the white boards with her fingers. Since the time of the last inspection, pupils' attitudes, their standards of behaviour and rates of personal development have been maintained. The school's capacity to make further improvements is constrained by the lack of clear guidance on managing behaviour.

Attendance

29. The school's attendance figure is below that seen in primary schools nationally. This does not allow all pupils to maximise the progress which they might otherwise make. The school works hard to encourage pupils' attendance and the attendance figure has remained stable since the last inspection. The school was troubled with many pupils arriving late in the mornings and poor punctuality was a key issue for the school to address, from the last inspection. Punctuality has improved, although a few pupils are usually late arriving, despite the school's reminders. The school has developed a sound basis for further improvements.
30. Timekeeping throughout the afternoon is generally satisfactory and most lessons start and finish as scheduled. However, the exception to this is assemblies which do over-run, particularly the assembly which starts soon after pupils arrive in the mornings. This has a detrimental effect on the time available for morning lessons.

QUALITY OF EDUCATION PROVIDED

Teaching

31. Overall the quality of teaching for the under fives is satisfactory but there are wide variations. There is a substantial amount of unsatisfactory teaching in the nursery but the quality of teaching for the under fives in the reception class is very good. The teaching of the creative, physical and social and personal areas of learning are sound in the nursery but the teaching of language and literacy, mathematics and knowledge and understanding of the world are unsatisfactory because they are not taught with sufficient focus on the specific skills to be learned by each group of children. Opportunities are missed in the nursery to develop language and the learning environment is underdeveloped. In the reception class opportunities are seized from the start of the day to develop speaking skills and a wider understanding of language. In the registration period, for example, pupils are challenged to describe the colour of the register which is almost white and at first is described as white by the children. After much thought they agree that it is a very light shade of blue.
32. Teaching is at least good in all areas of learning in the reception class and it is very good in well over a half of lessons. A well-organised learning environment has been established with a wide range of purposeful activities. The experiences and activities provided are rooted in a good understanding of how young children learn. Lesson planning for the under fives is variable and there is no common format. In the reception class, clear learning objectives are identified but in the nursery the plans indicate what the children will do rather than what they are expected to learn. Appropriate resources are provided to support the activities and the environment is enhanced by good displays of children's work. Initial assessments, carried out soon after pupils enter school, together with the teachers' own assessments, enable tasks to be matched to pupils' prior attainment. Informal assessments are made about the children's progress and the staff develop a good knowledge and understanding of each individual. A good range of teaching styles is used with strong emphasis on first-hand experiences, which motivates most children well and holds their interest, though in the nursery the groups which are not the focus of the teacher or nursery nurse's attention lack appropriate challenge and sometimes wander aimlessly. This impedes the progress which they could be making. Children are usually managed appropriately and discipline is fair, friendly and unobtrusive, enabling them to feel secure. A small minority of children present challenging behaviour and this is generally managed well. In many respects standards have been maintained since the last inspection with an improvement in the provision for the children's outdoor play though aspects of the nursery provision are not as successful as in the past. Activities are not always stimulating and there is a lack of imaginative, inspired teaching. In the nursery, pupils make generally satisfactory progress in their personal, social, physical and creative development but progress in language and literacy, mathematics and knowledge and understanding of the world is unsatisfactory. In the reception class pupils make very good progress in the six areas of learning specified in national guidance. Progress is sound overall and children make a good start to their school lives. The curriculum policy documents for the early years lack sufficient guidance on how best to develop effective learning environments in all the nationally recommended areas of learning for the under fives.

33. Across the school, the quality of teaching is at least sound in 90 per cent of lessons; it is good or better in very nearly a half of lessons and it is very good in 16 per cent. Teaching is unsatisfactory in ten per cent of lessons. The quality of teaching has improved since the last inspection, when there was a smaller proportion of good and very good teaching and a much higher proportion of unsatisfactory teaching. Teachers now have higher expectations of pupils and they now adopt a wider range of teaching strategies. The planning structures which have been adopted as part of the introduction of the National Literacy and Numeracy Strategies have helped to develop greater pace in lessons. There are still weaknesses, however, in matching tasks to pupils' particular stages of development. Teachers' lesson plans do not always include details of how pupils with special educational needs will be supported nor how the highest-attaining pupils will be appropriately challenged. The headteacher, senior managers and subject co-ordinators monitor teaching by some direct classroom observation and this has helped to raise standards but there is no teaching and learning policy which defines the criteria against which the quality of teaching can be measured. Whilst there have been significant improvements in the quality of teaching since the last inspection, the lack of a policy which gives clear guidance on teaching, constrains the school's capacity for further improvement.
34. In Key Stage 1, teaching is good in English, mathematics, art and history and sound in all other subjects where lessons were observed. In Key Stage 2, it is good in art and sound in all other subjects where lessons were observed. There was insufficient teaching of design and technology and geography at both key stages in order to form secure judgements about the quality of teaching in these subjects. Teaching in Key Stage 1 is always at least sound; it is good or better in two thirds of lessons and very good in just over a third. Teaching in Key Stage 2 is at least sound in seven eighths of lessons; it is good in just over a third and occasionally it is very good; it is unsatisfactory in very nearly an eighth of lessons. Throughout the school relationships between pupils and teachers are good. Teachers generally have a sound knowledge and understanding of the subjects they teach and receive good support in those areas, such as information technology, where there is some lack of confidence. The literacy hour is taught well in Key Stage 1 and it is taught satisfactorily in Key Stage 2. There has been a good programme of in-service training to assist teachers to introduce the National Literacy Strategy successfully. The National Numeracy Project has also been successfully implemented. Teachers generally plan carefully and lessons are well prepared. The best lesson plans are detailed and include explicit learning intentions, precise details of how work will be matched to pupils' varying stages of development and an exact outline of the procedures designed to evaluate pupils' progress. There are weaknesses in short-term lesson planning. Planning is mostly consistent in English and mathematics, but there are inconsistencies in other subjects where there is sometimes undue emphasis on what it is expected that pupils will do rather than what they are expected to learn. Pupils are usually managed well but in Key Stage 2 lessons are sometimes disrupted by poor behaviour. Control deteriorates where introductory sessions are over-long and where lessons lack pace and challenge. Time is used well in most lessons but some do not start promptly, especially after assemblies or playtimes. Where learning intentions are shared with pupils, as occurred consistently in a few classes, pupils gained a greater understanding of what was expected of them.
35. The very good teaching, which was seen mostly in the Key Stage 1, shared certain characteristics. Planning was thorough and lessons were well prepared. Teachers had high expectations of pupils' behaviour and performance coupled with a very good understanding of how pupils learn most effectively. They provided good support for all pupils and ensured that they could enjoy first-hand experience, independence and room to use their initiative. In the very good teaching, teachers and primary helpers had a good command of the subject and asked searching questions, which challenged pupils' thinking.
36. In the best lessons, great enthusiasm and interest is generated, as was seen in mathematics in Year 2 where pupils were chanting number patterns accompanied by hand actions and in science where pupils were given freedom to use their initiative to solve the precise order of life cycles of frogs. Here they deduced that something must change in a tadpole to let it breathe in the air as a frog and one pupil went further and considered how lungs might develop. There are shortcomings in teaching where the whole class is taught as a unit without sufficient attention being paid to pupils' different stages of development. This results in the teacher's presentation being beyond lower-attaining pupils and too limited for higher-attaining pupils. This particular shortcoming is compounded when tasks set do not take sufficient account of pupils' prior levels of attainment, so the work set is too easy for most and too hard for others. This occurred in lessons on fractions, for example, where the work presented was for most pupils largely

an exercise in consolidating skills already mastered and for others presented tasks which were too difficult. Lessons are sometimes too closely directed by the teacher and pupils have few opportunities to use their initiative and take some responsibility for their own learning. Teachers do not always plan suitable work for pupils with special educational needs and they are all too often set tasks that do not enable them to experience success. Lessons are too often disrupted by the withdrawal of pupils for extra learning support. They miss the first part of a lesson and return to the classroom with slight understanding of what they are supposed to do next. Teachers mark pupils work carefully and in the best examples pupils receive clear comments on their work which help them to make improvements. A reasonable amount of homework is set and this supports attainment and progress effectively. Teachers assess pupils' work carefully and sound records are kept.

37. Overall, the teaching for pupils with special educational needs is satisfactory. All teachers accept responsibility for identifying those pupils who are causing concern. Pupils are withdrawn in specific groups for specialised teaching of reading and language skills. These teaching sessions are well adapted to suit pupils' particular needs using teachers own specially designed programmes. There is, however, little connection with the work being covered in the classroom during literacy hour for example. Liaison between class teachers and teachers for pupils with special education needs is satisfactory. Primary helpers are used well to support teaching and they make a positive contribution to the quality of teaching for pupils with special educational needs, both in the classroom and in groups taken outside. The teaching for pupils who have English as an additional language is satisfactory and this helps pupils to make sound progress. Work is well matched to their needs and a good range of strategies are used, such as a high frequency of repetition of language, a programme of structured language development, support for vocabulary development using pupils' first languages and the effective use of pictures and other visual equipment. The teachers prepare resources carefully to develop pupils' confidence in listening and speaking.

The curriculum and assessment

38. The curriculum at both key stages is broad and mainly balanced. It has improved considerably since the previous inspection. The curriculum includes all the relevant subjects of the National Curriculum and religious education and statutory requirements are met. Sufficient time is given to literacy and numeracy and adequate emphasis is given to regular work in science, information technology and religious education. The amount of time spent teaching the National Curriculum falls below the recommended minimum in both key stages. The school has welcomed the introduction of the National Numeracy Strategy, which is being implemented satisfactorily in each class, including reception. The school's policy and practice comply with statutory requirements for health, drugs and sex education. Although all subjects are taught to all pupils, including those with special educational needs and those for whom English is an additional language, the pupils are not given access to the full range of experiences required by the National Curriculum Programmes of Study, in all subjects. For example, in design and technology and music, the reduced curriculum does not provide sufficient breadth and balance. The issues regarding the curriculum from the previous inspection are being systematically resolved. Adequate policies and plans to promote coverage of the National Curriculum subjects have been introduced but they are not always followed systematically and so the development of skills is not always developed progressively.
39. In design and technology and music at both key stages, curriculum planning is unsatisfactory, because it does not fully cover all the elements required by the National Curriculum. In addition, it does not ensure adequate progression in the teaching of skills and techniques or continuity throughout the key stages. In general, curriculum plans for all subjects satisfactorily indicate what factual knowledge is to be introduced at each stage but do not sufficiently indicate what skills should be developed. There is an issue of lack of equal access to the curriculum in that a significant number of pupils are withdrawn for extra reading activities both during literacy hour lessons and in other subjects. This hinders pupils' progress.
40. The curriculum for children under five is soundly based on the six areas of learning recommended by national guidelines. Although the nursery plans to these areas, planning does not identify specific learning intentions that are attainable within the intended time. In the reception there is a balanced

programme of well-structured activities that match the learning intentions and encourage children to develop as independent learners.

