

INSPECTION REPORT

**Bannockburn Junior Mixed Infant and Nursery
School**
Plumstead

LEA: Greenwich

Unique Reference Number: 100113

Inspection Number: 188808

Headteacher: Mrs Margaret Harris

Reporting inspector: Mr David Tytler
8990

Dates of inspection: 8th - 11th November 1999

Under OFSTED contract number: 706506

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary: Infant, Junior and Nursery
Type of control:	County
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body Greenwich LEA
Name of chair of governors:	Mrs Vera Boast
Date of previous inspection:	June 1996

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Vivienne Phillips <i>(Lay Inspector)</i>		Attitudes, behaviour and personal development; Attendance; Support, guidance and pupils' welfare; Partnerships with parents and the community.
Kathleen Dillon <i>(Team Member)</i>	English; Art; Section 11; Special educational needs.	
David Hutchinson <i>(Team Member)</i>	Mathematics; Design and technology; Information technology; Religious education; Under fives.	Pupils' spiritual, moral, social and cultural development.
Jackie McMullan <i>(Team Member)</i>	Science.	Teaching.
Brian Milton <i>(Team Member)</i>	History; Geography; Music; Physical education.	The curriculum and assessment; Efficiency of the school.

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MAIN FINDINGS

What the school does well

- The leadership and management of the headteacher, the senior and middle managers and the governors is outstanding, focusing clearly on stated aims designed to give a high quality education to all pupils.
- The provision for the spiritual, moral, social and cultural development of pupils is excellent
- The relationships between staff and pupils are outstanding and the attitudes and behaviour of the pupils are very good. They respond well to the excellent arrangements for monitoring and promoting discipline and good behaviour.
- Nearly all of the teaching observed during the inspection was good or very good. No unsatisfactory lessons were seen. This high quality teaching, underpinned by the very good arrangements for the professional development of staff, leads to the good progress pupils make in their learning.
- The support, welfare and guidance of pupils is very good and enables them to take full advantage of the wide range of educational opportunities provided for them.
- The experience of pupils is greatly widened by the high quality out-of-school activities provided by the staff.
- The school has worked hard to develop very good partnerships with parents and the community.

Where the school has weaknesses

- I. There are no significant weaknesses.
- II. The use of information technology to support other subjects of the curriculum is not fully developed.
- III. The policy for special educational needs does not fully meet the requirements of the Code of Practice.

Bannockburn provides a very high quality education for all its pupils, who come from a range of backgrounds. It has many very good features, with some of them outstanding. It is highly valued by parents, many of whom give particularly useful help, for example, in shared reading and mathematics sessions. The consistently good, and often very good, teaching enables pupils to achieve well in their work.

· How the school has improved since the last inspection

There have been a number of significant improvements since the last inspection. All three key issues have been dealt with satisfactorily. The school has clarified schemes of work in all subjects of the curriculum, including science; pupils' capability in the use of information technology, particularly at Key Stage 1, has been increased, and attainment in English at Key Stage 1 has been improved.

The pupils' attitudes to learning and their behaviour have improved alongside a significant improvement in the quality of teaching, which is now of a consistently high quality. The curriculum now has more planned work in information technology, history and geography, and arrangements for gathering information on what pupils know and can do have improved. This information is now used very effectively to inform planning.

Improvements have also been seen in the support, welfare and guidance of pupils, the partnership with parents and the community, the accommodation and the leadership and management of the school, which now provides very good value for money. The high quality of the management and the school's continual internal review of all it does leaves it well placed to make further improvements.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
English	D	B	<i>Well above average</i> A
Mathematics	C	A	<i>Above average</i> B
Science	C	A	<i>Average</i> C
			<i>Below average</i> D
			<i>Well below average</i> E

Results in the national tests have shown a steady improvement over the last three years. In the 1999 tests, the proportion gaining Level 4 or above in English was close to the national average, but was below it in Level 5. The percentage of pupils achieving Level 4 or above in mathematics was above the national average, but the proportion reaching Level 5 was well below. In science the proportion reaching Level 4 and above was higher than the national average, but the proportion reaching Level 5 was below it. In comparison with those of similar schools the results in English were above average, and well above in mathematics and science.

Inspection evidence indicates that the attainment of the pupils now in Year 6 is in line with national expectations in all three subjects. By the time the pupils leave school, their in information technology is in line with what is expected of children of their age nationally. In religious education, their attainment meets the targets of the locally Agreed Syllabus. Standards are high in art at both key stages.

Quality of teaching

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	Very good	Very good	Very good
Mathematics	Very good	Very good	Very good
Science		Very good	Very Good
Information Technology		Very good	Very good
Religious education		Very good	Very good
Other subjects		Good	Good

Teaching was good or very good in more than nine out of ten lessons observed, with four out of ten very good. There was no unsatisfactory teaching. The consistently high quality teaching is a significant strength of the school, leading to the good progress pupils make in their learning.

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	Very good in and out of lessons. Pupils respond well to the school's code of conduct and the very good behaviour management skills of the teachers.
Attendance	Satisfactory, although a few pupils take lengthy term-time holidays, which leads to a higher than average rate of unauthorised absence.
Ethos*	The ethos is outstanding, with a clear focus on providing a high quality education for all pupils, enabling them to achieve well in all subjects.
Leadership and management	The outstanding leadership provided by the head, senior and middle managers, and the governors drives the school forward so that it can successfully meet its clearly stated aims.
Curriculum	Whilst there is an emphasis on literacy and numeracy, the curriculum also gives pupils a wide range of experiences. Arrangements for assessing pupils' attainment and progress are thorough and the information gathered is well used to inform planning for individual needs.
Pupils with special educational needs	There is very good management and provision for pupils with special educational needs. Teachers and support staff provide high quality guidance, enabling pupils to make good progress.
Pupils with English as an additional language.	Very good management and teaching provide effective support for pupils with English as an additional language, enabling them to make good progress in their learning.
Spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral, social and cultural development is outstanding and pervades all of the school's work.
Staffing, resources and accommodation	The school is generously staffed with a wide range of experienced teachers and support assistants, who work well together to meet the needs of all pupils. The accommodation is good and resources for learning are satisfactory.
Value for money	The high quality of education the school provides represents very good 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
IV. Their children enjoy coming to school. V. They are encouraged to play an active part in the life of the school. VI. The school achieves high standards of behaviour. VII. It enables their children to achieve good standards of work. VIII. It keeps them well informed of their children's progress. IX. Parents find it easy to approach the school with questions or concerns.	X. A small minority were concerned

Evidence gathered during the inspection supported the views of the majority of the parents and also found that the very good partnership with parents was a significant strength of the school. A significant number of parents give valuable and valued support in shared reading and mathematics sessions. The homework seen during the inspection complied with the school policy and provided a useful extension to the work done in class.

· **KEY ISSUES FOR ACTION**

There are no key issues but the governors might like to consider taking steps to ensure that:

- *. information technology is used to support learning in all subjects of the curriculum;
(*Paragraph: 189*)
- *. the policy for special educational needs fully meets the requirements of the Code of Practice.
(*Paragraphs: 89, 99*)

* **INTRODUCTION**

* **Characteristics of the school**

1.The school remains popular and is regularly over-subscribed for reception and nursery classes. Currently, there is also a waiting list for places in the main school. There have been a number of changes since the last inspection. There are now 285 pupils on roll compared with the national average of 242, together with 50 children who attend the school's nursery for either a morning or afternoon session. The percentage of pupils eligible for free school meals (35.3 per cent) is above the national average, whilst the percentage speaking English as an additional language (36.1 per cent) is very high. The percentage of pupils identified as having special educational needs (30.2 per cent) is above the national average, and the percentage of pupils with statements of special educational needs (1.2 per cent) is broadly in line with it.

2.The one-and-a-half form entry is organised in age order and results in mixed-age groups in some classes. There is a reception class, Year 1; Year 1/2; Year 2; Year 3; Year 3/4; Year 5; Year 5/6 and Year 6. The school planning effectively takes account of the needs of the mixed-age classes. Whilst there is an equal balance of boys and girls overall, there are striking differences in some classes.

3.The children start school with differing pre-school experiences, ranging from very little to a rich pre-school environment for a minority. A significant number of pupils have had limited access to the English language before they join the school. Many children come from single parent families and there is a high level of unemployment in the area. Over the last year, there has been an increase in the percentage of black and ethnic minority children, which now stands at more than 58 per cent.

4.The school's reputation has led to an increase in the number of children from middle class families. Though they are still a very small percentage of the school population, some very able children were revealed by the baseline assessment figures. Overall, however, the attainment of pupils when they start their full-time education is below that expected for children of their age. A majority of the children come from a mixed yet stable community, living in both local authority and private accommodation, but there has been an increase in the amount of temporary accommodation in the area, and many children have problems relating to irregular and temporary schooling.

5.The school's stated aims are:

- * To provide the best quality learning experience for the children in Bannockburn;
- * To raise the level of achievement for all the children;
- * To continue to keep staff morale high and provide a quality environment;
- * To promote further the partnership between parents, the local community in the interest of all our children.

1.The governors, in consultation with the local education authority, have set targets for the

number of pupils gaining Level 4 or above in national tests for literacy and numeracy. They are:

2.Literacy: 2000, 60 per cent; 2001, 69 per cent.

3.Numeracy: 2000, 60 per cent; 2001, 69 per cent.

9. **Key indicators**

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	20	23	43

9. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	16	14	16
	Girls	21	22	20
	Total	37	36	36
Percentage at NC Level 2 or above	School	86 (81)	84 (79)	84 (77)
	National	82 (79)	83 (81)	87 (84)

9. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	16	16	15
	Girls	20	20	20
	Total	36	36	35
Percentage at NC Level 2 or above	School	84 (81)	84 (79)	81 (95)
	National	82 (81)	86 (85)	87 (85)

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

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	15	24	39

9. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	11	14
	Girls	19	20	20
	Total	24	31	34
Percentage at NC Level 4 or above	School	66	79	89
	National	70	69	78

9. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	11	14
	Girls	17	17	20
	Total	25	28	34
Percentage at NC Level 4 or above	School	66	74	89
	National	68	69	75

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

9. **Attendance**

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

		%
Authorised Absence	School	4.6
	National comparative data	5.7
Unauthorised Absence	School	2.3
	National comparative data	0.5

9. **Exclusions**

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

	Number
Fixed period	4
Permanent	0

9. **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	45.6
Satisfactory or better	100
Less than satisfactory	0

9. **PART A: ASPECTS OF THE SCHOOL**

9. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

9. **Attainment and progress**

4.The attainment of pupils entering the school covers the full range of ability, but overall it is below that expected nationally for children of their age. They make good progress in their learning on entering the reception class, and reach attainment that is in line with what is expected nationally of children of their age.

5.Children under five make good progress in language and literacy, and most attain appropriate levels for their age by the time they are five. They listen with increasing attention, and extend their vocabulary. They learn to name and form letters correctly, and make good progress from copying to the beginnings of independent writing. By the age of five, most children attain appropriate levels for their age in mathematics. Most count and order numbers up to ten. They sort and compare objects, and begin to do simple practical additions and subtractions. Most children talk about simple shapes, and use appropriate language such as bigger or smaller, longer or shorter.

6.Children attain appropriate levels for their age in their knowledge and understanding of the world. They make good progress in learning the days of the week and in observing the weather. They talk with interest about their families and homes, and journeys they have made. Children make good progress in physical development, and reach appropriate levels for their age. In the nursery they use the climbing frame safely and with confidence and can control cars and other large mobile toys. By the time they are five, almost all throw and catch a large ball with reasonable control for their age.

7.Children make good progress in creative development, and almost all reach appropriate levels. They improve their handling of paint and brushes to produce bold, colourful work. They sing with enjoyment and a sense of melody and rhythm. Pupils make good progress in social skills. In the nursery they learn to share things with others. In reception, most can wait for their turn to talk at 'circle time'.

8.In English, the school has successfully addressed the key issue in the previous report to improve attainment at Key Stage 1. The proportion of pupils reaching Level 2 or above in the national tests for seven year olds is above the national average. The proportion attaining the higher Level 3 is also above the national figures. In the writing tests, the proportion reaching Level 2 or above in writing is close to the national average, but well above the national average for those pupils attaining Level 3. In mathematics, the proportion reaching Level 2 or above is broadly in line with the national average, as is the proportion gaining Level 3.

9.In comparison with similar schools the results in all the Key Stage 1 tests are well above the average. Inspection evidence for pupils currently in Year 2 indicates that results will be broadly in line with the national average, largely due to the number of pupils with special educational needs in these classes.

10. In Key Stage 1, pupils make good progress in speaking and listening skills and by the time they are seven are developing the use of a wider vocabulary. Standards in reading and writing are in line with the national average for seven year olds. The pupils are developing their vocabulary and their ability to write in complete sentences, using full stops.

11. Results of the 1999 Key Stage 2 national test for English show that the percentage of pupils attaining Level 4 or above was below the national average. The percentage of pupils reaching Level 5 was well below the national average. The school's results at Key Stage 2, however, are above average when compared with schools in a similar context. Evidence gathered during the inspection indicates that attainment of the pupils currently in Year 6 will be in line with national expectations.

12. At the end of Key Stage 2, pupils' speaking and listening skills are well developed and they are able to ask and answer questions confidently, often supporting their views with examples. Their writing is thoughtful and words are chosen with care. Spelling is satisfactory and there is regular handwriting practice, although pupils do not always transfer these skills to their other work.

13. In mathematics, results are similar to those reported at the last inspection. In the 1999 national tests, the proportion of seven year olds reaching Level 2 is well above the national average. In comparison with those of similar schools, the results were far above the average. Evidence gathered during the inspection suggests that the attainment of the pupils currently in Year 2 will be in line with that expected nationally for children of their age.

14. By the end of Key Stage 1, most pupils count and order numbers up to 100. They know the ways of adding and subtracting numbers up to 10, and use these facts to work out sums with larger numbers. Most know the 2 and 10 times tables, and can understand and explain basic number patterns and simple two- and three-dimensional shapes. They collect data for simple surveys, make block graphs, and interpret the results.

15. At Key Stage 2, the proportion reaching Level 4 or above in the national tests was above national average. In comparison with similar schools the results were well above average. Inspection evidence indicates that results for the pupils currently in Year 6 will be in line with the national average. By the time they leave school, most pupils know all their multiplication tables by memory, as well as the reverse divisions. They have a satisfactory understanding of decimal numbers, fractions and percentages. They multiply and divide large numbers on paper, and use a calculator effectively for more complicated computations.

16. Most pupils aged 11 understand mathematical terms appropriately and have a satisfactory knowledge of shape and measurement. They collect and analyse data satisfactorily, for example using information technology to produce graphs. Numeracy skills throughout the school are in line with national averages.

17. In science, teacher assessment for seven year olds was in line with national averages, but with a few pupils reaching the higher levels. Results at the end of Key Stage 2 are above the national average, but with only average proportions reaching the higher levels. Evidence from inspection broadly agrees with these results. Currently, standards in Year 6 in knowledge and understanding of the living and material world are in line with the national average, with some high attainment, but they are above average in experimental and investigative science.

18. Pupils at the end of Key Stage 1 have been studying electricity, and most know that a complete circuit is needed for a bulb to light. By the time they leave school, most pupils show above average attainment in their understanding and skills of science investigation. For example, most pupils understand the difference between transparent, translucent and opaque.

19. Pupils' attainment in information technology at the end of both key stages is in line with national expectations. By the time they are seven, most pupils have a satisfactory understanding of how they can use information technology to communicate information and control things. Most can use the mouse and keyboard for simple procedures, and know the appropriate technical words for what they can do. For graphic work they use tools such as pencil, rubber and fill, and know the term 'icon' and can program a robot to make simple movements.

20. By the time they leave the school, pupils are used to editing extended pieces of writing and can create and rework pictures, using a graphics program. They change fonts, and the size and style of letters. They know how to highlight, cut and paste, and add pictures to their text. With graphics programs they create and rework pictures. They handle data by creating records and asking questions. Most pupils have a satisfactory understanding of control technology, using a program to draw shapes, or controlling lights and buzzers, and they understand how technology is used to monitor things in everyday life, such as light sensors.

21. In religious education, pupils aged seven and eleven reach the targets set for them in the locally Agreed Syllabus. By the end of Key Stage 1, pupils have a sound understanding of different religions. They know about different places of worship and ceremonies, and begin to appreciate some of the similarities between them. By the time they reach 11, pupils have a satisfactory knowledge of major world faiths, and of similarities and differences between them.

22. In art, pupils in both key stages are performing above levels expected for children of their age. At both key stages in design technology, the humanities (history and geography), music and physical education, they are able to do what is expected nationally for children of their age.

23. Whilst the attainment of pupils is at the national average in mathematics at Key Stage 1, and in English, mathematics and science at the end of Key Stage 2, inspectors judged their progress to be good in all three subjects for a number of reasons. The percentage of pupils with English as an additional language is well above the national average; the

proportion with special educational needs is above it; and a significant number of pupils, many bringing with them problems relating to irregular and temporary schooling, require considerable support in their personal development to cope with the demands of the curriculum.

24. In Key Stage 2 in particular, these pupils have to handle complex language linked to specific subjects which requires high quality teaching for them to attain. A measure of their progress is that in comparison with schools with a similar proportion of pupils entitled to free school meals, the results are well above the average in all subjects at Key Stage 1. In English at Key Stage 2 they are above the average, and well above in mathematics and science.

25. For these pupils to achieve average standards in English, mathematics and science at Key Stage 2 requires good progress. Their experiences outside school do not necessarily include extended opportunities for developing language skills and questioning techniques. These attributes are particularly important if pupils are to reach average attainment in investigative skills in mathematics and science, and in the more demanding English tasks.

26. In addition, many of the pupils do not have the stimulating experiences that allow them to retain knowledge, skills and understanding from one term to the next, so that much catching up is needed. A significant number of pupils also require extra help as they have been on extended holidays with their families abroad.

27. Throughout the school, pupils with special educational needs make good progress. In this they are assisted by the targets set for their attainment and by the high quality of support provided by the special educational needs co-ordinator, the special needs teachers, and the special needs support staff.

33. Attitudes, behaviour and personal development

28. The rate of improvement in pupils' attitudes and behaviour since the last inspection has been good. This is a result of the impressive efforts by the school to develop a positive climate for learning. Pupils respond very well to the encouragement they are given to take an interest in their work. They try very hard to listen, and concentrate well, even when this is particularly difficult for them because of special educational needs. They enjoy learning. When they are really absorbed in what they are doing, as when sketching bicycles in an art lesson, their capacity for working independently and with care is remarkable. Attitudes to learning are very good.

29. Pupils behave very well in and out of lessons. They have a very clear understanding of school rules and try hard to follow them. Monitors in Year 6 explain the rules very clearly, and how these affect their own role in helping to achieve very high standards of behaviour. Pupils are very polite and friendly to visitors, in whom they take great interest. They also have considerable respect for staff in the school, and this shows in their very good behaviour. They treat the lively displays and school's resources with care. Exclusions are rare and always used as a very last resort. This reflects the school's commitment to fostering good behaviour whatever the challenge.

30. The quality of relationships in the school is outstanding. Pupils respond to the calm,

positive approach of all staff, with a will to learn to get on with other people. They build very constructive relationships with adults and with one another, which allows them to work and play together in an atmosphere of harmony and mutual care. They are quick to resolve any minor conflicts themselves, or to seek help promptly if they feel they cannot do so on their own. This ensures that everyday arguments are sorted out with the minimum of fuss. This sensible approach reflects the quality of trust and genuine sense of community in the school.

31. Pupils work well together when required. They are good at noticing when someone else does something exceptional, such as a piece of writing or a sketch. The quality of relationships and integration of pupils with backgrounds other than English is outstanding. There is excellent racial harmony within the school.

32. Pupils' personal development is very good as a result of their responsiveness to all the school does to encourage them to behave well and respect others. They take great care of each other. They listen to what others have to say in lessons and show respect and admiration for each other's ideas, as in a discussion about a painting by Robert Delaunay. In a lesson on metaphors, their appreciation of each other's feelings as expressed in lines of poetry was outstanding. Pupils show initiative in the way they offer to help a teacher or include someone in a playground game. They are willing to accept responsibility for themselves and their behaviour, as well as to take on responsibilities for helping out in school as monitors. By Year 6 they are confident, civilised and caring young people.

33. The very good attitudes, behaviour, and outstanding relationships that exist at all levels of the school community make an extremely important contribution to the high quality of education the school provides and to the good progress pupils make in all their subjects.

39. **Attendance**

34. Attendance is satisfactory. It is just below the national average, but above the level considered necessary to support reasonable progress and satisfactory standards. The rate of improvement since the last inspection has been steady. Most pupils come to school regularly. A few have lengthy absences on holidays taken during term time, including visiting families abroad. This results in an unauthorised absence rate that is above average. The school does not authorise such absences for more than ten days, quite properly, unless there are exceptional circumstances. A few families do not recognise the effect of extended absence on progress, especially in literacy and numeracy. Punctuality is generally good. Most pupils arrive at school on time, but a few are late, quite often causing some disruption to those who have already started their lessons.

40. **QUALITY OF EDUCATION PROVIDED**

40. **Teaching**

35. Teaching is very good across all key stages, and there is a consistency of approach which is based firmly on excellent relationships and caring support, coupled with challenging work which promotes good progress for all pupils. The quality of teaching was satisfactory or better in all lessons, with 47 per cent good and 46 per cent very good. There was very little difference across the key stages. Teaching has improved considerably since the last inspection, when it was judged good overall but with nine per cent of teaching unsatisfactory.

36. Teachers have very good subject expertise across the range of the curriculum. For example, very good subject knowledge in a Year 2 mathematics lesson was the basis of high quality questioning which elicited pupils' calculation strategies and led to all pupils making good progress in self-correcting. Very good knowledge of Islam and Hinduism in a religious education lesson led to pupils making good progress in learning about different faiths. Teachers also have very good understanding of the best ways to teach different subjects and year groups. In a Year 4 science lesson, for example, the teacher's good understanding of how to teach the subject led to very clear explanations of how to carry out an investigation. A very good brainstorming session led to the pupils making good progress in their ability to design their own fair test into what factors affect how clearly people are able to hear.

37. Teachers know their pupils well and have high, well informed expectations of their attainment. Work is always sufficiently challenging and enables all pupils to build effectively on their existing knowledge, understanding and skills. For example, in a Year 6 science lesson, very clear learning objectives informed by pupils' existing conceptions and misconceptions elicited in the previous lesson, enabled the teacher to provide highly challenging work, well matched to pupils' needs. The lesson resulted in pupils of all abilities making good progress in developing their understanding of light and shadow.

38. Planning is good. Teachers plan their lessons in detail, with clear aims and learning objectives, and strategies to meet the range of age and ability in the class. For example, very good planning with clear learning objectives led to Year 3 pupils making good progress in learning about the slave trade. A Year 5 numeracy session, planned with levels of attainment and learning needs in mind, led to pupils of all abilities building effectively on their existing knowledge and understanding.

39. Lessons are very well organised and managed. For example, well organised work in the nursery, with clear routines and procedures, is an important factor in promoting the good progress and positive attitudes of the children. Teachers use a good range of interesting and relevant tasks, and a good balance of teacher-led sessions and group or individual work. For example, in a Year 1/2 art lesson, a clear explanation of tasks, with helpful demonstrations and a good balance of teacher directed-work and pupils' own choice, led to good progress in understanding and using different patterns. Good questioning in a well prepared Year 6 literacy session, encouraged pupils of all abilities to participate in discussion and led to them making very good progress in developing key points.

40. Relationships between teachers and pupils are outstanding, and are a key factor in promoting the positive attitudes and good behaviour of pupils which are a key factor in the good progress they make. For example, excellent relationships in a Year 6 personal, social and health education lesson enabled pupils to discuss and openly share their feelings about racism, including their anger about racist abuse. Almost all pupils spoke, and all made very good progress in using speaking and listening skills in discussing difficult and often sensitive issues.