41. The provision for pupils who have special educational needs is satisfactory. Individual education plans generally contain targets linked to appropriate strategies. Tasks are suitably planned by class teachers to meet these targets and shared with classroom assistants. Pupils' progress is regularly reviewed. The requirements of the Code of Practice, which gives guidance on the stages of support for pupils' with special educational needs, are met. A clear distinction is made between pupils with special educational needs and those who require extra support because they have English as an additional language. Sound support for such pupils is provided. There are clear procedures for monitoring the progress pupils' make in acquiring English speaking skills.
42. Since the previous inspection the school has made good progress in developing the curriculum. At that time, schemes of work were only available for mathematics and science. Recently published national exemplars and local authority schemes of work are now in place for all subjects but these are still to be tailored to meet the needs of the school. Teachers have put considerable time and effort into planning work for each half term. The year groups find these plans useful when they meet weekly to plan the following week's work. These plans are clear about what pupils are to do but the work planned does not sufficiently challenge the wide range of pupils' attainment, especially in Key Stage 2. The planning in Key Stage 1 is generally effective. In Key Stage 2, the planning is not clear as to the standards pupils are to reach, particularly the higher-attaining pupils and this hinders their progress. The long-term planning framework provides suitable guidance for teachers to develop medium and short-term plans. Teachers are painstaking in their lesson preparation but daily lesson plans are inconsistent in quality. Several describe clear learning intentions and opportunities for assessment of the success of the lesson are identified. Others describe the activity to be followed clearly, but not precisely what it is expected that each group will learn. Details of how lessons will be adapted to meet the needs of pupils with special educational needs, those for whom English is an additional language and the needs of the higher-attaining pupils are not explicitly stated. The outcomes of lessons are not always assessed systematically so that planning for subsequent lessons can take account of pupils' previous learning. The agreed schemes of work are not always followed completely in every class and this has an adverse effect on the systematic development of skills.
43. The curriculum is managed jointly by subject and key stage co-ordinators. This system has ensured more equal provision of the curriculum between classes in the same year group than existed at the time of the previous inspection. An efficient curriculum audit takes place termly that is linked to the school development plan where it is decided which subject is to be monitored. The subject co-ordinator and senior management team work closely together to ensure that strengths and areas for development are identified and shared with the staff. The school has developed a sound basis on which to make further improvements.
44. The curriculum is enhanced by a range of extra-curricular activities including football, art club and dance club and visits to places of interest, residential experiences and by visitors to the school. Good arrangements have been made for all pupils in Key Stage 2 to learn Italian, which enriches pupils' learning opportunities. The use of homework is suitably based on reading regularly at home, weekly spelling lists, learning tables and pursuing targets set for mathematics that have been shared with parents.
45. Arrangements for assessment are mostly satisfactory. Assessment systems have been refined and are much improved since the last inspection. Initial assessments of pupils' achievements take place within the first seven weeks of entry into the reception class. Pupils meet with their teacher and parents at the beginning of the school year to decide on their individual personal or behavioural targets for the year. These are reviewed in the spring term and again at the end of the year when pupils are encouraged to develop self-assessment skills as they scrutinise their work. They are effectively involved in evaluating their own progress. Targets are also set for literacy and numeracy and have been recently introduced, but not implemented, for science. Pupils' progress is tracked through both national and non-statutory test results to indicate strengths and weaknesses in performance and provision but this is to be further developed. No assessment procedures are in place for religious education.

46. Regular assessments undertaken in lessons are appropriately used to plan the next stage in pupils' learning. Individual teachers have their own method of doing this and currently there is no unified system across the school. This means that some teachers make better use of the information than others. Suitable use is made of the information gained from the National Curriculum assessment tests to inform curriculum planning. Portfolios of assessed pupils' work are in an early stage of development. There is an agreed marking policy in place. Teachers regularly and constructively mark and assess pupils' written work.
47. Significant improvements have been initiated in assessment since the previous inspection but these have not yet been consistently applied throughout the school. At the time of the previous inspection there were no unified systems for regular assessment procedures. These are now effectively established through target-setting. Teachers are becoming more confident in assessing pupils' progress and the school is well placed to make further improvements in assessment procedures.
48. The curriculum is generally adapted appropriately for pupils with special educational needs. It is taught through a combination of in-class support and small groups withdrawn from the class. Planning is generally appropriate for the teaching of literacy and numeracy, where pupils are placed in groups according to their levels of ability. However, in other lessons there is little reference to the targets in pupils' individual educational plans. During withdrawal groups, lessons are appropriately planned and taught, using teachers' own programmes. However, the content of lessons bears little reference to that being covered in the classroom. Pupils with special educational needs are identified early through good use of assessment information combined with the vigilance of teaching and support staff. There is satisfactory liaison between teachers, support teachers and the special needs co-ordinator. Teachers who work in consultation with support teachers draw up individual education plans. Overall, individual educational plans are satisfactory but the quality of these plans is inconsistent, with some where target for pupils are too vague to be able to guide teachers and enable them to measure progress.

Pupils' spiritual, moral, social and cultural development

49. The school has a caring and positive approach. The overall provision for pupils' spiritual, moral, social and cultural development is satisfactory and makes a significant contribution to learning by establishing a supportive ethos within the school. The strong sense of community described in the last inspection report has been maintained and the school is well placed to make further improvements.
50. The provision for pupils' spiritual development within the school is satisfactory. The separate key stage assemblies are used well to promote a sense of community and shared values. The spiritual dimension of religious education and other curriculum areas such as art, drama, music and science is explored in some lessons. The assemblies provide good setting in which pupils are receptive to the idea of understanding of themselves and others. The quality of the daily acts of collective worship observed during the inspection was not always satisfactory. Few assemblies offer well-planned opportunities for reflection and spiritual growth. Assemblies regularly take the form of singing practice where pupils sing harvest songs or Christmas carols. Whilst these contain a religious element the school is not fulfilling its legal obligations for a daily act of collective worship.
51. Pupils' moral development is good. Pupils have a clear understanding of the difference between what is right and wrong and a keen sense of fair play. The ethos of the school is based on respect and care for others. Teachers show care and value all pupils. The school effectively teaches the values that distinguish right from wrong. Due attention is given to the reinforcement of codes of behaviour and sharing of positive values. The pupils respond positively, enjoy their work and show care for the school. Moral values are taught well through stories, songs and discussions. Both teaching and non-teaching staff provide good role models and encourage children to relate well to each other and behave courteously.
52. Satisfactory provision is made for the pupils' social development through daily life, a personal and social education programme, after school clubs and local educational visits. The school has a secure environment in which pupils feel cared for. Pupils are encouraged to relate well to each other and act

courteously. When provided with appropriate opportunities, pupils carry out responsibilities with confidence. The School Council, the monitors selected to sell drinks at playtime and opportunities to promote citizenship within school, are good examples. The quality of relationship between adults and pupils is good. Pupils are generally well disciplined and understand what facilitates an orderly school.

53. The provision for pupils' cultural development is satisfactory and supported through the celebrations of Christian festivals and assemblies to highlight festivals of other religions of the world. The school promotes respect for cultural diversity reflected in the society. Some displays around the school reflect the multicultural diversity of wider society. There are opportunities to develop pupils' understanding of the central beliefs and practices of different faiths and to appreciate the art, dance, music and the way of life of people from other cultures but this area of development is not fostered consistently. As a result, pupils' appreciation of the richness and diversity of our world and of the different cultures in their own neighbourhood is underdeveloped.

Support, guidance and pupils' welfare

54. The school provides a sound quality of support, guidance and care for its pupils. They have maintained the caring community feel seen during the last inspection.
55. Procedures for checking and recording each individual pupils' academic progress and personal development are sound. The school is currently trying out different methods for assessing pupils' progress and in this respect, there are significant improvements since the last inspection. Procedures for setting pupils' targets to aim for in numeracy are well established and they provide pupils with clear encouragement to improve their numeracy skills. This is a positive development since the last inspection. General targets, set for pupils and shared with parents at the beginning of the year also make a good contribution towards raising standards. Teachers are conscientious in noting down matters concerning pupils' personal development in class logs. Comments on end of year reports are detailed and confirm that staff are successful in getting to know pupils well.
56. Support for pupils with special educational needs is sound. Most individual educational plans provide a satisfactory level of guidance for staff in helping pupils achieve the targets that have been set between them, teachers and parents. However, there are inconsistencies in the quality of individual educational plans; many contain targets which are too vague to be of help to either pupil or teacher. Overall, staff have a sound understanding of pupils' individual and pastoral needs.
57. The school's methods for encouraging discipline and good behaviour are generally effective. Teachers work hard trying to establish their own systems and rewards but there are inconsistencies throughout the school and a lack of a clear whole-school strategy means that unsatisfactory behaviour is not always well managed. The school's behaviour policy does not provide a firm framework for encouraging positive behaviour and lacks sufficient specific guidance for all adults to follow. Staff are not sufficiently experienced or trained in dealing with the sometimes challenging behaviour of pupils. The current system of sanctions, where pupils are isolated from their class during lessons and break times to sit in corridors or in the headteacher's room, is not effective. The school does endeavour to maintain a policy of inclusivity and is reluctant to exclude pupils as this is seen as an ineffective long-term solution. The school has been successful in maintaining this policy despite the very challenging behaviour of a small minority of pupils. The work it does with these pupils is productive and is effective in helping pupils to adjust and to develop more acceptable behaviour. Nevertheless behaviour is not always well managed and this aspect of the school's provision is unsatisfactory. A small minority of parents are not happy with the standards of behaviour in the school. The new playground equipment is helping to encourage positive play at break and lunchtimes for the majority of pupils.
58. There are no clear strategies in place to help those pupils with emotional and behavioural difficulties and the quality of support they receive is unsatisfactory. A small minority of these pupils find lunchtimes difficult to cope with and the current provision for these pupils does not meet their needs. The school has an adequate system for recording incidences of poor behaviour, using the class log system mentioned above. However, the procedures for recording the behaviour of those pupils recognised as having specific emotional and behavioural difficulties, are unsatisfactory. They do not provide staff with enough first-hand evidence in order that they can

devise appropriate strategies to handle the behaviour effectively. The school pays appropriate attention to incidents of bullying and a governors' and staff working party is currently looking at this issue. Circle time, which is when pupils sit in circle to talk over school issues and problems, is used well to discuss how pupils can cope with bullying and to help them to recognise different types of harassment. Certainly, no bullying was witnessed during the inspection.

59. Good procedures are in place to encourage regular attendance and punctuality. The school has made sound progress in improving pupils' punctuality, which was a key issue from the last inspection. There are a few families whose children still arrive late in the mornings, despite the efforts made. Pupils' non-attendance is monitored carefully and there are several good systems in place to encourage pupils. For instance, awards are given for the class with the best attendance and punctuality, together with individual awards, certificates and stickers presented in assemblies. Graphs in the hall record which class is ahead for attendance and posters around the school, such as "the early bird catches the worm" and "school is great, don't be late" help to ensure clear messages about arriving on time stay in pupils' minds. As the attendance figure is below the average for primary schools nationally, the school is committed to ensuring that the promotion of punctuality and attendance remains a priority.
60. Child Protection procedures are sound, with the named person who is appropriately trained and other teaching staff who have received relevant training. Members of support staff and other staff responsible for the lunchtime supervision of pupils and have not been briefed on current procedures and this is an area for development.
61. The school pays appropriate care to ensure the welfare, health and safety of pupils. Visitors connected to health promotion visit every year, such as those from the rail, road and fire safety services, which help to ensure pupils are aware of possible dangers. Conscious of pupils' need for extra support and guidance, the school provides circle time opportunities, which help pupils to talk over and cope with issues that are concerning them. Pupils' confidence is boosted when they are the special people for the day and their peers say positive things about them. Certificates awarded to pupils for being "A pleasure to have in school" also help to raise pupils' self-esteem. The school provides pupils with good opportunities to experience visits away from home, for younger as well as older children. The opportunities to experience Arethusa weekends and a residential visit to Suffolk are occasions which help pupils to develop relationships and mature.
62. The quality of drug education is satisfactory and staff have received specialised training, with more planned. The school is responding well to recent Government initiatives and a co-ordinator charged with developing a citizenship programme has recently been appointed. The school is well placed to make further improvements.