41. Good relationships in a Year 3/4 mathematics lesson were used to encourage pupils to think for themselves, and they made very good progress in understanding number patterns. Teachers also have consistent and very effective strategies for managing any incidences of misbehaviour that arise. For example, positive and effective behaviour management, together with good planning and organisation in reception class, led to children making good progress in their social skills as well as in numeracy.

42. Teachers make good use of time and resources. Lessons have a prompt start and pursue a brisk pace. For example, a brisk pace in Year 5/6 numeracy session led to pupils making good progress in learning about simple fractions. Good pace is a consistent characteristic of physical education and English lessons. Good use is made of a range of resources to support learning. An example was the very effective use made of resources in an investigation to develop pupils' understanding of electrical circuits in Year 2 science. Music lessons also make particularly good use of resources to promote rapid progress, and mathematics makes good use of games to add interest and challenge to lessons.

43. Teachers make good use of continuous assessment to find out what pupils know and understand, and use this information effectively in their planning and teaching. For example, teachers target individual pupils with questions at different levels to enable pupils of all abilities to demonstrate success. Particularly good use is made of concept mapping in Key Stage 2 science, to find out what pupils know and understand before they start a topic, so that lessons can be planned to address existing misconceptions.

44. All teachers are aware of the needs of pupils on the register of special educational need in their class. Teaching of pupils with special educational needs is always good or very good, and the co-ordinator, special needs teachers, and support staff make a valuable contribution to the overall quality of teaching of these pupils. Support staff work closely and collaboratively with teachers and are used very successfully in the classroom, offering all pupils access to a similar content at an appropriate level and pace.

45. Some pupils with special educational needs are also withdrawn for individual or small group help when this is considered to be most appropriate for their needs. The teacher who has responsibility for implementing reading recovery and the catch-up programme, together with the teacher for under-achieving boys, provides high quality expertise, and there is clear evidence of progress made by the pupils involved in these initiatives. The teachers funded by the Ethnic Minority Achievement Grant, and the class teachers, provide very good quality teaching to support pupils for whom English is an additional language.

46. Good use is made of homework to build on pupils' work in school. For example, pupils take home reading books each night, and may also have tables to learn. Older pupils have regular work from different subjects, such as science, to carry out at home. The school promotes home-school reading, and homework is used to extend and support work done in class.

47. The high quality teaching and learning support allows pupils, including the large number with special needs and for whom English is a second language, to make good progress to achieve national standards by the time they leave school. The very good relationships that exist between teachers and pupils are particularly well used to support the significant number of pupils who require considerable support in their personal development to cope with the demands of the curriculum.

48. Teachers also work unstintingly to compensate for the lack of positive experiences outside school. They recognise the need to give pupils the extended opportunities for developing language skills and questioning techniques that do not always exist for them outside school.

54.

The curriculum and assessment

49. There has been a marked improvement in the curriculum and assessment procedures since the last inspection. The length of the school day for pupils in Key Stage 2 has been increased to bring it into line with the recommended minimum, and there are policies and schemes of work for all curriculum areas, religious education, and personal, social and health education.

50. The curriculum for the under fives is provided in the nursery and the reception class. It offers a range of activities that allow children to experience all areas of learning. Older pupils in the reception class are effectively prepared for the requirements of the National Curriculum, with an emphasis on literacy and numeracy.

51. In both key stages, there is a broad and balanced curriculum that includes all the subjects of the National Curriculum, religious education, and personal, social and health education. Sex and health education comply with statutory requirements, and drugs education is covered during personal, social and health education lessons.

52. There is a clear commitment to the principle of equal access and opportunity for all pupils. The school is very sensitive to the needs of the small number of pupils with physical disabilities, and they are able to experience the whole curriculum. For example, physical activities in one class took place in a ground-floor hall to avoid the use of a staircase. Overall, the curriculum provision for pupils with special educational needs is good for the under-fives and very good at both key stages.

59. The implementation of the national literacy strategy is very good. Appropriate time is allocated, and time within the literacy hour is well used by teachers in both key stages. The national numeracy strategy has just started, with a daily designated time for numeracy. The time within this session has an appropriate balance of direct teaching, group work, and oral and mental calculation.

60. Policies and schemes of work for all subjects give clear indications of what is to be taught, when the teaching should take place, and how it relates to the national curriculum programs of study. Long-term planning covers a two-year period to accommodate the mixed-age classes. Medium-term plans, covering half term units of work, are drawn from the schemes of work and are detailed and relevant; short-term plans cover weekly and daily activities.

61. The quality of teachers' long- and medium-term planning is good and is well established in English, mathematics and science. Teachers carefully follow the schemes of work and make sure that all pupils build on what they already know and can do. Planning for information and communication technology is still being developed. Some teachers plan separate lessons, and others incorporate the work within the subject they are teaching.

61.

62. The quality of short-term planning throughout the school is good. Teachers provide clear and precise learning objectives which are well related to learning outcomes. Curriculum planning is undertaken in teams and is monitored by the headteacher, senior management team and subject co-ordinators. All co-ordinators undertake their responsibilities well and are instrumental in ensuring that the curriculum builds on previous knowledge and understanding, enabling all pupils to make progress

53. Pupils with special educational needs have full access to the curriculum, which fully meets the requirements of the Code of Practice. Support for pupils with special educational needs is well planned and effective. There are good systems for the early and effective identification of these pupils. The clear and detailed curriculum planning by teachers helps the special needs support staff to match work closely to need, and this has a beneficial effect on progress.

54. Work is usually well modified for pupils with special educational needs. Individual education plans are mainly tightly focused, with measurable targets.

55. Pupils with English as an additional language on entry to the school are assessed and receive high quality support. Assessment and record keeping are good overall.

56. The curriculum is enhanced by a range of visits and very good provision for extra-curricular activities. Pupils in Year 5 and 6, for example, visit the National Portrait Gallery when studying the Tudors. Pupils in Year 3 and 4 visit a village to explore differences and similarities as part of their geography curriculum, and those in Year 5 have the opportunity to go on a residential visit. Teachers provide a range of extra-curricular activities, including involvement in local music festivals, sporting activities throughout the year, and dance and drama in preparation for school concerts. The school offers every pupil in Key Stage 2 the chance to learn a musical instrument.

57. Pupils are assessed in English, mathematics and science at the statutory age of seven and eleven, and the school further assesses pupils in English and mathematics on a regular basis. Reports to parents are produced annually, and the results of the national tests are

reported to parents at the end of each key stage. Reports contain teachers' comments on all curriculum areas. The school is developing a system of awarding pupils 'Significant Achievement' certificates, for achieving learning goals or for improvement in behaviour and attitudes to work. These are logged by the teacher each week and help with the targeting of work in all curriculum areas.

58. The school is using assessment very well to plan its curriculum. At the end of each school year, the class teacher prepares a strengths and weaknesses sheet for each pupil. This, together with results of tests, provides the evidence on which the work of the following year is based. The school is keen to target individual groups of pupils and has used teacher assessment to determine groupings or to decide where additional support is required. Successful examples of this are found in the targeting of under-achieving boys and the support given to high achievers.

68. Pupils' spiritual, moral, social and cultural development

59. The school's aims are clear, simple statements of the principles of spiritual, moral, social and cultural development. In this way, the staff of the school have chosen to put them at the heart of everything they do. In practice, teaching in every area of the curriculum combines powerfully with the ways in which spiritual, moral, social and cultural development are encouraged. Very good relationships with parents and the community also contribute greatly. As a result, provision for spiritual, moral, social and cultural development is outstanding. This is an improvement even on the 'very successful' judgement of the last inspection, and the provision makes a very important contribution to the high quality of education the school provides.

60. Provision for spiritual development has a strong basis in religious education, and in assemblies and collective worship. For example, the spiritual awareness of Year 1 pupils was significantly deepened by a visit to a Hindu temple. There was a real sense of awe in the way they listened to the bells and gongs. They understood that the blessing was to keep them safe and happy. Prayers, blessings, and time for reflection are a core part of school assemblies. In an assembly for Key Stage 1 pupils, for instance, there was a tangible spiritual sense in the way they listened to a parent and pupil reading a blessing. Assemblies follow themes such as safety which are meaningful and important in children's lives. Requirements for daily collective worship are met.

61. Spiritual development is strongly promoted through teaching in all subjects. For example, Year 3/4 pupils gasped in wonder when their teacher first used the coloured overhead calculator. In a Year 2 science lesson, pupils were making electrical circuits. When the bulbs lit up, so did their faces. The skilful ways in which teachers receive and value ideas contributes strongly to pupils' ability to reflect on their experience. In a Year 3 lesson on adding and multiplying, the teacher gave time to pupils who were very eager to talk about the patterns which they saw in the 100 square. She helped them reflect on the significance of their ideas about how addition and multiplication interrelate.

62. Provision for spiritual, moral, social and cultural development is also strongly supported by the school's personal, health and social education programme, and the effective policies on behaviour and anti-racism. These emphasise the importance of valuing pupils, and of

encouraging self-esteem and responsibility.

63. The quality of provision for moral and social development was illustrated at the beginning of one of the afternoons, after some Year 6 pupils had been unsettled by a lunch time quarrel. The way the teacher dealt with this situation was exemplary. She set clear guidelines for how pupils could discuss what happened and how they felt, which most were able to do in a very mature way. The very good behaviour of the pupils stems from their clear understanding of right and wrong, and their respect for others.

64. Provision for social development was well illustrated in the Reception class, when some of the five year olds thanked the Year 6 pupils who had been looking after them in the playground. One boy told the class how he had been upset and sad, but after talking with one of the older children he had felt happy. He was able to express these things partly through sensitive routines established in 'circle time', when pupils are encouraged to voice thoughts and feelings.

65. Older pupils take on many other responsibilities which encourage social responsibility, such as running the bookshop and school bank. There are constant opportunities in lessons for pupils to take initiatives and show responsibility, for example when working together in small groups. The school's links with parents and the community strongly support social development. Parents who come in at the beginning of school for reading time and numeracy time, for example, help create a very positive family atmosphere. Visits from the school nurse, the police and fire service encourage pupils to be socially responsible. This guidance ranges from washing your own hands in the case of the younger pupils to saying no to drugs in the case of the older ones.

66. Two things underpin the outstanding provision for cultural development: the cultural diversity of the pupils, staff, and local community; and the ways in which pupils are encouraged to value their own and other cultures. In religious education, for example, pupils in Years 5 and 6 worked on finding out about Islam. Muslim pupils in the classes were proud to talk about their faith. Other pupils from Christian or Sikh backgrounds showed great respect and interest in what they were learning. Year 3 pupils found out about Ignatius Sancho, a black leader who lived in Greenwich 200 years ago and struggled against the slave trade. Curriculum planning, and displays of work, support cultural development very strongly. Linguistic diversity among pupils and staff is emphasised and valued.

67. In all areas of the curriculum there is a range of visits which richly extend pupils' experiences. This year, for example, classes have visited the Globe Theatre and the National Portrait Gallery for work on the Tudors, and the British Museum as part of work on the ancient Egyptians. Pupils learn from visiting experts, such as a potter. Music week involves many musicians from different cultural traditions, such as Irish music and steel bands. Visits from the children of Cwmbran give real contact with different people living in a different area.

68. A sharing assembly by the Year 6 class, and attended by many parents, sums up the excellent quality of spiritual, social, moral and cultural provision. Songs, poems and prayers in memory of Stephen Lawrence were deeply expressive of pupils' feelings, and of their empathy for his parents. The casting of a white boy to play Stephen Lawrence made a powerful statement that racism is the problem rather than race. The assembly was a most

moving experience for all who were present, including the youngest junior pupils.

69. Pupils with English as an additional language are encouraged to take a full part in all school activities and to accept and exercise responsibilities. There are very many high quality displays celebrating the variety of cultures within the school, and helpful signs in the main languages spoken, including Panjabi, Urdu, Gujarati and Yoruba. Year 5 pupils carefully constructed paper lanterns and a dragon, which they took to the local Festival of Light at the end of the inspection week. During the inspection, two parents came into school to cook national food, including samosas, for pupils in reception and for the staff as part of the celebration of Diwali.