Partnership with parents and the community

63. The school works hard to build good relationships between itself and parents. This partnership is having a positive effect upon pupils' learning. Contact between the school and the wider community is also good and is adding richness and variety to the curriculum. As a result, the partnership with parents and the community is a strength of the school. The quality of information the school provides for parents is very good overall. High quality newsletters, cheerfully produced in bright colours, are sent out every Thursday and provide upbeat information about current news and events. These are supplemented by useful class letters which tell parents what their child is studying and suggest ways in which they can help at home. In addition, a termly broadsheet newsletter, adorned with pupils' drawings, reminds parents of school procedures.
64. The prospectus is informative and very good quality, well laid out and clear. Parents receive a useful booklet helping them know what to look for when listening to their child read at home and all parents received a copy of the school's new Home Learning policy recently. This helps to ensure they are clear about the school's expectations concerning work that pupils take home. Parents are invited in to class assemblies and other special events.
65. There is a good range of meetings held for parents and the school has extended the established Year 2 and Year 6 parents' meetings to include specific meetings for all year groups. Termly parents' evenings are held, where pupils' numeracy targets are shared and other general targets for work and behaviour are set. Pupils'

end of year reports are of good quality. They state clearly the progress pupils have made in each subject area. They contain a review of how pupils have progressed with their targets and detail the new ones which have been set. The contact with parents of pupils who have a special educational need is sound and parents are fully involved in reviews of their children's progress.

66. Parents say they are pleased with the quality of information they receive from the school, they agree they are well informed about their children's progress and they feel encouraged to play an active part in school life. Those who attended the meeting with Ofsted inspectors were fulsome in their praise for the school's work
67. Parents provide a good level of support for the school. An active Parents' and Teachers' Association works hard to organise fundraising events such as the successful barbecue held during the summer. They are using the money raised to pay for the development of the playground, recently buying a pergola. Many parents helped to improve the playground on "Parents' and Pupils' Power Day". Their hard work is having a positive effect upon the quality of education the school is providing. Parental support is more evident in the fundraising and administrative areas of the school; actual support in classrooms is limited.
68. Support for the work pupils take home is generally good, although there are some families who find it difficult to provide support for learning. Most parents listen to their child read and many encourage their child to complete the Easter and summer holiday homework booklets the school provides. There is also good support for the spellings and tables challenges held annually. Teachers use a home-school contact book to encourage parents of younger pupils to write comments about how their child is progressing with reading at home. The use of these books is inconsistent; several teachers write good quality weekly comments for parents, whilst others only write comments occasionally.
69. The school's links with the community are good. They have developed well since the last inspection and now extend well beyond the occasions described in the last report. Pupils take part in organised events in the area, such as the time when they performed at Lewisham theatre during the summer. The school played an active part in celebrating National School Grounds Week. This was marked by "Parents' and Pupils' Power Day", where everyone joined in, with help from a local art workshop and materials from a concrete manufacturer. Funds came from a major car company. Locally, pupils sing carols at Christmas in the local area, to raise money for charity and recently, Year 4 pupils visited St Dunstan's Church to see their Open Day exhibition. Examples such as these are helping to add interest and variety to the curriculum, as well as encouraging the personal development of pupils. The school has forged good links and is well placed to maintain its partnership with parents and the community.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

70. The headteacher works in close association with a long-established senior management team and supportive governing body to provide sound leadership and management. The headteacher is also well supported by parents, a hard-working teaching force, an effective team of learning support assistants and an efficient administrative staff. Most governors are closely associated with the school and are actively engaged in and helping to maintain the school's positive direction. An appropriate range of committees has been established and each has clear terms of reference. The chair of governors meets regularly with the headteacher to review progress and plan further developments. Governors have developed satisfactory strategies which enable them to monitor the implementation of policies, largely by studying the school's annual review document and responding to the headteacher's reports to governors. Governors have been successful in ensuring that the school complies with most statutory requirements. However pupils do not all have equal access to all areas of the curriculum because they miss parts of lessons and parts of the daily acts of worship when they are withdrawn for extra learning support. Assemblies do not always meet statutory requirements for an act of worship and a small minority of children are regularly withdrawn from assembly for extra learning support without parents' written consent. The amount of time devoted to teaching the National Curriculum falls below the nationally recommended minimum.

71. The special needs co-ordinator provides sound leadership in managing the provision in the school for pupils who need extra learning support. There is a sound working relationship and liaison between the special needs co-ordinator, support and class teachers. The governor with responsibility for ensuring adequate provision for pupils with special educational needs is new to this position and is currently developing her role in the oversight of special needs. She has already attended outside training and has met with the special needs co-ordinator. The school has a large number of pupils with special educational needs although the number of pupils with statements of special educational need is relatively low. The management of the needs of these pupils, using the staged approach, is satisfactory. The policy document is well written and reflects the nationally agreed Code of Practice for pupils with special educational needs in full. Individual education plans are carefully considered though many do not include sufficiently precise short-term targets which makes progress towards targets difficult to assess. Annual reviews are set and planned and parents are invited. The school does all it can to encourage parental involvement and has a good response rate
72. The headteacher is hard-working and is especially effective in ensuring that good relationships are maintained throughout the school and that high levels of pastoral care are maintained. A positive ethos, which promotes striving for improvements in the quality of education provided, has been established. The leadership and management of the school have been largely successful in overcoming the weaknesses pointed out in the last report though the role of senior teachers in reviewing the school's performance remains underdeveloped. Senior managers work hard but are not always exerting sufficient influence to raise standards. The posts of a co-ordinator for Key Stage 1 and for Key Stage 2 have recently been established. These senior post holders have no specific responsibility for developing National Curriculum subjects. The roles of the key stage co-ordinators in terms of curriculum development are not clearly defined. It is not clear, for example, who is responsible for the development, monitoring and evaluation of the early years' curriculum. Among her many responsibilities the deputy headteacher is responsible for checking and ordering stock, normally a duty carried out by administrative personnel. In these respects the roles of senior managers are ill-defined and duties are not always in line with the status of the role.
73. A good school management plan has been produced. It includes clear key issues, a brief note on the action to be taken to tackle these issues, a realistic timescale, personnel responsible for action, success criteria, cost implications and likely outcomes. It is significantly better than at the time of the last inspection when it was not securely linked to budgetary planning. It now indicates explicitly how the success of the action taken will be evaluated in terms of its impact upon pupils' attainment and progress. The school conducts a thorough annual review and produces a helpful document detailing its degree of success in reaching the targets described in the management plan.
74. The school's aims are concise and focus upon the quality of education that will be provided, although there is no explicit statement in the school prospectus which suggests that the school is aiming for pupils to achieve high levels of attainment. The school has a commitment to raising standards and precise targets have been set in liaison with the local education authority for the proportion of pupils who will attain the national target of Level 4 in English and mathematics by 2000. In the 1999 tests pupils came close to the target in English and exceeded it in mathematics. In the light of this success the school intends to review its targets.
75. The school's governors have tackled the issues raised in the last inspection report and the school has been successful in resolving most of the issues raised. The governors' attention has recently been focused on the need to manage the school against a background of falling budgetary allocations. Reductions in financial allocations caused by a falling roll and uncertainties about future funding have been managed well by the headteacher and governors. The curtailment of developments and the decline in resourcing the school have been carefully handled.
76. The main issue which needs to be resolved centres around ensuring that senior teachers effectively monitor and evaluate provision through the school to improve standards further. Time for teachers to be released from their classes to monitor, evaluate, identify weaknesses and take action to ensure improvement is limited. There has been effective monitoring and evaluation of the implementation of the National Literacy Strategy when teachers observed colleagues' practice. A good system of conducting a thorough audit of one area of the curriculum each term has been established and this gives

an indication of areas for development. Good monitoring observation forms are filled in and indicate strengths as well as areas for development. The results of the audits are collated by co-ordinators and fed back to staff. These audits do not, however, result in thorough action plans to resolve weaknesses and evaluate progress towards achieving specific targets. Teachers' planning is reviewed and pupils' work is monitored but not in a sufficiently systematic or rigorous way. For example, presentation of work in some classes has been identified by the school as an issue but this is not followed up with precise guidance about how to improve presentation. The deputy headteacher is not in charge of a class but her time is quickly consumed by giving teachers release time, supporting the learning of reading, liaising with the London Institute of Education, acting as special needs co-ordinator as well as general managerial and administrative duties. Systems for monitoring the quality of educational provision lack clarity. There are no teaching and learning guidelines that establish criteria against which the school can evaluate the effectiveness of teaching. Responsibilities are not always clearly defined as, for example, which member of staff is responsible for developing the early years' curriculum. There have been significant improvements in the leadership and management of the school since the last inspection but the role of senior managers needs further refinement. The leadership and management of the school is effective in ensuring sound levels of pastoral care and that most pupils make satisfactory progress in their learning. The school has moved forward well since the last inspection and has established a firm basis upon which to make further improvements.

Staffing, accommodation and learning resources

77. There are sufficient teachers suitably qualified by training and experience for the age group they teach. There is also a good balance between youth and experience. Teachers provide a good range of expertise across the curriculum and subject co-ordinators are generally well matched to their subject area. There is presently no co-ordinator for history. Whilst the roles of the key stage co-ordinators is not fully defined, the role of the subject co-ordinator is clear and, from time to time, they help to monitor curriculum development and teaching in their subject as part of the school management plan. This is a significant improvement since the last inspection but the results of these evaluations are not as yet used rigorously enough to have any substantial effect upon the quality of teaching and learning. Good use is made of the skills of a primary helper who teaches swimming in the learners' pool.
78. Pupils with special educational needs are generally well supported by primary helpers who liaise with the class teacher in ensuring that the targets set for these pupils are achieved. The budget is not planned to allow for the employment of primary helpers to support classes in Key Stage 2 on a regular basis, and consequently pupils cannot always get the help they need to progress. All adults who are employed in the school work closely together and their prime concern is the academic and social development of the pupils. The team-work is apparent in the school on a daily basis and it creates a secure environment in which pupils learn effectively.
79. The arrangements for the professional development of teachers are well planned and reflect both the needs of the teacher and the school. Appraisal takes the form of a subject audit in which all teachers are observed teaching by members of the senior management team. A verbal and written feedback is provided. This sharpens teaching skills and increases the free flow of information about what is being taught and by what method. In-service training days are used well, focus on agreed aspects of the school's curriculum and organisation and have the effect of strengthening team work. Primary helpers are invited to the training days. Newly qualified teachers are looked after well and an experienced teacher acts as mentor ensuring that support is available when it is most needed. New teachers work towards their own targets and together with colleagues review their progress.
80. Learning resources are good overall, well managed and appropriate to the needs of the curriculum. The new computer suite is an excellent resource. The school now has a wide range of computer equipment to which the pupils have good access. This is an improvement since the last inspection. Most materials are in satisfactory supply and there is an effective policy for the renewal of equipment. The school has less money to spend this year so the provision of learning resources has been carefully and judiciously controlled. The library is a valuable resource and there are sufficient reference and fiction books but it is often locked and is not used frequently by pupils.

81. Accommodation is good. It is bright, clean and spacious. It is well maintained and enterprisingly used. The new computer suite, although inadequate for whole classes, is well established and provides a good base for information technology teaching and access to the Internet. The learners' swimming pool is an excellent facility and well used. The outside area has been improved considerably since the last inspection. The playground has been resurfaced and a good range of play equipment provided. There are stimulating displays of pupils' work in the corridors and classrooms. Overall, the effective management of the school's accommodation and learning resources has a positive effect on the standards attained by the pupils.

The efficiency of the school

82. The management of the financial resources of the school is good. The school's needs as identified on the school development plan are used to set priorities in financial planning and, where appropriate, items on the plan are carefully costed. During the current financial year the school is having to operate on a budget which is significantly smaller than previous years, because changes in local authority housing policy has resulted in a drop in the school roll. The headteacher and the governing body worked closely to identify both spending priorities and also where spending cuts could be made. By making cuts where it was agreed these were possible and by using a large proportion of the surplus accumulated from previous years the school has managed to stay within the budget set for it. By reviewing progress in standards of attainment as measured by results in National Curriculum testing, the governing body has a basic but clear grasp of the effectiveness of its spending priorities in previous years. This represents an improvement since the previous inspection report and the governing body utilised its greater understanding of school priorities to guide its decisions in the current situation.
83. Financial planning is good and financial control is very good. The budget is monitored by the headteacher on a weekly basis and by the governing body twice each term, although currently this is happening more frequently since the school now has a small surplus within which to work. The finance officer prepares a budget update which is easily assimilated by all, along with a written commentary on items which might require further clarification. The finance officer also attends meetings of the finance committee of the governing body in order to be on hand to contribute additional information.
84. The school makes effective use of the funds made available for staff development, which are targeted at priorities on the school development plan and on supporting newly qualified teachers. Funds to support pupils with special educational needs and those for whom English is an additional language are used appropriately.
85. The deployment of teaching staff is appropriate to the school's identified needs and, in the situation of an unexpectedly low budget, the school has avoided teacher redundancies as it was seen as a priority to keep classes reasonably small in order to raise standards of attainment. The school has chosen to maintain staffing levels but it is not sufficiently rigorous in ensuring that this particularly valuable human resource is used to best effect. Several teachers in the school do not have a class of their own and there is no evaluation of the effectiveness with which their time is used. The previous inspection report commented on monitoring of the effectiveness of spending decisions being insufficiently structured and detailed. In respect of this particular allocation, little progress has been made.
86. Good use is generally made of the accommodation available. The school is kept bright, clean and tidy and provides a positive learning environment. The school has a large, airy library which provides a facility to encourage the acquisition of regular reading habits but is not made available for pupils' use in the lunchtime and thus a valuable opportunity is lost.
87. The everyday administration of the school's finances is very good. The school's finance officer is extremely well-qualified and there are efficient systems in place to provide the headteacher and governing body with up-to-date information. A recent auditor's report was positive and recommended only minor changes, all of which have been implemented.
88. In view of these factors, the progress pupils make from the time they enter school, the quality of education provided and the standards attained by pupils, the school offers satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

89. Children under five are taught in the nursery unit prior to the year in which they are five and then move into the reception classes. There are two intakes into school per year, in September and January. The majority of pupils enter school with below average attainment, especially in speaking and listening, language and literacy and social skills. Pupils' progress in the nursery is often unsatisfactory in language and literacy, mathematics and their knowledge and understanding of the world, though progress in social, personal, physical and creative development is satisfactory. Pupils who are under five in the reception class make very good progress in each of the six areas of learning specified in national guidance. By the age of five most have made sound progress overall, but have not reached the expected standards in language and literacy, mathematics or their knowledge and understanding of the world. Most attain the expected standards in the social, personal, physical and creative areas of learning. These judgements are made according to the criteria established by national guidance. The sound standards achieved by the under fives in the nursery, which were described in the last inspection report, have not been maintained but the quality of provision for the under fives in the reception class have improved. The lack of a clear policy, inadequate guidance and the absence of effective leadership for the early years means that the school is currently making insufficient improvements in provision. Children with special educational needs are identified quickly and they are fully integrated into the class and in most cases make progress at the same rate as the rest of the class. Provision for children for whom English is an additional language is satisfactory and they make sound progress.

Personal and social development

90. Teaching in this area of learning is satisfactory in the nursery and good in the reception class. Children are settled into the nursery and reception classes thoughtfully and successfully. By the age of five most children meet the expected standards in their personal and social development. They are taught the difference between right and wrong. Staff are effective in creating a caring and secure learning environment in which children develop good attitudes to learning to become self-confident. This promotes their sound progress. The children show growing independence and initiative when presented with choices and with increasing confidence follow instructions. For instance, when given a task they settle quickly and respond to instructions without question. In the nursery class children's attitudes to learning are satisfactory, while in the reception class children's attitudes to learning are good and often very good. In the nursery, children are mostly interested and generally well behaved, learning to put up their hands to answer or ask questions. They listen quite well and understand set routines. In reception, children enjoy all the challenges presented and work hard, individually and in groups, to develop their all round skills and celebrate their new-found independence in learning. They delight in sharing their work with any available adult. Children are very well behaved and are forming good relationships with each other and with adults.

Language and literacy

91. Teaching of this area of learning is unsatisfactory in the nursery and very good in the reception class. By the age of five, most children do not reach the required standard in language and literacy. However, they make sound progress overall from entry and are developing their skills well and come close to achieving the desirable learning outcomes by the time they are five. Children listen attentively to stories, songs and nursery rhymes. In the nursery the learning environment is not sufficiently well structured to encourage the development of speech. The role play areas are not inviting and the dressing up clothes lack quality. The book area is not well structured and there are few examples of writing in displays, signs and instructions. Opportunities to develop language skills are not always seized. Children lack confidence when sharing their experiences but in the reception class adults use skilful questioning to encourage them to express their ideas and increase their vocabulary. For example, they were asked to describe what they had seen in the playground and they were given appropriate help and encouragement in their answers. Children handle books carefully, know that print carries meaning and that, in English, writing is read from left to right. However, most of them tell the story by following the pictures. By the age of five, about a quarter recognise simple words and are beginning to develop basic reading strategies. Most write their own name and copy letters in recognisable script. The literacy hour is having a significant impact on children's progress.

Mathematics

92. Teaching of this area of learning is unsatisfactory in the nursery and very good in the reception class. In mathematics, the majority of children make sound progress overall and come close to reaching the expected standard by the time they are five. In the nursery there are too few opportunities to explore shape and pattern. Counting skills are not taught well and expectations of children's performance are too low. In the reception class expectations are high and opportunities are seized to extend children's understanding of number by reference to everyday activities, such as the number of children who are absent at registration and the relative ages of the children in the class. By the time they are five most pupils recognise the numbers 1 to 20 and some beyond and most can compare, sort and match everyday objects accurately. Children order and sequence pictures correctly, order objects according to size and continue repeating patterns. They use mathematical language appropriately such as size, pattern and shape and are familiar with number rhymes that reinforce their knowledge and understanding. Children use information technology effectively to support their learning with programs on, for example, counting and shape.

Knowledge and understanding of the world

93. Teaching of this area of learning is unsatisfactory in the nursery and very good in the reception class. In the nursery there is insufficient emphasis on teaching children about the world in which they live. The learning environment in the nursery is not sufficiently well structured to promote the exploration of the wider world. Expectations of children's ability to assimilate knowledge and develop understanding are too low. Overall children make sound progress and by the time they are five most come close to reaching the required standard by the time they are five. They investigate their surroundings through journeys from home to school and visit the local shops, recording their findings in a variety of ways on simple maps. There are good links to literacy using stories such as "Rosie's Walk" to show a journey. Children are given effective opportunities to explore the environment close to them by, for example, walking round the school grounds. They identify shape, colour and texture as they look closely at objects and living things. The children recognise that time passes by looking at old and new teddies and talking about their brothers and sisters and babies. Effective opportunities are provided for the children to assemble and disassemble simple models using a variety of construction kits to try out ideas. They successfully use clay to make clay-bears and develop increasingly precise hand control. Their computer skills are satisfactory; they successfully control the mouse when following programs which move objects around the screen.

Creative development

94. Children make sound progress in this area of learning and by the age of five they attain the nationally expected standards. Teaching is sound in the nursery and very good in the reception class. Children's creative development is well fostered through an appropriate range of activities. Many drawing and painting opportunities are provided. The children produce pictures using paint and collage and are developing the ability to identify the quality of shade and colour. For example, the children in the nursery have closely observed a teddy bear and chosen the correct colour to paint it. They explore sounds to produce an effect through the use of untuned percussion instruments. They are becoming aware of the difference between loud and quiet and clap simple rhythms. The role play areas of the house of 'The Three Bears' in the nursery and 'writing corner' in the reception provide stimulating opportunities for the children to play co-operatively. In addition, they develop their imagination by enabling them to re-enact familiar stories and make up their own.

Physical development

95. Teachers make at least satisfactory provision for the children's physical development. Teaching is sound in the nursery and very good in the reception class. The majority of children attain the expected standards by the time they are five. They control and manipulate small objects, such as pencils, construction apparatus, modelling tools, scissors and paint brushes, safely and appropriately. They have many opportunities to cut, stick and join objects together, for example, when making 'Elmers' from the story of 'Elmer the Elephant'. In physical education lessons in the nursery and in the reception class the children make at least satisfactory progress. Children in the nursery enjoy using the outdoor play area and develop control and co-ordination and awareness of space through the use of large apparatus and equipment.

96. There are some significant weaknesses in the quality of teaching in the nursery. Teaching of the personal, social, physical and creative areas of learning are satisfactory but teaching is unsatisfactory in language and literacy, mathematics and knowledge and understanding of the world. For example, planning, although detailed, lacks specific learning objectives for lessons. There is a lack of structure in the teaching style and imprecise language is used when, for example, comparing sizes and matching numbers in a mathematics lesson. The grouping of children is not firmly rooted in assessment of their needs. There is a lack of direction for those children who are not concurrently taught by the class teacher or the nursery nurse. Some positive features include, well prepared activities, a secure learning environment and good use and deployment of the nursery nurse. Nursery staff work well together and collaborate with planning and assessment of children's needs.
97. Overall, teaching in the reception class is very good and is never less than good. Very good teaching is characterised by good subject expertise, which is seen in the confidence when demonstrating and answering the children's questions. Effective planning that is clear and detailed takes into consideration the national guidance for children under five. The teacher's enthusiasm stimulates and motivates the children to try harder. The pace of the lessons is brisk and clear challenges are set. Other positive features include the use of a good range of resources and very good control. Very good relationships are established between adults and children. The teaching of language and literacy and numeracy is well organised to meet the varying needs of different groups of children. The teacher creates a calm, purposeful learning-focused environment.

ENGLISH, MATHEMATICS AND SCIENCE

English

98. In the National Curriculum tests for seven year olds in 1998, pupils attained standards which, when compared with all schools, were average in writing but below average in reading. When compared with schools which have pupils from similar backgrounds the school's results in the tests were above average in reading and writing. The proportion of pupils who attained the national target of Level 2 in reading was close to the national average and in writing it was above the national average. In both reading and writing the proportion who attained the higher Level 3 standard was below average. The as yet unpublished figures for 1999 show an increase in the proportion of pupils who attained Level 2 in reading but no national figures are currently available for comparison. In recent years there has been a steady increase in the proportion of pupils in Key Stage 1 who attain the national target of Level 2 in reading and writing. Inspection findings largely reflect the latest test results. Based on evidence seen during the course of the inspection pupils' attainment by the end of Key Stage 1 is in line with national expectations in reading and writing but below expectations in speaking.
99. By the end of Key Stage 1, pupils make observations about their learning and talk about their response to their reading. Most pupils can express an opinion on a range of topics. Pupils speak clearly and pitch their voices at an appropriate level, although what they say frequently contains grammatical errors and many pupils do not speak in complete sentences. Pupils benefit from discussion as a valuable learning tool as, for example, when they are encouraged to express an opinion about how different characters in their favourite stories might be feeling. Most find difficulty in expressing their views confidently.
100. By the end of Key Stage 1, nearly all pupils read simple words accurately and use a variety of strategies to work out words they find difficult, such as sounding out the letters or gaining clues from the illustrations. Most pupils are beginning to read fluently, with developing expression, and use punctuation to help them with inflection. They have a good knowledge of the structure of books and know about the contents page, the index and the difference between the author and the illustrator. Pupils across the range of attainment enjoy reading and have positive attitudes towards it.
101. By the end of Key Stage 1, most pupils can write in complete sentences and understand the use of full stops and capital letters, although many do not use them consistently. Most pupils can write a simple narrative account and many pupils make sensible written answers to questions about the books they are reading and express an opinion and preferences about these as, for example, when pupils wrote about

their favourite books. Most pupils develop a range of simple words which they spell correctly, although many pupils find spelling difficult and their spelling is erratic. They have an increasing awareness of the technical terms used to describe language and can recognise, for example, the difference between consonants and vowels and know that all words must contain at least one vowel or the letter 'y'. This knowledge helps to improve their spelling.