70. The outstanding quality of the spiritual, moral, social and cultural provision is a significant strength of the school. It makes an important contribution to the attainment and progress of all pupils, particularly those who have limited opportunities to widen their experiences outside school.

80.

80. Support, guidance and pupils' welfare

71. The rate of improvement in support and guidance since the last inspection has been good. Provision is now very good overall. Procedures for monitoring individual progress are effective. Pupils are well known to staff, and this supports good informal monitoring of their personal well-being. This means that any problems with academic work or personal development are noticed quickly and help is given promptly. Attendance is monitored effectively. Absences and lateness are noted with care. The school makes significant efforts to improve attendance and reduce the rate of absence or lateness, but is not always successful in changing family habits.

72. The school has outstanding procedures for encouraging discipline and good behaviour, and they are highly effective. This is because of the exemplary way in which everyone speaks calmly and positively to pupils, but with a clarity and firmness which leaves pupils in no doubt about what is expected. Pupils are encouraged to want to behave well so that they can learn effectively and enjoy what they are doing. The relentless focus on what pupils do well creates a happy and purposeful atmosphere where everyone values good behaviour and wants to work. The school rules are simple, positive and very well understood. They are displayed on laminated cards with a border of lively and distinctive illustrations by pupils, and represent a model of good practice.

73. The school has very effective arrangements for child protection and these are well known to staff. There is also good support for dealing with pupils who feel unwell. The school takes care to ensure that health and safety procedures are in order. It is very successful in promoting the health, safety and welfare of pupils in order to ensure that they are ready and able to learn effectively.

74. The support and guidance available to pupils with special educational needs, and those with English as an additional language, is of high quality. Their personal needs and attainment are carefully monitored so that appropriate help can be given. The effectiveness of this support is carefully evaluated and adjusted accordingly so that they can attain well.

75.The support, guidance and welfare available to pupils is a significant strength of the school, enabling them to take full advantage of the very wide range of educational opportunities provided in and outside school.

85. Partnership with parents and the community

76.There has been a noticeable improvement in partnership with parents and the community since the last inspection. This aspect of the school's work is now very good. Relationships with most parents are exceptionally positive, and partnership overall is strong. The school makes enormous efforts to encourage parents to become involved in its work and in their children's learning. It gives training for those willing and able to help in classrooms and encourages parents to take advantage of local opportunities for adult education. As a result, there are groups of parents who help regularly in school and encourage others to help out when they can. They hear children read, work in small groups with them and, occasionally, cook with them. There is strong support for reading and other work at home from parents. All this help makes a significant contribution to learning and progress.

77.The school provides very good information for parents about its life and their children's progress. Care is taken to present information in a lively and interesting way so that it is as easy to read as possible, as in the governing body's annual report to parents. The school adds helpfully to all the written information it provides, through effective informal contact and the regular availability of staff to talk to parents

78.Links with the community are also strong. Those with Woolwich College on family literacy projects are of great benefit to parents and pupils. The support for information technology training for staff and pupils and the maths master classes provided by Woolwich Polytechnic (a nearby secondary school) make an important contribution to standards achieved. Links with Greenwich University not only support the initial teacher training programme, but also enable staff to share expertise. Cultural weeks bring in a variety of parents and community members representing the rich diversity of traditions to be found locally and in the school. All these links support pupils' personal development and academic progress particularly well.

79.Parents of children with special educational needs are advised when their children have individual education plans. They are sent a copy and the plans are discussed at parents' meetings. Parents, however, are not given the opportunity of making a regular contribution to the planning or to sign them.

80.The school communicates very effectively with parents of pupils with English as an additional language. Members of staff speak six languages other than English, and if other languages are required the local translation service is available. Parents of all cultures are confident in coming to the school and value the support of the staff.

81.The very good partnership with parents and the school's involvement with the community greatly widen the experiences provided for pupils.

91. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

91. Leadership and management

82.The school is extremely well led by a very experienced headteacher, with the active involvement and support of the senior management team, staff and governors, to achieve the clearly stated objectives of providing a rich learning experience and raise achievement for all the children.

83.Staff morale is high, and all in the school enjoy a high quality environment. Governors take their duties seriously and are actively involved in monitoring the quality of education the school provides. They have specific responsibility for particular subjects, and monitor all aspects of the school's work through visits and regular meetings.

84.All those involved in the school accept the clear understanding that all aspects of their work are subject to constant review, to improve both their performance and that of their pupils. This is done, however, in an atmosphere of mutual support. For example, the school gives a high priority to ensuring high quality teaching, and to this end provides very good levels of support.

85.The quality of teaching and learning is effectively monitored by the senior management, team leaders and subject co-ordinators, who use a formal framework that has been agreed by all staff. Time is allowed for teachers either to observe colleagues or to teach sample lessons. These arrangements are discussed beforehand, with the reasons for the observation agreed, the observations formally recorded and reviewed, and practice adjusted where necessary. Planning is regularly monitored at all levels within the school in order to ensure a consistency of approach in lessons.

86.The school's aims are clear and precise, and focus on ensuring that all involved in the school community, managers, teachers, pupils, parents and governors, play their part in raising attainment for all pupils. In conjunction with the local education authority, the governors have set targets for the years 2000 - 2002 for further improvement in the proportion of pupils gaining Level 4 or above in the national tests for English and mathematics.

87.The management of the school ensures a safe, secure and exciting learning environment where all have equal access to a broad, balanced and stimulating curriculum. Relationships throughout the school are excellent, contributing to the outstanding ethos which clearly reflects the school's aims for high achievement in all aspects of its work.

88.The school development plan is a useful working document with clear priorities, brief descriptions on how these are to be achieved and by whom, and most of the priorities are costed. The plan is carefully constructed, beginning with a review of the previous year's developments. Staff and governors meet to discuss their priorities and aims, both for the school and for their own personal development. These are formally recorded and then reviewed by the headteacher and her deputy, who write a draft plan to take account of national initiatives and other whole school developments. Individual tracking sheets are kept for each pupil, with individual education plans for pupils with special educational needs, and teachers are given support where necessary to meet the agreed targets.

89.The management of the provision for pupils with special educational needs is very good, although the policy does not fully meet the requirements of the Code of Practice. The general oversight and day-to-day management of support for pupils with English as an additional language is very effective, and has a positive impact on standards attained by the pupils. There is an excellent ethos which promotes equal opportunities for all pupils.

90.All statutory requirements are met. The outstanding leadership provided by the headteacher, senior and middle managers, and governors drives the school forward so that it can meet its stated aims.

100.

Staffing, accommodation and learning resources

91.The school is well staffed with suitably qualified teachers who have a broad range of experience and expertise to meet the specific needs of the pupils in the school. There are eleven full-time teachers, plus a full time teacher who supports pupils with English as an additional language, working in partnership with class teachers.

92.A music specialist was appointed in September, and this appointment is already having an impact on the standards of singing for the older children. Altogether there have been six new appointments to the teaching staff in the last two years but morale remains high amongst all adults in the school, who give good support to each other.

93.Newly appointed teachers are given very good induction into the way the school expects things to be done. Equally good support is also provided for any newly qualified teachers who join the staff.

94.Appraisal is carried out through regular review meetings with the headteacher, deputy and subject co-ordinators, where professional needs are identified. The process, agreed by all the staff, is also supported by regular classroom observations or by teachers sharing lessons with co-ordinators. Whole school training needs are identified through the school improvement plan which is drawn up after wide discussion between the senior managers, all members of the staff, and governors. Appropriate training is then provided to meet both individual and school needs. The training has a positive effect on the quality of teaching and is of high quality, often taking place in whole school sessions open to all adults in the school.

95.The number of classroom assistants has been increased recently, and they plan closely with class teachers. to give valuable extra help to pupils with special educational needs, under-achieving boys, and reading recovery. The majority of special needs support staff has appropriate training. The special needs teachers and support staff give effective help to pupils, enabling them to meet the objectives in the individual education plans. The quality of the specialist provision for pupils with English as an additional language is equally good. The school is also well served by its administrative staff, who are well known to parents and work effectively with the head and other staff.

96. There have been significant improvements in the accommodation since the last inspection, with the addition of a new nursery and a bright and breezy amenities room which is used for infant assemblies and music lessons for all years. The three-storey Victorian building is kept in good repair and provides spacious accommodation, including two halls, to allow the teaching of all subjects of the National Curriculum and religious education.

97. The school is well served by a recently appointed premises manager. It is clean and free of graffiti. The quality of display is very good in all classes, and sometimes outstanding, celebrating the achievements of the pupils and providing guidance. Displays are frequently used to support teaching, for example in mathematics and science. Whilst there are few grassy areas, the outside accommodation is attractive and well laid out, including a wild life area maintained by one of the governors.

98. Resources in all subjects are of good quality and are adequate to support the teaching of all subjects of the national curriculum and religious education. Resources in information technology and in the nursery have improved dramatically since the last inspection. Co-ordinators are responsible for resourcing their subjects; they can bid for specific items and have to account to governors for their spending. There are good quality books to support the teaching of English as an additional language, and they reflect the cultural diversity within the school in a positive way.

99. The good levels of staffing and the overall good accommodation are important factors in the school's success in providing a high quality education which enables pupils to make good progress in their learning.

109.

The efficiency of the school

100. The headteacher, senior managers and governors manage all the resources available to them very well to achieve clear educational objectives designed to raise standards for all pupils. Very good financial planning and control enable the effective introduction of educational developments agreed by staff and governors. The present situation represents an improvement since the last inspection.

101. The control and administration of the school's resources are excellent. The school development plan is a good document which includes a full audit of curriculum needs by the subject co-ordinators. Detailed action plans are clearly costed, with criteria to enable both the school and the governors to evaluate their success.

102. Financial planning is carefully undertaken for the year ahead, and all members of the school staff with areas of responsibility are involved in the planning. The cost effectiveness and achievements of the previous year's budget are carefully examined by the governors, senior management team and subject co-ordinators. A financial sub-committee of the governing body considers a budget presented to them by the headteacher. This budget is carefully reviewed, taking into account the priorities and needs of the school.

103. Decisions about major expenditure are carefully considered. For example, the provision of additional staff to support targeted pupils and to give some cover for teacher supply needs was agreed by headteacher and staff and endorsed by governors. Results of tests show that this additional staffing has had a positive effect on pupil performance. Finally, the budget is discussed by the full governing body.

104. Financial control is excellent. Budgets are appropriately allocated to specific headings and are regularly reviewed by a financial adviser, the headteacher, and the chair of the finance committee. The information that the governors and subject co-ordinators receive about the budget is based on sound computerised data which is very well maintained by the school administrator. The school has just been audited, and the report which arrived during the inspection showed that there were no problems relating to financial control. With the excellent support of the two school administrators, the school runs very smoothly on a day-to-day basis, and teachers are able to concentrate on teaching.

105. The deployment and use of teaching and support staff, accommodation, and learning resources is very good. All available staff are used to support pupils' learning. The accommodation, including the outside space, is used well. All teachers make very effective use of classroom space for display which informs pupils' learning and celebrates their work. Resources are well maintained and easily accessible to the teachers and pupils where appropriate.

106. Very good value is achieved from the monies which are allocated to pupils with special educational needs and for those with English as an additional language. When account is taken of the expenditure per pupil, attainment on entry, the fact that the school is in an area of multiple need, the high quality teaching, and the attainment and good progress pupils make, the school gives very good value for money overall.

116. PART B: CURRICULUM AREAS AND SUBJECTS

116. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

107. The school has morning and afternoon nursery classes of 25 children each. At the time of the inspection about a third of the reception class were still under five. New reception children are also admitted at the start of the spring and summer terms. A second reception class is opened for the summer term. Nursery and reception classes are regularly oversubscribed.

108. When children enter the nursery and reception, the attainment of most is below what would be expected for their age. Almost a third have English as a second language, and some have limited experience of English before joining the school. Teaching for the under fives is very good overall and, as a result, children make particularly good progress in reception, so that by the time they reach statutory school age almost all have reached the objectives expected of five year olds.