102. Pupils' attainment in the National Curriculum tests for eleven year olds in 1998 was, when compared with all schools well below the national average. When compared with similar schools, pupils attained results which were average. The as yet unpublished results for 1999 show a significant increase in the proportion of pupils achieving the national target of Level 4 as well as an increase in the proportion who attained the higher Level 5 standard. The trend over recent years has generally been upwards apart from a decline in 1998 which was partly due to the group of pupils which took the tests in that year comprising a higher proportion of lower-attaining pupils. Overall attainment, based on evidence gathered during the course of the inspection, shows that by the end of the key stage, whilst a large minority of pupils attain the standard expected of eleven year olds, most pupils are not attaining this standard. Attainment in reading is in line with national expectations but in writing and in speaking standards for most pupils are lower than would normally be expected. By the time they leave school pupils with special educational needs and those who have English as an additional language attain standards which are below expectations for eleven year olds.
103. By the end of Key Stage 2, pupils explain their own ideas orally and respond to the ideas of others. They use discussion for a variety of purposes, including to refine and revise their own opinions in the light of what they have heard; for example when discussing what 'clues' newspaper headlines give us about the articles which follow. Pupils across the range of ability are inhibited by a limited vocabulary and by the frequency of grammatical errors in their speech. Most lack confidence in speaking. Little evidence was seen of the use of speaking and listening in more formal situations such as in drama, assemblies, or discussions about issues which affect the school or issues from the wider world.
104. Most pupils in Key stage 2 are enthusiastic about reading and appreciate opportunities to talk about what they have read. Most pupils read accurately and with developing fluency and expression. They have appropriate research skills and use the vocabulary associated with this such as 'publisher' and 'illustrator'. They are able to explain how to use the library and how to look for information in books, although lower-attaining pupils are uncertain of some of the vocabulary relating to this.
105. Pupils can write in complete simple sentences but most pupils in Key Stage 2 have only a very limited range of joining words at their disposal, which means that they are unable to vary the length and structure of their sentences. Most pupils use full stops and capital letters, although there is some inconsistency in their use and only the higher-attaining pupils use more advanced forms of punctuation. Many pupils find spelling difficult and also experience difficulty in using a dictionary. Although they are aware that it is important to spell accurately and know how to learn spellings, the spelling of some pupils is inconsistent and not enough progress has been made in this since the last inspection. Most pupils write for a variety of purposes and audiences and develop their ideas into more detailed writing, although the limited vocabulary of many means that they are restricted in the ideas they express.
106. During Key Stage 1 pupils, including those with special educational needs and those who have English as an additional language, make good progress. Most pupils become competent readers and learn a range of strategies to help them with their reading. Many pupils progress to being able to discuss and make clear judgements about what they have read. Many pupils progress beyond writing simple narrative accounts to using writing in order to record their opinions and preferences. Progress in all these areas is restricted by the limited vocabulary of most pupils.
107. Overall during Key Stage 2 pupils, including those with special educational needs and those who have English as an additional language, make satisfactory progress. However, progress is inconsistent across the key stage because a significant number of pupils enter and leave the school between the end of Year 2 and Year 6. Those who remain in the school from Year 2 to Year 6 generally make better progress than those who do not experience such continuity. Whilst progress for most is satisfactory, the attainment of a significant minority of pupils who enter the school partway through the key stage is often well below national expectations and this depresses the overall level of attainment at the end of the key

stage. Pupils make appropriate progress in the range and complexity of what they write, although the limited vocabulary of most pupils restricts their progress. Often their ideas outstrip their ability to express them adequately. Pupils use discussion as an increasingly useful learning tool and develop the ability to benefit from listening to fresh ideas.

108. Handwriting and presentation are usually satisfactory in both key stages and the younger pupils, in particular, take care to ensure that their writing is of consistent size and is appropriately spaced. Pupils in Key Stage 2 know how to form joined writing but do not always do so, including older pupils at the end of the key stage. Many older pupils are developing the habit of using a pen to complete neatly presented work.
109. The skills of literacy and oracy are developed satisfactorily in a range of other subjects. In art lessons pupils discuss the work of well-known artists and evaluate their work. In both history and geography pupils adopt a variety of methods of recording their knowledge and understanding; for example, written accounts, charts and annotated graphs. In geography pupils used their skills of creative writing to write poetry about a river they had visited on a field studies excursion.
110. The attitudes and behaviour of pupils in their English lessons are usually at least satisfactory, in over half the lessons seen it is good and in a small proportion very good. This represents a considerable improvement since the last inspection report. Pupils are quiet, attentive and keen to participate in lessons by answering questions and offering opinions. Although many pupils find it difficult to wait for their turn to speak without shouting out, most do their best to comply with teachers' expectations of orderly discussions. They show enthusiasm for their activities, especially for their reading. Pupils are, in general, less enthusiastic about writing tasks but settle to these quickly, particularly when the task is appropriately matched to their abilities. They show satisfactory levels of concentration and a desire to make progress. In the small minority of lessons where behaviour is unsatisfactory, the general inattention is usually attributable to one or two individuals who cannot settle to work and distract others.
111. Virtually all teaching seen was at least satisfactory and more than half was good, with a quarter being very good. This is a considerable improvement since the last inspection, when teaching was described as 'sound overall'. All the very good teaching was in Key Stage 1. Teaching in Key Stage 1 is mostly good and in Key Stage 2 it is mostly satisfactory. This has a direct impact on the progress which pupils make; good in Key Stage 1 and satisfactory in Key Stage 2. The good and very good teaching is characterised by planning which identifies the needs of pupils and sets learning objectives and activities which will meet these needs. For example, in a lesson planned to address difficulties with spelling, clear guidance was given coupled with a demonstration of exactly how to use a dictionary and examples of how the work should be completed. In lessons where the teaching is good a variety of tasks are set to meet the differing needs of all pupils. Teachers have clear knowledge of the needs of their pupils and offer good quality support to individuals and small groups. Good use is made of question and answer sessions to extend pupils' knowledge and understanding by challenging them to think hard. Marking is regular and helpful in giving pupils pointers on what they need to do to improve. The termly written assessments give pupils longer-term goals to aim at, although since these are only recorded in pupils' exercise books, no longer-term record of attainment and progress is built up. The one unsatisfactory lesson did not offer all pupils tasks that were appropriate to their needs and in consequence a small minority of pupils lost concentration and were a distraction to others. The teaching for pupils with special educational needs and for pupils who have English as an additional language is satisfactory.
112. The planned curriculum meets statutory requirements but the policy for teaching English is extremely out of date, makes no reference to the National Curriculum or the requirements of the literacy hour and fails to offer appropriate, relevant guidance to teachers. A satisfactory start has been made to the introduction of the literacy hour and all teachers are meeting its requirements. The national guidelines for introducing the literacy strategy have been adopted as the school's scheme of work. The co-ordinator is currently revising the policy to meet the circumstances of the school more precisely. Significant improvements have been made since the last inspection and the school is beginning to establish a sound basis on which to make further improvements. There are good resources for the teaching of English and in each classroom there is a good selection of reading and information books for pupils' use. There are too few dual texts for pupils who have English as an additional language. There is a large, appropriately stocked library. It is clear that pupils sometimes use this for research purposes during lessons, although

this was not seen during the course of the inspection but pupils are not given opportunities to use it during lunchtime or after school. In this respect, this valuable facility is not being used sufficiently.

Mathematics

113. In the National Curriculum tests for seven year olds at the end of Key Stage 1 in 1998, 84 per cent of pupils attained at least the national target of Level 2 and of these 17 per cent attained the higher Level 3 standard. The proportion of pupils who attained Level 2 was equal to the national average and the proportion who attained the higher standard was close to the average. When compared with all schools, results were broadly in line with the national average but were above average when compared with similar schools. The trend of test results over the last three years has remained steady and broadly in line with the national average, although the unpublished test results for 1999 indicate a significant rise in the proportion of pupils gaining the national standard or above.
114. The National Curriculum tests for eleven year olds at the end of Key Stage 2 in 1998 showed that pupils' performance was well below average when compared with all schools but average when compared with similar schools. The proportion of pupils who attained the national target of Level 4 and the higher Level 5 standard was well below the national average. The trend of test results over the last three years has matched the national trend although the 1998 results were unusually low. However, the unpublished results for 1999 show a significant improvement in the proportion of pupils who attained the national standard or above. There is no significant difference in the performance of boys and girls. The inspection findings broadly reflect the average performance of previous years, and by the end of both key stages pupils attain standards which are in line with national expectations.
115. Pupils, including those with special needs and those for whom English is an additional language, in both key stages are making significant headway in improving their performance, particularly in mental arithmetic. Regular daily practice of mental arithmetic in each class helps to sharpen skills. Pupils have a sound recall of number facts and this is improving rapidly. Pupils make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. Work is not always closely matched to pupils' differing stages of development and this lack of an accurate match impedes progress because work is too easy for higher-attaining pupils and too difficult for lower-attaining pupils.
116. By the end of Key Stage 1, most pupils know addition and subtraction facts to 20 and use them to solve simple problems in number. They apply their knowledge to counting money and checking the change from 20 pence when shopping. They understand place value in two figure numbers and demonstrate this when using the number fan. Pupils develop the vocabulary of mathematics and, for example, correctly use odd, even, more and less than. This enhances their understanding and helps them to explain what they are doing. They know about regular shapes and their properties, correctly counting faces and edges. They also know that shapes can be fitted together to make a continuous pattern. The higher-attaining pupils begin to see the pattern in shape and number and confidently predict what will happen next. Pupils collect information, such as the favourite fruits of the class or routes to the school and record it in block graphs and pictograms. Pupils estimate distance and measure accurately, using metric units or non-standard units like the handspan.
117. By the end of Key Stage 2, most pupils have a secure grasp of place value and the four operations of number and they are beginning to understand factors and multiples. However, their knowledge of multiplication tables is not secure and consequently they have difficulty in solving problems. Pupils measure accurately but are not always confident in their use of metric units and sometimes unclear about where to place the decimal point. Pupils identify the pattern in a sequence of numbers and correctly predict the next terms. They estimate and round up numbers. High attainers manipulate large numbers with ease. Pupils in Year 6 know the divisibility tests for numbers up to 10 and use the calculator to check their results. They understand probability and games of chance and predict outcomes when tossing two coins simultaneously. They draw the net of common three-dimensional shapes such as the cube, know how to fix points using co-ordinates and correctly draw the lines of symmetry of regular shapes.

118. Pupils' progress is enhanced at both key stages through daily practice in mental calculation and the revision and application of number facts. Pupils are encouraged to explain their thinking and in so doing arrive independently at the correct answer. Pupils with special educational needs are given satisfactory support, although the targets given sometimes lack clear focus. The needs of the high-attaining pupils, particularly in Key Stage 2, are not clearly identified and these pupils often spend time repeating work in which they are already competent. Classroom computers are not used sufficiently to support learning and enhance progress.
119. Mathematical skills are used satisfactorily in other areas of the curriculum. In geography, the pupils plot a line graph of the temperature difference between London and Jamaica; they use a Venn diagram for sorting simple information. In science, they use diagrams to classify living things. In history, pupils use a time line to chronicle events and use bar charts to investigate employment in Victorian England. In information technology, pupils respond well to doing things in the correct order and are adept at finding the correct place on the menu of computer programs.
120. Most pupils respond well to their lessons, and, on the whole, their attitudes are positive. There are, however, a few pupils, mainly boys in Key Stage 2, who take a disproportionate amount of the teachers' time and disrupt the learning of others. Most pupils enjoy lessons and are keen to make progress. They respond particularly well to mental arithmetic and senior pupils enjoy the challenge of a mathematical investigation. At best, pupils work well together and share information. They show their pleasure when they get things right. A small minority of pupils find it hard to sustain concentration and this is not helped by sitting on the carpet for long periods listening to the teacher. They concentrate better when actively engaged.
121. Teaching is good in Key Stage 1 and satisfactory in Key Stage 2. Teaching has improved considerably since the last inspection, partly as a result of the introduction of the National Numeracy Strategy. Most lessons are well planned and structured, although the lesson plans are not always clear in setting out what is expected of different ability groups. The best teaching is clear and sequential. Teachers ask the right questions and emphasise the key points. The lessons move at a good pace and the teaching is brisk. Teachers listen well to the pupils and provide full answers to questions. They intervene appropriately to check pupils' understanding. They are firm but friendly and relationships are based on mutual respect. In a few lessons in Key Stage 2, pupils are not taught methods of calculation early enough and so become confused by the questions which do not fit the pattern. In other lessons there is too little equipment for teachers to use in emphasising key points; for example, in fractions and percentages, with the consequence that pupils do not grasp the basic idea. Most teachers have a clear understanding of what their pupils know, understand and can do. Assessment procedures are satisfactory and inform the planning of each lesson.
122. The subject is well planned. Collective hard work has ensured the successful implementation of the numeracy hour. Teachers and learning support assistants have attended numeracy training sessions to good effect. The National Numeracy Strategy is the school's scheme of work which provides a good basis for teaching mathematics, although it is not yet sufficiently aligned with the specific needs of the school. Resources are satisfactory and well maintained. However, the necessary sharing of resources means that they are not always available when they are most needed. Accommodation is good. It is bright and spacious and displays of pupils' work are excellent. The planned curriculum meets statutory requirements. Since the last inspection, the school has maintained a steady improvement in standards at Key Stage 1. The 1999 unpublished results at Key Stage 2 indicate a significant improvement. The school is well placed to maintain the national standard at both key stages.

Science

123. The results of teacher assessments required by the National Curriculum in 1998 show that the attainment of pupils aged seven is well below the national average. The proportion of pupils who reach the higher levels is also well below the national average. Pupils' attainment is broadly in line with the average for similar schools. The unreported results of 1999 show a significant improvement in the proportion attaining average standards. Inspection findings show that, by the end of Key Stage 1, pupils attain

standards which are in line with expectations set out nationally for seven year olds. The national comparative figures for 1999 teacher assessment results are not as yet available.

124. The results of the 1998 National Curriculum tests for eleven year olds show the standards of pupils' attainment as well below the national average. Pupils' attainment is below average when compared with similar schools. The proportion of pupils reaching standards higher than those expected for pupils age eleven is also well below the national average and below average for similar schools. The unreported figures for 1999 show a marked improvement with 30% more pupils than in 1998 reaching the national target of Level 2. The inspection findings reflect these results and confirm that standards are rising steadily in most aspects of the subject. The attainment of the eleven year olds is, however, still below expectations. The improvement in the standards is largely due to the sound quality of teaching and teachers' sound knowledge and understanding of the subject. However, as with the previous report, insufficient attention is being paid to developing skills in scientific investigations particularly for the higher-attaining pupils and this remains an area of weakness.
125. In Key Stage 1, younger pupils demonstrate sound knowledge of what plants need in order to grow. They confidently name external parts of the body and describe their functions. They begin exploring the five senses and use relevant terminology to describe their experiences; for example 'we taste with our tongues not with our mouths'. They classify living things according to similarities and differences and demonstrate understanding about growing and changing. Older pupils understand that living creatures have a life cycle. They can sequence the stages of development in the life cycle of creatures such as butterflies and frogs. Pupils have a satisfactory knowledge of materials and sort them into groups accurately according to their properties. They develop use and awareness of senses when working with materials and learn to describe them correctly. They are familiar with the properties of magnets and make an electrical circuit correctly. When given opportunities to investigate, pupils make predictions and sensible suggestions and learn to record conclusions. However, there are insufficient opportunities for pupils to be involved in independent scientific enquiry. Pupils are not acquiring scientific knowledge and understanding in a systematic way.
126. By the end of Key Stage 2, pupils know about seed germination, name the parts of plants and understand where to locate stamen or stigma of a flower. They describe the effect of 'change'; for example, of heating or cooling, on a range of materials. They develop awareness of the processes of separating materials; for example sieving. However, pupils do not sufficiently participate in guided experiments, use a range of simple equipment to carry out a 'fair test' on substances, make predictions, or understand the 'cause and effect' and they do not record their observations fully. They show limited understanding of fair testing, prediction and the need for accuracy and precision in their investigative work so as to produce meaningful results. Independent recording skills are generally weak. Often the work is recorded on prepared worksheets, which limits progress and provides insufficient challenge. Little use is made of information technology to present data in a more interesting way or to record results of experiments. Good use is made of numeracy skills as when pupils record and analyse data in experiments about plant growth while growing cress or beans. The development of literacy skills is enhanced when teachers constantly use the correct scientific vocabulary and encourage pupils to do the same as in Year 6, when examining different types of soils, pupils learnt to make correct use of terms such as, anchorage, nutrients, fertile and barren.
127. Pupils make satisfactory progress in most aspects of the subject in both key stages. The satisfactory progress which pupils make in Key Stage 2 is not reflected in attainment at the end of the key stage, which is below national expectations of eleven year olds because of the high proportion of mobility in Key Stage 2. Many pupils enter and leave the school part way through Key Stage 2 and this has an adverse effect on the consistency of their learning and on attainment. Pupils make steady progress in developing and using scientific vocabulary. Pupils with special needs make satisfactory progress in both key stages. Their progress is better when extra support given by class teachers and learning support staff is carefully planned to suit their needs. Pupils with English as an additional language make satisfactory progress when supported by an extra adult. In general pupils are given work which is within their capabilities. However, pupils of higher attainment are often not challenged sufficiently. Many pupils in Key Stage 2 lack confidence in presenting their findings with drawings, graphs, charts and tables and in making valid scientific conclusions based on observed evidence. Pupils' ability to seek patterns and evaluate results in investigations is also underdeveloped.

128. Pupils have good attitude to their work in most lessons. They are enthusiastic, listen well and take part in discussions. Most pupils behave appropriately, engage in activities with interest and respond appropriately to questions. They work safely and co-operatively, share equipment and help each other.
129. In both key stages the quality of teaching is satisfactory overall and there is a significant proportion of good teaching in each key stage. This has a positive effect on standards which are steadily rising. In the best lessons most teachers use probing and open-ended questions to elicit fuller response, prompt further enquiry and provide challenge. Teachers' own knowledge of the subject and scientific understanding is good and affects the quality of planning and the questioning of pupils. However, the content of lessons is not sufficiently linked to pupils' previous learning and opportunities for practical investigations are limited. There is often a lack of challenge in the tasks provided and low expectations of pupils' quality and quantity of work. Displays in most classrooms are effectively used to stimulate pupils' curiosity and encourage enquiry. In most lessons, teachers employ effective strategies for dealing with inappropriate behaviour. The organisation and use of time and resources to support learning is generally satisfactory.
130. The planned curriculum meets statutory requirements. The co-ordinator gives clear direction for the subject. The science policy is very old and in need of a review. The previous co-ordinator has carried out classroom observations, but outcomes of these are not followed rigorously to improve teaching further. The school is currently working on the schemes of work and arrangements for assessing pupils' work. Good links are being made with the national model schemes of work. The quality of marking is variable. Some teachers provide useful comments for pupils to improve. Resources are good and organised for ease of access. Since the last inspection, the school has maintained a steady improvement in standards. The as yet unpublished 1999 National Curriculum test results at Key Stage 2 indicate a significant improvement. The school is well placed to make further progress at both key stages .

OTHER SUBJECTS OR COURSES

Information technology

131. At the end of Key Stage 1 and Key Stage 2, attainment is broadly in line with expectations of seven and eleven year olds. This is a finding similar to that of the last inspection.
132. By the end of Key Stage 1, pupils word process simple texts. They use the enter and return keys. They know how to rearrange text on the screen and how to move text up and down. They use correctly the highlight, space bar and delete keys. Pupils locate the paintbrush program on the main menu and successfully manipulate colour and shape to produce a face with changing expressions or a carefully assembled house and garden. They retrieve information previously stored in their file. Pupils can programme a floor turtle for direction and distance, but this was not seen during the inspection week.
133. By the end of Key Stage 2 , pupils have gained further experience in word processing. They save and retrieve, use graphics as well as text, enter data into a data base and produce bar charts. Pupils learn how to cut and paste text and how to use the spell check. They use the CD-ROM to access information to support classroom projects. Since the beginning of the term pupils have had access to the Internet and are gaining familiarity with its use. Pupils log-on independently and find the Website they need which during the inspection week was 'Tudor England'. They successfully select information which they download on to the computer's notepad and print off. Their skills in control technology and modelling do not yet reach the same standard as their word processing skills. This is a similar finding to the last report.
134. Pupils make satisfactory progress in Key Stage 1 and in Key Stage 2. The use of the Internet considerably enhances computer skills and provides excellent motivation for pupils in Key Stage 2. Pupils are taught computer skills directly in class groups and in most classes as an integrated part of other subject lessons. The dual approach, when it occurs, enhances progress. However, the computers in the classrooms are less frequently used than they might be and there is no consistently maintained record

of what the pupils can do. Pupils with special educational needs in both key stages make satisfactory progress but greater use could be made of basic numeracy and literacy software in individual support work. There are occasional opportunities for higher-attaining pupils to work independently.

135. Pupils respond well at both key stages. Attitudes, almost without exception, are good and very positive. Most pupils are fascinated and some captivated, by what can be achieved. They are developing confidence in their own abilities but they quickly ask for help if they need it. They work well together and share their expertise. Pupils supplement their work at school with work at home.
136. Teaching is good in Key Stage 1 and overall it is sound in Key Stage 2. Lessons are well planned and based on a scheme which promotes the development of computer skills in careful sequence. Teachers are steadily gaining in confidence and prepare well, although they are flexible and adaptable and, where necessary, learn with the pupils. Good teaching is precise, imaginative and well sequenced. When teaching is incidental and pupils have their 'turn' on the computer in the classroom, teaching is less effective. Relationships are good; teachers are patient and encouraging.
137. The subject co-ordinator has worked assiduously to ensure that pupils leave the school confident in the use of information technology. The recent installation of the computer suite and regular access to the Internet has made a significant impact upon the learning of computer skills. The computer suite is ideal for half-classes but the school does not have the resources to provide staffing and whole classes find the suite rather crowded. The facility means that the school is well placed to make further improvements. Since the last inspection the school has moved forward considerably in its provision, although the weakness in control technology remains.

Religious education

138. The attainment of pupils by the end of both Key Stages 1 and 2, is broadly in line with the new Locally Agreed Syllabus.
139. By the end of Key Stage 1, pupils can follow the ideas and information about Christian festivals and celebrations such as Christmas, Harvest and Easter. Pupils are developing a personal response to right and wrong. They can talk about their personal values and show respect for the views of others.
140. By the end of Key Stage 2, many pupils have learnt about the life of Jesus Christ through stories from the Bible and demonstrate adequate knowledge of his teachings. Many are able to understand the deep meaning of the religious stories, for example, Joseph and his coat of many colours. They think about the relationships and what good friends are, as they enact the story of the Good Samaritan. They are beginning to discuss complex issues such as the nature of God and heaven. Pupils learn about other major religions of the world and acquire understanding and respect for the life of people from various cultural backgrounds. However, their knowledge of the festivals of other religions, key people, the places of worship and holy books, is rather limited.
141. Throughout the school pupils' overall progress is satisfactory. Pupils with special educational needs, also make satisfactory progress both in lessons and over their time in school. Pupils in both key stages explore their own emotions and talk about their families and family activities. Pupils in Year 2 talk about the natural world and God's creation with increased confidence and understanding of features such as trees, animals, the sun and the moon. Pupils in Year 3 discuss ideas about God and link this with their historical topic, the Ancient Egyptians. Pupils in Year 4 visit the local church and make note of its special features as well as the service provided to the local community.
142. Pupils' attitudes and responses are generally satisfactory. They listen carefully to the teachers' explanations and stories used in lessons. They behave well in class and respond to questions with confidence. Most pupils show a positive willingness to talk about and share personal experiences.