Language and literacy

109. Children make good progress in language and literacy, and most attain appropriate levels for their age by the time they are five. They listen with increasing attention, and extend their vocabulary. Many sustain interesting dialogues, in imaginative play in the greengrocer's shop, or in explaining what they are doing in the 'dark, dark house'. They learn to name and form letters correctly, and make good progress from copying to the beginnings of independent writing. Most write their names, and with support begin to write simple sentences to explain their work or tell a story. They greatly enjoy looking at books and sharing them with adults. Lower attaining children remember phrases. Most can re-tell the essence of a favourite story. Higher attainers read words and simple sentences. Children whose first language is not English make good progress. Some have limited fluency, but improve in understanding and in making simple responses. Others talk and listen confidently.

Mathematics

110. By the age of five, most children attain appropriate levels for their age in mathematics. Most count and order numbers up to ten. They sort and compare objects, and begin to do simple practical additions and subtractions. Some higher attainers have a good idea of larger numbers, such as the number of children in the class, or even how many are present if two are away. Most children talk about simple shapes, and use appropriate language such as *bigger* or *smaller*, *longer* or *shorter*. They begin to recognise and create patterns, for example in a computer game where they make sequences by clicking with the mouse. Playing with materials such as sand and water they use words for quantities such as 'more / less', 'heavy/light'.

Knowledge and understanding of the world

111.Children attain appropriate levels for their age in their knowledge and understanding of the world. They make good progress in learning the days of the week, and in observing the weather. They talk with interest about their families and homes. In talking about a journey round the school, many showed a good sense of how to get from one place to another, and what different areas were used for. Pupils begin to investigate ideas such as *light* and *dark*, and what torches and lights are used for. They cut and join things, using various tools and materials. They begin to explain and question things in the world, such as "It's dark in here because we've turned the torch off and the door is closed". Children learn simple use of the computer mouse and how to add a word to a picture using a concept keyboard.

Physical development

112.Children make good progress in physical development, and reach appropriate levels for their age. In the Nursery they use the climbing frame safely and with confidence. Cars and other large mobile toys are controlled well. Pupils are still learning to throw, and most cannot yet catch. By the time they are five, almost all throw and catch a large ball with reasonable control for their age. A few remain less co-ordinated, but some show good co-ordination and skills. Many have a sound awareness of space for their age. Almost all use pencils, scissors and brushes with an appropriate degree of skill and care.

Creative development

113.Children make good progress in creative development, and almost all reach appropriate levels. They improve their handling of paint and brushes to produce bold, colourful work. They show increasingly well observed detail in depicting a scene from a story, or in representing objects. They sing with enjoyment, and have a sense of melody and rhythm. Most respond imaginatively to music. For instance, reception children used the sounds different instruments made to improvise a dance-drama from the story 'We're going on a bear hunt'. In imaginative play, children are increasingly able to sustain a character or a role, such as a mother or baby.

Personal and social development

114.Pupils make good progress in social skills. In the Nursery they learn to share things with others. In Reception, most can wait for their turn to talk at 'circle time'. Pupils learn to get out equipment and tidy it away, and to dress and undress for physical education. They learn how and why they need to wash their hands. They persevere and try to improve, for instance in trying to catch or bounce a ball. The pupils usually relate very well to each other and to adults, and respond very positively to instructions and praise.

Teaching

115. Just over half the teaching observed was good, and the rest very good. When account is taken of the generally high quality of planning, organisation, and relationships that underpins provision for children under five, it is appropriate that teaching overall should be judged very good. The range of activities available, and the ways in which these are organised and developed, is very good. Teachers respond very positively to children's own ideas, and continually encourage their independence. On the evidence of good written planning, observations, and assessments, teachers' contact with individuals is very well adapted to extend their learning.

116. For instance, statemented children will be given tasks they can perform responsibly, such as handing round to everyone a plate of fruit. A high attaining nursery child who is ahead of most of the others in learning letters, sounds, and words, is prompted to more challenging activities. Behaviour and relationships are very well managed. Clear positive statements are continually made about what is expected, to which the children almost invariably respond very well.

117. There is good liaison between class teachers and the language support teacher, nursery nurse, and classroom assistants. Positive links are established with parents, particularly when they come into classrooms at the beginning of sessions to help with reading. Accommodation in the nursery was a problem in the last inspection, with too little space available. This has now been remedied since a new nursery block was opened in 1998. The outdoor spaces include a soft surface under the climbing frames. Storage space in the nursery is rather limited. Reception children also have a separate fenced-off play space. Resources overall are satisfactory.

127. ENGLISH, MATHEMATICS AND SCIENCE

127. English

118. Attainment in English at Key Stage 1 has improved considerably since the last inspection. Results in the 1999 national tests show attainment in reading to be above national average, both at Level 2 or above and for the higher Level 3. Tests for writing show attainment to be close to the national average for Level 2 or above and well above the national average for those pupils attaining Level 3. In comparison with those of similar schools, the results are well above average in both reading and writing. Girls are performing slightly better than boys in these tests.

119. Inspection evidence based on lesson observations, discussions with pupils and scrutiny of work indicates that for pupils currently in Year 2 the results will be broadly in line with the national average. This difference is due to the number of pupils with special educational needs in these classes. Pupils make good progress, including those with special educational needs and those with English as an additional language

120. Results of the end of Key Stage 2 National Curriculum tests for 1999 in English show the percentage of pupils attaining Level 4 or above to be below the national average. The percentage of pupils reaching Level 5 was well below the national average. Inspection evidence indicates that the attainment of the current Year 6 is in line with that expected nationally for children of their age. In comparison with those of similar schools, the results are above average. Girls are performing better than boys in these tests.

121. Whilst the attainment of pupils is below the national average at Key Stage 2, inspectors judged their progress to be good for a number of reasons. The proportion of pupils with special educational needs is above the national average; the percentage of pupils with English as an additional language is well above the national average; and a significant number of pupils require considerable support in their personal development to cope with the demands of the curriculum.

122. One indicator of these pupils' progress is that in comparison with schools having a similar proportion of pupils entitled to free school meals, the results in the English tests in Key Stage 1 are well above the average, and at Key Stage 2 they are above.

123. For these pupils to achieve average standards in English, they have to sustain their performance in a range of tasks. Their experiences outside school do not necessarily include extended opportunities for developing language skills which are particularly important if pupils are to reach average attainment in the more demanding English tasks which require the use of complex language.

124. In addition, many of the pupils, who have had irregular schooling in the past, do not have the stimulating experiences that allow them to retain knowledge, skills and understanding. A significant number of pupils also require extra help as they have been on extended holiday with their families abroad.

125. Throughout the school, pupils with special educational needs make good progress, assisted by the targets set for their attainment and by the high quality of support provided by the special educational needs co-ordinator, the special needs teachers, and the special needs support staff. There is no significant difference in attainment and progress for pupils for whom English is an additional language.

126. Pupils make good progress in speaking and listening skills. By the end of Key Stage 1 they are confident to ask or answer questions in class. Pupils in Year 1 can talk about the content of their story based on the book 'Not now, Bernard'. Pupils in Year 2 are keen to respond to the shared texts during the literacy hour and are confident to contribute their examples of rhyming words from the poem 'Spaghetti! Spaghetti!', together with an explanation of why they consider the words rhyme.

127. By the end of Key Stage 2, pupils are able to talk and listen confidently in a range of situations, and are developing the use of a wider vocabulary appropriate to the context in which they are speaking. Pupils in Year 3 are eager to share their knowledge about the sun and about the eclipse, some with very appropriate vocabulary. In Year 4, pupils show good speaking skills and are able to expand on their answers related to their project on the solar system. Pupils in Year 5 are keen to share their ideas for writing metaphors. Pupils are given many and varied experiences for developing their speaking and listening skills.

128. In Year 6, pupils develop the ability to listen with concentration, giving their own point of view and questioning others' opinions sensibly and in a mature fashion, for example while discussing conflict. Good listening skills are also evident in assemblies, and pupils are given the opportunity to speak and perform in front of other pupils, such as at the assembly celebrating Black History Month.

129. Standards in reading are in line with the national average. Pupils throughout the school develop a range of strategies, including phonic knowledge and contextual clues, for coping with unfamiliar words, and the majority of pupils have the confidence to apply these effectively. Whilst some pupils with special educational needs have some difficulties, the majority read fluently and with interest. Pupils develop the ability to read with accuracy and expression and talk about the plot and characters to make predictions. They express pleasure in reading poetry. There is clear evidence of pupils independently researching, locating and using information, and of making progress in this.

130. Standards in writing for the majority of pupils are average by the end of both key stages, and progress is good. By the age of seven, pupils are developing their vocabulary and their ability to write in complete sentences and use full stops. They plan and draft their work, and this helps them to extend their vocabulary and develop their style. They understand and use a beginning, middle and end for a story, and some of the more able pupils use speech marks.

131. At the end of Key Stage 2, pupils' writing is thoughtful and words are chosen with care. For example, a boy in Year 6 in a letter to the parents of Stephen Lawrence writes, 'I cannot feel the pain you are going through but I can fear the deep pain.' Pupils are mainly confident to express their feelings in writing with the use of dramatic and powerful words, and they benefit from drafting and rewriting. The more able pupils have a broad and lively vocabulary, as in the work of a girl who writes about her ambition to become a soul singer, but a significant number of pupils are still writing with less interesting words and not always

with correct punctuation. Spelling is satisfactory, and is taught and tested at both key stages. There is regular handwriting practice, but pupils do not always transfer to their other work the skills they have learned.

132. The writing and making of very well illustrated books by pupils throughout the school is a strength within the English curriculum. They range from those produced in Year 2, on the theme 'Would you rather...?', to those written by pupils in Year 6 after they had read 'The Phoenix and the Carpet'.

133. Progress is good for all pupils, including those with special educational needs and those for whom English is an additional language. There is clear evidence of progress in speaking and listening through the school. Pupils in Year 1 give limited but enthusiastic responses while listening to others and in answering questions related to the shared big books during the literacy hour. By the time they are 11, pupils are able to enter into a mature discussion on the dangers of selling fireworks to young children.

134. Pupils make good progress in reading. In Reception, pupils are able to recognise familiar words, and by the end of Key Stage 2 the more able can read with good expression, independently, and with an understanding of the text.

135. Pupils' writing shows good improvement, from communicating meaning through simple words and phrases to being able to present writing with sustained ideas in paragraphs with appropriate punctuation.

136. Within the school, there is an emphasis on the development of literacy skills and the literacy hour is used effectively. Parents are kept well informed about how this time is used. During the literacy sessions classes enjoy shared texts. They discuss and analyse the text on which the teacher is focusing. Teachers lead pupils to greater understanding through the quality of their probing questions. Skills and knowledge are taught and used with specific vocabulary across all subjects of the curriculum. Spelling is taught in many subjects and discussions are encouraged.

137. The pupils use their literacy skills well in science. They use reference books for independent research and are encouraged to express their ideas clearly and fully both orally and in written work, using the correct technical vocabulary. In mathematics, technical vocabulary is taught and pupils are encouraged to speak and write about their work. In religious education, pupils are encouraged to write about appreciating the points of view of others. In history, pupils use speaking and listening skills while carrying out interviews for oral accounts of historical facts, and teachers have good expertise in promoting literacy skills.

138. The great majority of pupils have very positive attitudes to their English work. They enjoy discussing and sharing their ideas with the remainder of the class. Most pupils listen and concentrate well, and work very well together when engaged in group activity. They work hard to improve their English skills.

139. The quality of teaching is very good; it is very good in sixty per cent of lessons, good in thirty five per cent of lessons and satisfactory in five per cent of lessons. Teachers have very secure subject knowledge which contributes well to the pupils' good progress. They have high expectations, manage pupils very well, and create a good learning environment. Where teaching is less than good, there is a lack of sustained pace to the work.

140. The majority of work is well marked, with constructive comments which encourage pupils to improve. The school policy is for pupils to correct or rewrite mistakes, but this does not always happen. The teacher engaged in Reading Recovery and Catch-up programmes, together with the teacher supporting under-achieving boys, the special educational needs teachers, and the teachers for pupils for whom English is an additional language, provides very high quality expertise to enhance pupils' confidence and progress in English.