143. The quality of teaching in the lessons observed was satisfactory. Teachers manage pupils well and ask appropriate questions. Their knowledge of the subject is sound. Teachers use an appropriate range of activities and suitable artefacts to maintain the interest of all pupils. The teaching of religious education makes good contributions to pupils' literacy skills. Recording of information in lessons often involves sequencing events in the story for younger pupils. Older pupils are encouraged to record their knowledge, through writing their own accounts. Teachers, supported by the newly developed schemes of work, now plan systematically to build on pupils' learning as they move from year to year. There are as yet no assessment procedures as prescribed by the Locally Agreed Syllabus. The school assemblies support religious education and extend pupils' knowledge. The sound provision reported at the time of the last inspection has been maintained. The school's policy is currently in draft form and schemes of work for religious education are based on the Locally Agreed Syllabus designed to provide good guidance and a clear framework to teachers. The initial steps which have been taken to create a policy and introduce new schemes of work means that the school has a sound basis on which to make further improvements. However, the current religious education curriculum does not focus sufficiently on promoting the spiritual development of pupils in a planned way. Resources, including multicultural artefacts to teach pupils about other religions of the world, are sound and are organised centrally for ease of access. The range and quality of books are satisfactory.

Art

144. Exceptionally good two-dimensional work is produced by pupils in all year groups. Pupils draw with care and increasing precision. They paint bold self portraits, as well as portraits of Tudor monarchs, and use colour confidently. Pastel crayons, chalk and charcoal are used sensitively to produce pictures of high quality. Pupils know about the lives and works of a wide range of artists. They study the French Impressionists, the work of modern American artists like Georgia O'Keeffe as well as the works of Hockney and the ephemeral art of Andy Goldsworthy. The great number and variety of artists and their works studied by the pupils is unusual. Pupils use their studies well as inspiration for their own works. Pupils in Year 5 create delicate temporary works using twigs, leaves, wild flowers and fir cones, having been inspired by pictures of Goldsworthy's artefacts. The depth of their studies is exceptional. They study not only the techniques used by Seurat in 'The Bathers at Asnieres', for example, but also the great range of sketches and drafts he made as a prelude to creating the main work. This gives pupils a good insight into the process of practising, considering and drafting a piece of work prior to its eventual completion. They sketch and colour African masks and objets d'art and learn about the shapes and patterns associated with different cultures, including Australian aboriginal art forms.
145. Pupils show acute powers of observation as they study still life before experimenting with a range of sketching pencils. They note detail and use techniques such as shading and cross hatching to give depth to their drawings. Pupils learn printing techniques and, after making careful drawings of a teacher's bicycle, pupils in Year 1 incised polystyrene sheets to make printing blocks prior to using rollers and printing ink to produce good quality prints. Pupils in Year 2 made an exceptionally good three-dimensional creation inspired by Miro's 'The Escape Ladder' but three-dimensional work is not generally well developed throughout the school. Very good links are made with other subjects, such as science where pupils draw plants in order to understand their structure more thoroughly and religious education where pupils create Rajput paintings to tell the story of Rama and Sita. They know that Islamic art is largely associated with geometric patterns and that mosques are often decorated with geometric designs. They study and copy images of the Buddha from different countries and this extends their understanding of how different people interpret things in different ways. Good use is made of information technology to support learning. Pupils in Year 2, for example, created good computer generated pictures inspired by the works of Jackson Pollock and Piet Mondrian. Throughout the school pupils, including those with special educational needs and those for whom English is an additional language, make good progress.
146. Pupils thoroughly enjoy their lessons partly because they are usually presented with interesting challenges. They listen attentively to instructions and concentrate hard on their work. They adopt a serious approach to the subject and are generally proud of their achievements. They have developed an astute critical awareness and can express opinions about what they like and dislike, often giving well-considered reasons, and which artists they admire. In one drawing lesson the work of the previous

year's pupils was shown as an example of the standard expected. Gasps of admiration clearly showed a good level of appreciation of the technical skills required to complete high quality, detailed drawings.

147. The quality of teaching is good. Lessons are carefully prepared and teachers give clear explanations of the skills to be developed. Reasons are given for looking hard and drawing carefully. In one lesson, for example, the pupils in Year 6 were introduced to scientific botanical drawings from the last century and shown how close observation can lead to greater understanding and appreciation of the structure of the plants being studied. In a few lessons the behaviour of a small minority of pupils is not managed well and they disturb the work of others. In most classes a serious, quiet working atmosphere is generated. Teachers have a good knowledge and understanding of the subject. They are given able support by the co-ordinator and good guidance is available in a detailed scheme of work though this is not followed consistently. Good displays of work make a positive impact upon the learning environment. The best ask questions, such as what 'ephemeral' means or encourage comparisons to be made between the work of one artist and another. The quality of work produced is a strength of the school and there is evidence that the skills developed in this subject support work in other areas of the curriculum. Close observational skills developed in drawing, for example, help pupils to see patterns in spelling and in number work, whilst the geometrical designs studied help pupils in their understanding of shape and space. Visits to local art galleries help pupils to appreciate their cultural heritage and the study of such wide range of work by different peoples across the world gives them a greater depth of understanding and appreciation of other cultures.

Design and technology

148. Due to the planning of the timetable no lessons were observed for design and technology during the inspection period. Evidence has been collected from scrutiny of work from the previous year, examination of teachers' plans and discussion with pupils and staff. This evidence shows that there has been insufficient development of pupils' designing and making skills across both key stages and results in unsatisfactory progress. This is linked to the low allocation of time given to the subject which results in a lack of coverage of the elements set out in the National Curriculum Programme of Study.
149. Pupils at both key stages engage in a small number of design and make activities but the materials are limited in range. By the end of Key Stage 1, pupils produce, for example, musical instruments using household cardboard boxes as a base and make simple evaluations of what they have made. The whole key stage engaged in a project of clay tile-making for a mural in the playground, linked to a local mural workshop. Pupils drew animal designs, made stencils for their drawings and created tiles which were placed on the wall. The progress of pupils, including those who have special educational needs, is unsatisfactory at Key Stage 2. This is mainly due to the lack of attention to the development of skills with tools and their understanding of the purpose of designing, making and evaluating what has been made.
150. There has been little improvement since the previous inspection. The co-ordinator, at the time, attended a 10 day course and over two years ago in-service training was provided for the staff. However, insufficient progress has been made in developing teachers' expertise. The work that is planned does not systematically build on pupils' previous learning or extend the range of experiences they are given. The subject lacks an implemented scheme of work with clear learning objectives that set out the skills, knowledge and understanding to be developed by teachers in order to provide continuity and progression through the key stages. Currently, teachers use technology to support, for example, history. A new co-ordinator has recently taken over as subject leader and plans to develop the subject more fully.

Geography

151. No lessons were available to be observed during the inspection period because the subject is taught throughout the school in a block period of time in the summer term. Evidence has been taken from a scrutiny of pupils' previous work, talking with the co-ordinator and discussion with Year 3 and Year 6 pupils. Based on this evidence, pupils, including those who have special educational needs, are making

satisfactory progress in acquiring appropriate knowledge, skills and understanding in the subject. This is a significant improvement since the previous inspection.

152. Throughout the school pupils effectively build on their previous learning. In reception, pupils talk about their school and playground, while in Year 1, they are beginning to look at a plan of the school site and use a simple colouring key to identify buildings. Pupils in Year 2, make a simple survey of the shops in the locality and start to look at the different countries in the world visited by them. They show a developing understanding of the differences that are evident between their own country and East Africa. Younger pupils in Key Stage 2 are effectively using maps to locate the route to the swimming pool, comparing two localities to find the similarities and differences in living in the town or the country and making simple evaluations as to where they would prefer to live and why. By Year 5, pupils are gaining an understanding of the variance evident in a different locality in the world and speak clearly about the contrasts there are between London and Jamaica. By the end of Key Stage 2, the eleven year olds effectively build on previous learning, extending and developing skills further through the work that is linked to a school journey and field-trip. Residential visits are used appropriately to extend pupils' practical skills, develop independence and provide a variety of ways to record their findings. They become adequate pollution detectives and develop a suitable understanding of rivers through, for example the study of the River Medway. Pupils are beginning to acquire research skills when using a world atlas.
153. Curriculum planning has reduced the content of what is taught in line with national guidance. The subject is enthusiastically co-ordinated. The co-ordinator is aware of the problem of getting full coverage of the National Curriculum, involving all the elements. The scheme of work is a mixture of the published national exemplar and the local authority scheme which the school is in the process of adapting to its needs. The subject is monitored through whole-school curriculum audits linked to the school development plan. Geography is monitored when it is identified on the school development plan. This involves sampling of pupils' work and class observations with feedback to teachers on strengths and areas for improvement.
154. Currently, information technology is not used to support teaching and learning. Resources for the subject are good. There is a wide range of maps, aerial photographs, atlases, globes and text books. The school is well placed to make further improvements.

History

155. It was possible to see only a limited number of history lessons during the course of the inspection. Judgements are made from a scrutiny of work previously completed and teachers' notes and planning as well as from direct observation of lessons.
156. Pupils, including those with special educational needs and those for whom English is an additional language, make good progress in Key Stage 1. Pupils develop an understanding of the concept of the past and that events in history really happened and are therefore distinct from stories. They understand that some things happened longer ago than others and that things and people are "older" or "younger". Through the use of time lines, usually of familiar objects, pupils understand that events occur in a particular sequence and begin to understand that most have both causes and consequences. Pupils observe that daily life has changed over a period of time and that aspects of life which are familiar today would have been either completely unknown or very different in the past.
157. Pupils, including those with special educational needs and those for whom English is an additional language, make sound progress in Key Stage 1. Pupils in Key Stage 2 acquire an appropriate amount of factual knowledge about a range of historical periods both in this country and abroad. Although there is some practical work when pupils make deductions based on evidence, as when pupils in Year 3 make archaeological digs for example, much of the historical understanding of the younger pupils in this key stage is based on knowing facts about the periods they study rather than developing a range of skills which enable them to find out about and interpret history. In the final two years pupils show an increasing familiarity with the skills by which historical knowledge can be discovered, recorded and

interpreted, although many pupils have an underdeveloped awareness of chronology and show little understanding of how long ago the events they study happened or the order in which they occurred. Most pupils know how to evaluate written and pictorial historical evidence and can differentiate between fact, opinion and deduction. They use a variety of methods to record their knowledge and understanding; for example, by using tallies and bar charts when investigating types of employment in Victorian England. Pupils are able to explain why certain events happened; for example, why the Roman empire declined. Although pupils have the opportunity to make a number of historical visits, when they write about them they write mainly about the social aspects of the day trip rather than their historical observations.