141. The English curriculum is enhanced by visitors to the school such as Robert Crowther and Paul Johnson, book makers, a story teller for Diwali, and the West Midlands Theatre Group. There are visits to places such as the Globe Theatre, and Year 6 pupils visited Woolwich Polytechnic to observe publishing on the computer. The subject is well managed, and the co-ordinator gives good support to teachers.

151. **Mathematics**

142. The school's results in the 1999 national tests in mathematics for seven year olds show that all pupils achieved or exceeded the expected level, well above the national average. In comparison with those of schools in similar social circumstances the results were way above the average. Evidence gathered during the inspection indicates that pupils in the current Year 2 will attain in line with what is expected nationally for children of their age.

143. The 1998 results were below the national average, largely as a result of unavoidable disruption in staffing. The proportions of higher and lower attaining pupils in the present Year 2 are more balanced, so attainment at the end of Key Stage 1 for this school year is in line with the national average. A similar level of attainment was reported at the last inspection. Compared with that of schools in similar social situations, attainment is well above average.

144. At Key Stage 2, the proportion of pupils gaining level four or above in the 1999 tests was in line with the national average. The proportion was well above average compared with schools in similar social circumstances. The 1998 results show similar levels. The attainment at the end of Key Stage 2 this school year is in line with the national average, as it has been since 1998. Compared with that of schools in similar social situations, attainment is well above average.

145. By the end of Key Stage 1, most pupils count and order numbers up to 100. They know the ways of adding and subtracting numbers up to 10, and use these facts to work out sums with larger numbers. Most know the 2 and 10 times tables. Higher attaining pupils work with numbers beyond 100, and quickly work out in their heads problems such as five items at 50p. At times, lower attaining pupils still need the support of counting apparatus. Most pupils understand and can explain basic number patterns, such as tens and ones, or

odds and evens. They use this knowledge to solve problems with money or measurement. Most pupils know simple two- and three- dimensional shapes, and talk appropriately about their features. They collect data for simple surveys, make block graphs, and interpret the results.

146. By the end of Key Stage 2, most pupils know all their multiplication tables and the reverse divisions by memory. They have a satisfactory understanding of decimal numbers, fractions and percentages. They work out in their heads, for example, 2.5×100 or 1000 . They multiply and divide large numbers on paper, and use a calculator effectively for more complicated computations. Higher attaining pupils work things out in their heads quickly, and explain well how they solve problems. For example, Year 6 pupils quickly worked out patterns in different ways of expressing fractions.

147. Most pupils understand mathematical terms and can explain, for instance, that different fractions were equivalent because the relationship between the numerator and denominator was the same. Lower attainers have a less confident grasp of mental arithmetic, and may be unsure of the mathematical processes needed to answer a problem. By the end of their time in Year 6, most pupils have a satisfactory knowledge of shape and measurement. For instance, they work out simple areas and perimeters, or problems involving length or volume. They collect and analyse data satisfactorily, for example using information technology to produce graphs.

148. The attainment of pupils currently in the school is at the national average in both key stages, but nevertheless, inspectors judged their progress to be good. Constant recall is an important part of attainment in mathematics, and many pupils are unable to retain knowledge, skills and understanding from one term to the next, so that much catching up is needed for them to attain what is expected nationally of children of their age. A measure of the progress made by pupils in mathematics is that in comparison with others having a similar proportion of pupils entitled to free school meals, the results are well above average at both key stages.

149. In addition, the percentage of pupils with English as an additional language is well above the national average. In Key Stage 2 in particular, these pupils are having to handle complex subject vocabulary and develop the language skills and questioning techniques which are particularly important if pupils are to reach average attainment in investigative skills in mathematics. As a result of the high quality teaching and support they receive, most pupils with English as an additional language understand and can use the language of mathematics, enabling them to attain at least the levels of attainment expected for children of their age.

150. Progress in both key stages is, therefore, good. Pupils' knowledge and use of numeracy skills develop well. In reception and Year 1, pupils learn simple addition and subtraction facts and begin to understand patterns such as doubling. By Year 3, pupils learn more multiplication and division facts. They understand more complex patterns and relationships, such as division being the inverse of multiplication. By Year 6, most understand the necessary number facts and relationships. They work problems out accurately on paper and know how to use calculators when necessary.

151. Throughout the school, pupils are accustomed to making sensible estimates. In reception, for instance, some begin to guess how many children are present at registration. Most Key Stage 2 pupils can say what the rough answer to a sum is likely to be. Higher

attaining pupils also make good progress, working in more complex ways. For instance, some Year 6 pupils can apply their numeracy skills to more advanced concepts such as ratio. Figures from the national tests over recent years show that some boys do not progress as well as girls in Key Stage 2.

152. Numeracy skills throughout the school are in line with national averages overall. The successful introduction of the national numeracy project has given a high profile to mental methods and other calculation skills. Pupils use these satisfactorily when working in other subjects, such as science or geography. Year 2 pupils, for instance, studied how long it took for things to melt in different conditions. Year 5 and 6 pupils study co-ordinates in maps.

153. Literacy skills are satisfactorily developed throughout the school in mathematics work. Pupils use technical terms well, and explain their work orally or in writing.

154. Pupils' attitudes to learning mathematics are good overall. They listen attentively in whole class work, and are very keen to answer. Pupils often confidently take the initiative in making good comments, not just responding to questions. They delight in pointing out patterns, or finding other ways of doing something. In a Year 4 lesson, for example, many pupils of varying attainment explained interesting patterns in a 100 multiplication square. Pupils usually concentrate hard, persevere, and behave well. Very rarely, when the work set is too difficult, some lower attaining pupils become unsettled. Pupils often co-operate well, for example in entering data on to a computer. They use equipment with care.

155. The quality of teaching is very good overall. Ten lessons were observed, and in half of these the teaching was very good. In three it was good, and in the other two satisfactory. The judgement of the quality of teaching is based not just on the lessons observed but also on the overall teaching provision. The strong teaching has very good planning, with suitable group work for three levels of attainment. Teachers are well organised, and confident in their own understanding. There is very good direct teaching of the whole class, with skilled demonstrating, questioning, and use of technical words.

156. Teachers skilfully encourage pupils to explain and develop their strategies. They are also flexible in the whole class and group teaching. They assess intuitively as the lesson proceeds, and adapt very well to pupils' needs. The pace of lessons is very good, with time given for both practice and thinking. Many teachers mark books very well, assessing what has been done and identifying the next step. In the teaching that was not as strong - although still satisfactory - group work for lower attaining pupils was sometimes too difficult for them to pursue independently. Sometimes, whole class practice in mental calculation is not best focused or paced. Teachers set good mathematics homework, including numeracy games, open-ended 'challenges' to stimulate pupils' independence, and revision.

157. Assessment is very good. Teachers set individual targets for each pupil. Almost always these are written in ways which the pupil can understand. Pupils' work is also well assessed in terms of the key objectives of the national curriculum. These objectives, and test results, are used as the basis for a very thorough system for tracking progress. This enables support to be effectively targeted. Lower attainers benefit from a booster class, and from very good special educational needs support. There is specifically funded support for under-achieving boys in both key stages. High attaining pupils at the top of Key Stage 2 have access to a master class.

158. The introduction of the numeracy hour has been very successfully managed, although computers are underused as part of group work during the hour. There is a very good programme of staff development. As well as whole staff training for the numeracy strategy, teachers observe model lessons or work together with a co-ordinator. Links with parents are very good. There was a successful information evening for parents on numeracy teaching. Classes in Years 1 - 4 have a very good weekly session when parents come in to play maths games with the pupils. The subject is well managed with clear aims.

168. **Science**

159. The 1999 Key Stage 1 teacher assessments were in line with national averages, but with few pupils reaching the higher levels. Results at the end of Key Stage 2 are above the national average. In comparison with similar schools the results are well above average at both key stages.

160. Evidence from inspection broadly agrees with these results. Currently, standards in Year 6 in knowledge and understanding of the living and material world are in line with the national average, with some high attainment, but they are above average in experimental and investigative science.

161. Pupils in Key Stage 1 have been studying electricity. Younger pupils can identify many uses of electricity in the home, while most older pupils know that a complete circuit is needed for a bulb to light. Some higher attaining pupils know that you can get a shock from electricity and that this is why the wires are covered in plastic.

162. Younger pupils in Key Stage 2 are developing their understanding of the solar system and the reasons for day and night. A wide range of attainment is evident in the different levels of their initial ideas about day and night. Some pupils, for example, think that the sun becomes a star at night, or goes into the earth's core. Others are sure that the sun moves around the earth, and a few understand that the earth moves around the sun, and that it is light in a particular part of the earth when it faces the sun. In both the lessons observed, good progress was made in developing pupils' concepts of day and night, as well as the relative sizes of earth, sun and moon.

163. Pupils in Year 4 are planning an investigation into what things affect hearing. They understand the principles of a fair test, and most know why it is important to change only one variable. Pupils in Year 6 display a wide range of attainment. A significant minority achieve high standards in their understanding of light and shadow, and a majority show above average attainment in their understanding and skills of science investigation.

164. Most pupils understand the difference between *transparent*, *translucent* and *opaque*, and lower attaining pupils are able, with help, to sort different objects on the basis of these properties. One higher attaining girl, when asked the differences between reflection and shadow, replied, 'reflections have detail and colour, but shadow is just a black outline.' About three-quarters of the class could plan a simple investigation, deciding what to maintain the same, and what to measure. Five girls and two boys were able to formulate questions that they could test, such as 'what will happen to the position of the shadow when I change the

position of the light source?'

165. Whilst the attainment of pupils is at the national average at the end of Key Stage 2, inspectors judged their progress to be good. In Key Stage 2 in particular, these pupils, many of whom have had irregular schooling, are having to handle complex scientific language which requires high quality teaching in order for them to attain. Their good progress is also indicated by the fact that in comparison with schools with a similar proportion of pupils entitled to free school meals, the results are well above the average at both key stages.

166. Many of the pupils have not had sufficient opportunity outside school to develop questioning techniques which are particularly important if pupils are to reach average attainment in investigative skills in science. Pupils who have had irregular schooling also lack the ability to retain knowledge, skills and understanding.

167. Throughout the school, pupils with special educational needs make good progress, assisted by the targets set for their attainment and the high quality of support provided by the special educational needs co-ordinator, the special needs teachers and the special needs support staff. There is no significant difference in attainment and progress for pupils for whom English is an additional language.

168. The good progress made by pupils of all abilities across both key stages is due to very good teaching, which develops high quality relationships, to the very good attitudes of pupils, and to the teachers' careful focus on meeting the wide range of learning needs within the classes. Pupils enter the school with below average attainment, and are achieving average standards by the end of Key Stage 1, and above average standards by the end of Key Stage 2.

169. Pupils have very positive attitudes towards learning, and at all ages they work with concentration and enthusiasm. Relationships between pupils are good, and they develop good skills of working sensibly on their own and collaboratively as they move through the school. They carry out practical work extremely sensibly and safely, listening to others in their group, and discussing and developing ideas. Pupils have the confidence to express their own ideas about science, knowing that these will be treated seriously by the teacher and other pupils.

170. Teaching is very good. All lessons were judged good or better, and over a half judged very good. A particular strength is the outstanding relationships that teachers forge with and between pupils of all abilities and whatever their need. The approach produces confident learners who are not afraid to make mistakes. Teachers have a consistent and highly effective approach to teaching science, which is founded on high expectations and learning through investigation. Planning is of high quality, with clear learning objectives and interesting, relevant, and challenging work.

171. There is a good balance between teacher-led sessions, which are used to find out what pupils know, to introduce new concepts, and to reinforce learning, and more pupil-centred activities which give pupils the opportunity to explore their own ideas and develop their investigative skills. In all classes there is a good focus on individual needs and on providing activities that build effectively on prior attainment. Assessment is continuous, and excellent use is made of concept mapping in Key Stage 2. This demonstrates the conceptions and

misconceptions that pupils already hold at the start of a topic, and lessons are then planned to address misconceptions and gaps in knowledge.

172. The subject is very well led and managed. The co-ordinator has good expertise and much enthusiasm for science. She monitors science provision, and provides highly effective support which, together with good policy and planning, promotes a consistent and highly effective approach to teaching the subject. Pupils receive a broad and balanced curriculum, with coverage of the Programmes of Study and progression across the school. Procedures for assessment meet requirements, and work is moderated.

182. OTHER SUBJECTS OR COURSES

Information technology

173. At the end of both key stages, pupils' attainment is in line with national expectations. Progress is good in both key stages, which represents an improvement since the last inspection, when progress was judged to be unsatisfactory in Key Stage 1. By the end of Key Stage 1, most pupils have a satisfactory understanding for their age of how they can use information technology to communicate information and control things. Most Year 2 pupils know how to use the mouse and keyboard for simple procedures, and they know the appropriate technical words for what they can do. For instance, they write and create pictures, using save and print commands. For graphic work they use tools such as pencil, rubber, and fill, and know the term 'icon'. They program a robot to make simple movements.

174. By the end of Key Stage 2, most pupils are used to editing extended pieces of writing. They change fonts, and the size and style of letters. They know how to highlight, cut and paste, and add pictures to their text. Using graphics programs, they can create and rework pictures and have some experience of improving pictures by zooming in and retouching. They handle data by creating records and asking questions. They can find information using CD ROMs. During the inspection, pupils in Years 5 and 6 had their first lesson on finding information from the Internet. Most pupils have a satisfactory understanding of control technology, using a program to draw shapes, or controlling lights and buzzers. They have an understanding of how technology is used to monitor things in everyday life, such as light sensors. Pupils' awareness of the possibilities of information and communication technology is well illustrated by their eager anticipation of e-mailing their pen friends in Cwmbran.

175. Progress is good throughout both key stages. When they learn new skills, pupils quickly incorporate them into what they already know and can do, as when Year 2 pupils learned to save their work. On a visit to the computer suite at Woolwich Polytechnic, Year 5-6 pupils quickly extended their use of the mouse when searching for information on pages from websites. The whole class learned how to type in a website address and how to correct mistakes when doing so. Pupils with special educational needs also made good progress in learning these new procedures, often having the support of a partner. Higher attaining pupils began to understand the codes for different types of website.

176. In Key Stage 1, pupils use information technology to support their work in literacy and numeracy, with letter, spelling, number and shape games. Overall, pupils' use of information technology in other subjects in both key stages is satisfactory, but the amount of work they

do and the time they spend on it is limited.

177. Pupils usually have very good attitudes to their work. When working together in pairs, independently of the teacher, they take turns and help each other well. Pupils persevere and are keen to improve, for example when playing a pattern or number game.

178. The quality of teaching in information technology is very good. Four whole class lessons were observed, each with very good teaching of new skills. Teachers have expertise and confidence in the skills they are teaching. They use and explain technical vocabulary in ways which make it understandable to their pupils. A well focused scheme of work, backed by a very good continuing programme of staff training, underpins the high quality of teaching. The school has successfully addressed the weaknesses in teachers' confidence and expertise and the absence of a scheme of work, which were identified in the last report.

179. Planning and teaching covers the use of information technology in all curriculum areas, but only a limited amount of time is spent on it. Consequently, computers are under-used in all subjects, including numeracy and literacy. This is part of a conscious strategy of building up the expertise of staff and pupils in core computer skills. The co-ordinator has already identified the need to extend this work in the near future, and also to widen the scheme of work. The co-ordination and development of information technology has been effective.

180. The school is in the process of being connected to the Greenwich grid for learning, which will link the computers in the school and to the Internet.

Religious education

181. During the inspection, only three lessons in religious education were observed and judgements have been made with supporting evidence from observation of assemblies, discussion with pupils and staff, scrutiny of work and displays. Three lessons in personal, health and social education were also observed. These were 'circle times' where pupils take turns to speak about their feelings, and listen respectfully to others. These lessons have been drawn on because their learning objectives matched those in the syllabus for religious education.

182. By the end of both key stages, levels of attainment are appropriate for pupils aged seven and eleven, and are in line with the targets in the Greenwich Agreed Syllabus. Progress in both key stages is good, an improvement since the last inspection when progress was judged to be satisfactory.

183. By the end of Key Stage 1, pupils have a satisfactory understanding for their age of different religions. They know about different places of worship and ceremonies, and begin to appreciate some of the similarities between them. For instance, they have experience of daily prayer and reflections in school. They know the stories and celebrations involved in festivals such as Diwali and Christmas, or for weddings, baptisms and funerals.

184. Pupils' knowledge is combined with a respect for their own beliefs and those of others. In the visit to the Mandir, for example, they found the sound of the bells and gongs awe-inspiring. Pupils reflect thoughtfully on their experiences and feelings. For instance, in a Year 1/2 circle time they each talked about how they would respond if someone had an accident in the playground.

185. By the end of Key Stage 2, pupils have a satisfactory knowledge of major world faiths, and of similarities and differences between them. For example, Year 5 and 6 pupils talk knowledgeably about Gods, prophets, and holy books in Christianity, Islam, and Sikhism. Pupils have a satisfactory understanding of symbolism and ritual, such as candles at Diwali, Hanukkah and Christmas. They find out about the wider lives of religious communities and how these reflect their faiths.

186. Progress in both key stages is good. Most pupils learn the key points of a lesson well, and use it to broaden their experience. This was evident in the work around the Year 1/2 visit to the Mandir. It was also striking in Year 6, where good progress in a circle time discussion on anger was followed the next day by resolving real conflicts that had arisen at break time.

187. Pupils' attitudes to learning are very good overall. Most show a real interest in learning about beliefs and values. They show respect for pupils and adults from different faith communities. Many take the initiative in confidently sharing their knowledge. A Muslim pupil in Year 6, for instance, showed the class the rituals that she practises, such as washing before prayer. Muslim pupils in Year 5/6 worked co-operatively in a group to lead the investigation of Islam in their class.

188. The quality of teaching in both key stages is very good overall. In half the lessons seen, the quality of teaching was very good. Two thirds of the rest were good, and one third satisfactory. The very good teaching is linked to the strength of the teachers' own understanding of religions, and to skilled ways of presenting this to pupils. These strengths are evident in the way work is planned and developed, setting clear and high expectations. Pupils' ideas and opinions are elicited in skilled ways, based in all lessons on high quality relationships and mutual respect. Group work is productive and focused. In the less strong teaching, there was less pace and focus in group work. Much good literacy work is evident in discussions, writing, and finding out information.

189. Religious education is very effectively led by a small working group, including the headteacher and two teachers. They have successfully adapted some areas of the local authority syllabus to suit their own school. Plans for units of work give a very good basis for continuity and progress in learning. The previous inspection made criticisms in this area. The significant improvement here underpins the improvement in progress between the two inspections.

190. The personal, health and social education programme is very good. It makes a major contribution to work in religious education. Together, these two subjects underpin the school's outstanding provision for spiritual, moral, social and cultural development.

Art

191. The judgement of the quality of artwork in the school remains the same as that for the previous inspection. Attainment is above expectations for pupils of a similar age at the end of each key stage, and pupils make good progress. At Key Stage 1 pupils have an understanding of different media, including paint, pastels, charcoal, brusho ink, pencils and clay, and make good use of them. Pupils carry out interesting and careful work with shapes and colour, creating alternating, rotating, repeating or tessellating patterns in Years 1/2.

192. Pupils in Years 1/2 who had looked at Victorian railings have drawn a design and then used a tool to transfer the design to a pressed print in order to make a very good pressed print block and pattern. Pupils in Year 2 develop good observational skills, with drawings of telephones and of different parts of the school building. Art work is used very well to support other subjects at both key stages.

193. In reception there are good examples of brusho ink and colour mixing as background for a collage of a sea scene and related language work. In Years 1/2, pupils have carefully made drawings of jobs which are carried out in the house. They have also made clay dough fruits which are realistic and colourful.

194. At Key Stage 2, pupils are developing and broadening their expertise. Pupils in Years 3/4, having discussed the work of the artist Delaunay, were observed producing detailed observational drawings of part of a bicycle, with good understanding of Delaunay's style and methods.

195. Pupils in Year 4, who have studied light and reflection in their science lessons, use water paint followed by chalk pastels to produce very effectively the sun or moon reflecting on the water. Pupils in Year 5 have produced some extremely well illustrated scrolls in the style used by the Romans. They have also made, with great care and precision, paper lanterns and a dragon which were used in the procession for the local Festival of Light. Pupils in Year 6 have visited the Victoria and Albert Museum to study Islamic art. They have a good understanding of its origins and are producing very fine drawings and painted tiles in Islamic style.

196. Pupils, including those with special educational needs and those with English as an additional language, make good progress. They are provided with the opportunity to develop a range of skills in drawing and painting, textile weaving, and printing and stitching, for example the embroidery carried out in the style of Georgia O'Keefe by pupils in Years 3/4. Pupils undertake three-dimensional work in paper, collage and clay. These skills are extended as they revisit these areas of artwork throughout both key stages.

197. Boys and girls alike have very positive attitudes to their work in art and give it their full attention. Pupils work in a safe and sensible manner when handling equipment and display real pleasure in showing their work to adults and to each other. Pupils are given many opportunities to develop their skills of speaking and listening through discussion related to their artwork during lessons.

198.The teaching in art is always good and the majority is very good. Teachers are very secure in their subject knowledge and skills. Teachers use a good scheme of work to support their planning and use a wide range of work of well known artists to extend pupils' knowledge and understanding.

199.Very good support is given to individuals to improve technique and develop their ideas. Relationships are very good, and teachers manage pupils very well. Appropriate emphasis is placed on health and safety issues. The number of high quality displays in each classroom, in the corridors, and in the halls, many representing the diversity of cultures within the school, is a significant feature of the school.

200.At Key Stage 1, good use is made of the local environment for sketching. Many artists visit the school to work with pupils. For example, Rosemary Bignel worked with pupils on mixing powder paint, Emergency Exit Arts worked on sculpture, lanterns, puppets, etc, and Ray Auken worked with each class to make slab pots and plates. These varied and numerous experiences contribute greatly to the pupils' experiences in art work.

Design and technology

201.No work in design and technology in Key Stage 2 was timetabled during the inspection, and only two lessons were observed in Key Stage 1. Judgements were made from the scrutiny of pupils' work, teachers' planning, and discussions with staff and pupils. The curriculum requirements are met and the evidence indicates that attainment at the end of both key stages is in line with what is expected for pupils aged seven and eleven.

202.In reception, pupils work in a small group with their teacher to start designing and making puppets of Rama and Sita, to perform the Diwali story. They learn simple design principles, working out how to make the puppets move, and what resources they will need. They show suitable making skills for their age, using scissors and a hole punch, with some appropriate adult support. In discussion, they begin to show an understanding of evaluating whether things work. They learn the vocabulary of the tools and materials.

203.Pupils in Years 1 and 2 make models from oddments and from construction kits. Pupils look at chairs in the school to see how they function and what materials are used. They then design and make a chair of the right size for a toy, using construction kits. Through talk and practical activity, they show appropriate design skills in selecting materials and working out a design.

204.Pupils in Years 3 and 4 link design and technology work with science in designing torches. Later in the year they take a historical perspective with a visit to the Design Museum, to see how designs of household appliances have changed since the 1930s.

205.Pupils in Years 5 and 6 design slippers. They draw up design briefs detailing materials and measurements. They work out how to cut and join different types of textiles and plastics. The displayed results show good standards of design and making. From talking with pupils it is evident that they have satisfactory understanding of designing, making and evaluating.

206.Despite the small amount of evidence available, progress can be judged to be good, including by those pupils having special educational needs and those with English as an additional language. Throughout the school, skills of designing and making are well combined with knowledge and understanding. Pupils' work becomes increasingly complex. By the end of Key Stage 2, for example, pupils research the need for a product, and make alternative designs. In Key Stage 1, pupils of all levels of attainment made good progress in the lessons observed. There is insufficient evidence to judge the progress of different levels of attainment in Key Stage 2.