158. The behaviour and response of pupils is nearly always satisfactory. They show interest in the topics studied, listen carefully and complete an appropriate amount of written research and recording of knowledge and understanding. Many are particularly interested in learning from pictorial evidence, which they approach sensibly and are fascinated by the use of historical artefacts. They show respect for periods other than their own and empathise with ways of life with which they are not directly familiar. On the occasion when pupils' behaviour was unsatisfactory they became silly and disruptive in response to tasks which were not appropriate and which were beyond the ability of many.
159. Teaching is good in Key Stage 1 and sound in Key Stage 2. Teachers plan their lessons in appropriate detail and set tasks which, in general, meet the needs of pupils. Effective use is made of a variety of simple artefacts; for example, items and photographs from pupils' own pasts, in order to engage the interest of pupils and to help them understand the use of evidence. Teachers make effective use of discussion in order to increase pupils' knowledge and understanding of the periods they study. The one example of unsatisfactory teaching lacked a plan to meet the varying needs of pupils and, as a consequence, a significant minority of pupils were faced with vocabulary and tasks which were not appropriate.
160. There is no subject co-ordinator and although there is a policy, medium-term planning and a scheme of work drawn up by the local authority, there is an overall lack of direction. This means that the school is currently not well placed to make further improvements. There is an appropriate and interesting collection of historical artefacts. Marking and one-to-one discussion are helpful in informing pupils of what they need to do to improve their work but there is no common scheme for recording attainment and progress. Except for the drawing up of a policy and medium-term planning, there has been little progress since the previous inspection. In the last inspection report, history was identified as a strength of the school, but it is currently not as strong.

Italian

161. Pupils learn Italian from Year 3 onwards and have two lessons each week. Pupils, including those with special educational needs and those for whom English is an additional language, make sound progress and speak a good range of everyday words and phrases. They know how to greet people in Italian, how to describe members of the family and how to answer simple questions. They have good accents and the older pupils respond to questions in complete, grammatically correct sentences. Most of their learning is oral but they can also read an increasing range of words and phrases. They learn to sing simple Italian songs enthusiastically.
162. Pupils enjoy their lessons and are becoming increasingly confident in speaking Italian. They respond eagerly and are keen to answer questions in Italian. They are, for the most part, well behaved, attentive and unselfconscious.
163. The teaching is sound. Lessons are well prepared and progress at a brisk pace. The teacher has excellent knowledge and understanding of the language and teaches energetically. She ensures that all pupils are involved and uses the Italian language almost exclusively throughout the lesson. This encourages pupils to participate in a similar way and they fully understand that in lessons they are expected to speak exclusively in Italian. In the one unsatisfactory lesson pupils' poor behaviour and overexuberance spoilt learning opportunities.

164. The teaching of the language is the result of an initiative from the Italian consulate to promote the language in this country. It adds a valuable dimension to the curriculum. It encourages greater self-confidence, widens pupils' horizons and adds to their understanding of different cultures.

Music

165. Due to the planning of the timetable, no teaching was observed in Year 6. Judgements are based upon discussion with teachers and pupils in Year 6 and a scrutiny of teachers' planning. From this evidence, provision throughout the school is unsatisfactory. By the end of Key Stage 1 and Year 6, pupils' progress was mainly satisfactory in the lessons seen but unsatisfactory over time. This is because the small amount of time allocated to music means that not all the elements of the National Curriculum Programme of Study are covered in sufficient depth. The composing strand of the Programme of Study is not well taught and, by the time they leave school, pupils have little knowledge or understanding of musical composition. The sound provision reported at the time of the last inspection has not been maintained.
166. Pupils have not made enough progress in learning musical skills. In singing, progress is satisfactory, overall. Pupils sing quite tunefully in unison. They learn new songs at an appropriate pace and there are opportunities provided for them to experience part-singing in school performances. Suitable opportunities are given for the pupils to participate in singing at Christmas and end of year concerts.
167. By the end of Key Stage 1, pupils show a growing ability to play untuned percussion instruments and in maintaining a steady beat. They recognise the difference between loud and soft, developing effective control of dynamics, and are beginning to explore the structure of a rhythm through, for example, repeating rhythm patterns. By the end of Key Stage 2, pupils have not had sufficient experience to build on what has been learned previously. However, in Year 3, pupils are making good progress in learning the skills and techniques of playing the xylophone. They are beginning to rehearse and evaluate their ability on the instrument. Pupils who have special educational needs make similar progress to the majority of pupils in their key stage.
168. Pupils' response to music is mixed depending on the quality of teaching. The pupils' behaviour is mostly good in Key Stage 1 though in Key Stage 2 there is some misbehaviour though most pupils are attentive and responsive to instructions. During singing practices pupils are usually quiet but not all concentrate fully and performance becomes half-hearted. There are few opportunities provided for pupils to learn to play a musical instrument
169. Overall, the teaching throughout the school was mainly satisfactory in the lessons observed, but there were some instances of unsatisfactory teaching. Unsatisfactory teaching is characterised by inadequate planning for the development of musical skills to match the needs of the pupils, poor class control and the slow pace to lessons that occurred through a great deal of stopping and starting to deal with inappropriate behaviour. Teachers lack subject knowledge and confidence which is a significant factor in low attainment and unsatisfactory progress. Where teachers have greater subject expertise, progress is at least satisfactory and sometimes good; pupils practise and refine their musical skills when, for example, they sustain a simple rhythm in Year 2 and use the xylophones in Year 3. Classroom management is used to good effect to create an effective learning environment.
170. There has been a change of co-ordinator recently. The new subject co-ordinator recognises the shortcomings of teaching the curriculum. Teachers' planning is not sufficiently supported by a scheme of work. This is being developed. The subject is adequately resourced. There is a satisfactory range of instruments, both tuned and untuned. The school has sound capacity to make further improvements.

Physical education

171. Most pupils make satisfactory progress in both key stages. In the revised primary curriculum the allocation of time for physical education is good, and pupils have the benefit of work in all areas.

172. By the end of Key Stage 1, pupils demonstrate a satisfactory grasp of ball skills and accurately throw, roll and strike the ball. They practise and refine their skills in simple games. Pupils dance expressively to imitate the actions of a string puppet. They mime imaginatively to the words of a poem. An outstanding feature of Key Stage 1 is the use of the learners' swimming pool where pupils, in small groups, take their first tentative steps in learning to swim.
173. By the end of Key Stage 2, ball skills are good. Hand and eye co-ordination develops well. Many pupils are aware of the benefits of regular exercise. They learn to control their movements travelling on the floor and on the apparatus. One class demonstrated an imaginative and controlled sequence of movements. Pupils are taught to swim and most attain the end of key stage target of swimming 25 metres by the end of Year 6. Older pupils enjoy adventurous activities on a residential trip at the local field centre.
174. Pupils' attitudes are usually satisfactory and in Key Stage 1 they are good. Most pupils behave sensibly and safely. The behaviour in the learners' pool is exemplary. A few pupils find it hard to accept the discipline of physical activity and take a long time to settle down, during which teaching time is lost. At best, pupils work well together and applaud each other's efforts. Most are keen to improve their standards of physical performance.
175. The quality of teaching is sound throughout the school, with examples of good teaching in both key stages. Where it is good, teaching is well planned and carefully taught. It is imaginative and progressive; good emphasis is placed on skills' development. Teachers effectively demonstrate what they want pupils to do. Teaching in the learners' pool is very good. Occasionally, the lesson planned does not meet the needs of the pupils, for example, when there is no opportunity to practise ball skills in a game. Relationships are usually good and based on mutual respect and concern for physical fitness. There is a lack of consistency in asking pupils to evaluate the effects of physical exercise. There is no formal method of assessing pupils' skills but most teachers are aware of what the pupils know, understand and can do.
176. The school has a football team which competes successfully in local tournaments. Pupils from Years 5 and 6 performed a Tudor dance at the local theatre. Resources are satisfactory. There is a well-equipped hall and sufficient equipment for playing games. The outside playing area is in good condition and provides ample scope for team games. This is marked improvement upon the last inspection. Overall, physical education has maintained its position in the curriculum and a sound basis has been laid for further developments.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

177. The inspection of Athelney Primary School was undertaken by a team of six inspectors who, over a four-day period, completed a total of 24.5 days on inspection in the school. Members of the inspection team:

- spent over 95 hours visiting classes when observing 105 lessons and evaluating pupils' work;
- attended a sample of registration sessions;
- attended assemblies;
- observed lunchtime arrangements;
- observed pupils' arrival and departure from school;
- held discussions with pupils about their work;
- held interviews with the headteacher, the deputy headteacher, teachers, support staff and members of the governing body;
- held discussions with parents and ancillary staff;
- listened to pupils from each year group reading, assessed their library research skills and evaluated their understanding of books in general;
- evaluated a wide range of work of a representative sample of pupils from each class;
- analysed a large amount of documentation provided by the school both before and during the inspection including:
 - the school's prospectus, the school's policies, the governors' annual report to parents, the report of the previous inspection together with the post-inspection action plan, minutes of governors' meetings, financial statements, the school development plan, teachers' planning documents, pupils' records and reports, the work of a sample of pupils with special educational needs together with their individual education plans;
- scrutinised attendance registers;
- considered past work and photographic evidence;
- observed playtimes;
- noted extra-curricular activities;
- held a meeting attended by 19 parents and considered 54 responses from parents to a questionnaire asking them about their views of the school.

DATA AND INDICATORS

178. **Pupil data**

| | Number of pupils on roll (full-time equivalent) | Number of pupils with statements of SEN | Number of pupils on school's register of SEN | Number of full-time pupils eligible for free school meals |
|---------------------|---|---|--|---|
| YR – Y6 | 334 | 5 | 148 | 180 |
| Nursery Unit/School | 25 | 0 | 1 | 5 |

179. **Teachers and classes**

Qualified teachers (YR – Y6)

| | |
|--|------|
| Total number of qualified teachers (full-time equivalent): | 17.4 |
| Number of pupils per qualified teacher: | 19.4 |

Education support staff (YR – Y6)

| | |
|--|-----|
| Total number of education support staff: | 14 |
| Total aggregate hours worked each week: | 134 |

Qualified teachers (Nursery school, classes or unit)

| | |
|--|----|
| Total number of qualified teachers (full-time equivalent): | 1 |
| Number of pupils per qualified teacher: | 25 |

Education support staff (Nursery school, classes or unit)

| | |
|--|----|
| Total number of education support staff: | 1 |
| Total aggregate hours worked each week: | 31 |

| | |
|---------------------|------|
| Average class size: | 25.7 |
|---------------------|------|

180. **Financial data**

| | |
|-----------------|-----------|
| Financial year: | 1998-1999 |
|-----------------|-----------|

| | £ |
|--|---------|
| Total Income | 753,862 |
| Total Expenditure | 762,717 |
| Expenditure per pupil | 2,198 |
| Balance brought forward from previous year | 45,995 |
| Balance carried forward to next year | 37,140 |

181. PARENTAL SURVEY

| | |
|------------------------------------|-----|
| Number of questionnaires sent out: | 250 |
| Number of questionnaires returned: | 54 |

Responses (percentage of answers in each category):

| | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| I feel the school encourages parents to play an active part in the life of the school | 46 | 46 | 7 | 0 | 2 |
| I would find it easy to approach the school with questions or problems to do with my child(ren) | 41 | 57 | 0 | 0 | 2 |
| The school handles complaints from parents well | 30 | 50 | 18 | 2 | 0 |
| The school gives me a clear understanding of what is taught | 39 | 59 | 2 | 0 | 0 |
| The school keeps me well informed about my child(ren)'s progress | 61 | 34 | 2 | 0 | 2 |
| The school enables my child(ren) to achieve a good standard of work | 55 | 41 | 2 | 0 | 2 |
| The school encourages children to get involved in more than just their daily lessons | 39 | 46 | 11 | 2 | 2 |
| I am satisfied with the work that my child(ren) is/are expected to do at home | 32 | 59 | 0 | 5 | 5 |
| The school's values and attitudes have a positive effect on my child(ren) | 39 | 52 | 0 | 7 | 2 |
| The school achieves high standards of good behaviour | 32 | 52 | 2 | 9 | 5 |
| My child(ren) like(s) school | 68 | 32 | 0 | 0 | 0 |

182. Other issues raised by parents

Parents are strongly supportive of the school and there were very few adverse comments. Nineteen parents attended the parents' meeting and six submitted written responses. No issues raised were shared by more than one individual parent.