207.Pupils' attitudes to learning are good. They concentrate well in discussion, and enjoy practical work. Though sometimes excited by the opportunities, they are well behaved. They co-operate well, even when someone else has used the bits of Lego that they need, and they persevere in solving problems.

208.In the two lessons observed, the quality of teaching was good and very good. The co-ordinator gives a strong lead to design and technology work, and there is a very good ongoing programme of staff training. In this light, the overall quality of teaching is at least good. The strengths of the teaching observed were based on good understanding of the subject.

209.The activities are well planned, and the teachers confidently and successfully encourage the pupils to fulfil the objectives of the lesson. There is skilful observation and questioning to encourage pupils' independence and to extend their reflection on what they are doing. Technical words are well taught. Literacy teaching is well integrated into design and technology. The only weakness in the teaching observed was that there was an over-complex range of other group work going on at the same time. This diluted the otherwise good interventions of the teacher.

Humanities (History and Geography)

210.The school teaches history and geography in blocks of time, and no geography teaching took place during the inspection, when the emphasis throughout the school was on history. Judgements in geography are based on teachers' planning, the scrutiny of available work, and discussions with staff and pupils.

211.At Key Stage 1, pupils of all abilities make good progress in history and geography, and many achieve standards in line with national expectations. They are able to formulate questions to further their knowledge and understanding of the past. A project on homes included interviews with adults about their life when young, and they understand that there are similarities and differences between life now and life fifty years ago.

212.Pupils examine artefacts from the immediate past and are able to see how things have changed, for example the telephone. Pupils are also able to devise simple plans of their own homes and follow routes. They show an increasing understanding of direction and use simple geographical vocabulary, such as turning left and right and moving up and down stairs. A project book on Africa showed that pupils understand about places in other parts of

the world. Pupils look at the school building, examine its architecture, and illustrate the differences between the original parts of the building and those that have been altered. Large-scale maps of the area, and aerial photographs, help develop their mapping skills, and some are able to find their houses on the map and discuss their route to school.

213. At Key Stage 2, pupils continue to make good progress in history, and many achieve standards in line with national expectations. They are able to formulate questions to develop their historical understanding. During a lesson on Ignatius Sancho, Year 3 pupils examined pictures of a slave ship and devised statements showing that they had an understanding of this aspect of life in the eighteenth century. They are also able to use pictorial evidence to ask questions which expand their knowledge and understanding of the slave trade. Through a study of famous black people they understand that people are remembered for different things in different parts of the world. They are able to link their knowledge of Ignatius Sancho with their own local area.

214. Year 6 pupils are able to look at texts about historical events and examine them for accuracy and bias. Topic books on the Tudors show a clear understanding of the period and its main events. Pupils write about Elizabeth I, the Globe Theatre, the Spanish Armada, crime and punishment and Henry VIII. In geography, pupils in Year 6 showed that they were able to talk with confidence about their local area, understanding its main geographical features and the importance of the river in its historical development. They are able to contrast their local area with other areas in Great Britain. They name and talk about the main features of the British Isles, using geographical vocabulary.

215. Pupils have a satisfactory knowledge of the world and readily used terms such as the equator, latitude and longitude, continents, the poles and oceans. They showed an understanding of a number of countries, including India, France and Nigeria. They are able to illustrate the main difference in life style in these countries. They are also able to talk about some major physical features such as icebergs, volcanoes and earthquakes and relate these to different parts of the world.

216. Work on display shows that pupils who visited a village in Kent understand that this environment is different from their own and that it has its advantages and disadvantages. Pupils in the lower end of Key Stage 2 study their own environment. They show their understanding by producing booklets covering shops, leisure, industry and employment. Pupils' response to their lessons is very good.

217. Teaching at both key stages in history was always good and often very good. This has a direct bearing on the progress made by all pupils. Teachers have very good subject knowledge. They direct their teaching to help pupils understand about history and how it is explored. They make strong links with the local environment, and this was particularly evident in the work on famous black people and on homes and housing. Very strong links are made with other subjects, and in the presentation of their work pupils' literacy skills are well developed.

218. Very good methods are used to develop historical thinking. The use of drama in the Roman project to develop historical empathy was an outstanding example of this approach. Teachers' planning is thorough and the planning for future geography topics, together with the evidence of work seen, indicates that teachers are well aware of the needs of the subject.

Teachers provide all pupils with every opportunity to make progress.

Music

219. At Key Stage 1, all pupils make good progress, and many achieve standards in line with national expectations, singing familiar songs in tune. They are able to accompany the songs with simple percussion instruments and to perform accurately, using unpitched percussion, and are able to understand the use of rests. This was evident in both Key Stage 1 singing lessons and during class lessons. Pupils use instruments to create mood when retelling a familiar story, as in the development of the dramatisation of the story 'We're Going On A Bear Hunt'.

220. In Key Stage 2, pupils continue to make good progress. They are able to sing tunefully having regard to intonation. Older pupils are able to sing confidently in two parts, holding a line well against other singers. They use pitched and unpitched percussion to effect, treating the instruments with respect and understanding that they produce different types of sound which can be used for different purposes.

221. Using a conductor, sometimes the teacher and sometimes a pupil, they are able to combine together to create performances. They record what they have played in a way that allows them to repeat the rhythm at a later date, and understand that formal notation helps others to understand what their composition means. A Year 5 class was able to use instruments to create appropriate sounds for wind and waves. Older pupils are able to take part in performances in school and at local music festivals. During a music week, visiting musicians help them to listen to music from a range of traditions, including steel bands and Irish music. Listening to music is part of collective worship and dance, and this music is taken from a variety of cultures. Pupils were observed listening to Vivaldi and dancing to Indian classical music.

222. Pupil's response to music is good. They follow instructions well and try very hard when performing. They show good levels of concentration when making sounds for the wind and waves, or practising rhythms they have created. They collaborate very well, particularly in the 'conductor game'. They enjoy the concept of singing together and behave well when they are in large groups.

223. The teaching of music is always good. Work is planned to build on previous experience. Throughout sessions, teachers encourage pupils in a positive way to improve their performance. In a Key Stage 2 lesson, time was well used to allow pupils to develop and test their recording techniques. Singing lessons are well prepared, and musical expertise is used to demonstrate techniques and improve performance. Though the relationships within groups are relaxed, expectations are high.

224. Key Stage 1 pupils are introduced to two-part singing. The school makes very good provision for musical tuition. All pupils in Year 3 are asked if they would like to learn a musical instrument, and as spaces become available they are able to take advantage of the offer. Currently, 38 pupils are learning instruments. Tutors are employed by the school and funded by the pupils taking part in lessons. Children on free school meals do not have to pay. This is funded from school lettings and fund raising.

Physical education

225. Pupils make good progress in physical education at both key stages. During the year they cover all elements of the physical education programme, and during the inspection lessons were observed in gymnastics, dance, swimming and games. Activities are blocked and no work in athletics or outside games was observed.

226. At Key Stage 1, pupils are able to move around the hall safely in a variety of ways. They show increasing control over their bodies and are able to balance successfully on different parts of the body, both on and off the large apparatus. A few pupils are able to do a sequence of different types of balance in one movement. They are able to control a ball and roll it in a straight line, using this skill to develop a simple game with a skittle.

227. At Key Stage 2, pupils were observed in dance and swimming lessons. In dance, the majority of pupils have good control over their movements and are able to express themselves in a variety of ways. Dance lessons were based on the Diwali story and in one group, ten pupils were able to group together to move as a ten-headed monster. Pupils show good control when working with partners. Pupils are able to perform, then assess their own performance, and this leads to improvements in their movement. A Year 4 class were able to take on different roles and combine to perform part of the story.

228. Pupils respond well to all aspects of the physical education curriculum. They show a great deal of enthusiasm, especially for dance and swimming. They always behave very well, including during the time before and after swimming. At the swimming baths, pupils get undressed and dressed quickly and sensibly. They collaborated well in groups and good examples of this were seen in dance partner work.

229. The teaching of physical education is good. Teachers control groups well, making sure that pupils have a due regard for safety. They use their voices well, always insisting that pupils respond to commands immediately. Teachers make use of pupils to demonstrate good quality movement. The subject is well co-ordinated and good advice is given to support teachers.

Swimming

230. The inspection of this school included a focused view of swimming. By the end of Key Stage 2, three quarters of the pupils are able to swim unaided for 25 metres. Nearly all these are confident in water, can rest and adopt support positions, and have developed effective front and back strokes. They understand the principles and skills of water safety and survival.

231. The swimming instruction is of a good quality. The instructor at the local authority pool is well qualified and has produced, and works to, a very good scheme of work. Teachers accompanying the pupils also teach during the lesson, under the guidance of the instructor. The pool is 25 metres long but has a consistent depth of 0.9 metres, making it safer for non-swimmers.

232. In the two lessons observed all pupils were able to make progress in either learning to swim or developing their swimming skills. Non-swimmers are given good support. In one session the instructor worked mainly with the non-swimmers, and in the other lesson the teacher supported non-swimmers in activities explained by the instructor.

233. Pupils are regularly assessed by the instructor and are prepared for tests of competence which are rewarded by swimming certificates. Records of progress are kept by the instructor. The school allocates ten sessions of one half hour to each pupil in each year from Year 3. The school has adopted this policy as a way of encouraging all pupils to enjoy swimming. However, the long gap between each block of ten lessons does affect the progress pupils make if they do not practise in between.

243. PART C: INSPECTION DATA

243. SUMMARY OF INSPECTION EVIDENCE

234. Prior to the inspection:

- *. a range of school documents was examined, including whole school planning, teachers' planning files, financial information, governors' reports, school policies, and information provided for parents;
- *. seventeen parents attended the meeting with inspectors and gave their views about the school;
- *. seventy parents returned questionnaires, expressing their views about the school.

1. During the inspection:

- *. sixty-nine lessons, or parts of lessons, were observed, totalling nearly 46 hours, an average of 40 minutes per lesson;
- *. eight assemblies and ten registration times were observed;
- *. planned and unplanned discussions took place with individual pupils, groups of pupils, teaching and non-teaching staff, the headteacher, parents and governors;
- *. pupils' records, reports, past work, work during lessons, and displays around the school were scrutinised;
- *. pupils were observed at break times, lunch times, when coming to school, and when leaving school;
- *. inspectors listened to the reading of a representative sample of at least three pupils from each year group.

246. **DATA AND INDICATORS**

246. **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	281	8	32	93
Nursery Unit/School	25	0	0	0

246. **Teachers and classes**

246. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	14.50
Number of pupils per qualified teacher:	19.59

246. **Education support staff (YR – Y6)**

Total number of education support staff:	19
Total aggregate hours worked each week:	210

246. **Qualified teachers (Nursery school, classes or unit)**

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

246. **Education support staff (Nursery school, classes or unit)**

Total number of education support staff:	3
Total aggregate hours worked each week:	48.5

Average class size:	25
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246. **Financial data**

Financial year:	1998-99
	£
Total Income	585738.00
Total Expenditure	573726.00
Expenditure per pupil	1964.82.00
Balance brought forward from previous year	18222.00
Balance carried forward to next year	30234.00

246. **PARENTAL SURVEY**

Number of questionnaires sent out:	200
Number of questionnaires returned:	70

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	47.8	47.8	4.3	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	32.9	61.4	5.7	0	0
The school handles complaints from parents well	23.1	55.4	21.5	0	0
The school gives me a clear understanding of what is taught	35.7	55.7	5.7	2.9	0
The school keeps me well informed about my child(ren)'s progress	37.7	56.5	1.4	4.3	0
The school enables my child(ren) to achieve a good standard of work	35.3	60.3	4.4	0	0
The school encourages children to get involved in more than just their daily lessons	27.9	54.4	16.2	1.5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	25.8	54.5	9.1	10.6	0
The school's values and attitudes have a positive effect on my child(ren)	29.0	62.3	8.7	0	0
The school achieves high standards of good behaviour	29.4	66.2	4.4	0	0
My child(ren) like(s) school	60.0	38.6	1.4	0	0