

# INSPECTION REPORT

Bowes Primary School  
New Southgate

LEA area: 308 Enfield

Unique Reference Number: 102021

Headteacher: Sarah Turner

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Reporting inspector: Jeffrey Leader

Dates of inspection: 8 – 12 November 1999

Under OFSTED contract number: 706611

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary School
Type of control:	County
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Bowes Road New Southgate London N11 2HL
Telephone number:	0181 368 2552
Fax number:	0181 368 2134
Appropriate authority:	Governing body
Name of chair of governors:	Anne Piachaud
Date of previous inspection:	February 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Fran Luke		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources
Edmond Morris	Science Art Music Section 11 Special educational needs Equal opportunities	Curriculum and assessment Pupils' spiritual, moral, social and cultural development
Mike Williams	Design and technology History Geography Physical education Swimming	Efficiency of the school
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## MAIN FINDINGS

### WHAT THE SCHOOL DOES WELL

- Standards are high in mathematics by the end of Year 2, in music by the end of Year 6 and in art and history across the school.
- The new headteacher provides effective leadership and is well supported by staff and governors. This results in them understanding how the school can continue to improve.
- The effective teaching in many classes means that pupils make good progress.
- Pupils with special educational needs and those with English as an additional language are well supported and consequently make good progress.
- The school is a strong, supportive community, committed to raising standards and improving the quality of education for all of its pupils.
- Everyday financial controls and school administration are very good. Short term financial planning is good overall.

### WHERE THE SCHOOL HAS WEAKNESSES

- I. Pupils' attainment in information technology is well below the level expected of eleven year olds because they do not use computers frequently enough. Attainment in religious education is below the level expected of Year 6 pupils. Progress in design and technology in Key Stage 2 is unsatisfactory.
- II. Attendance is unsatisfactory. Some pupils are consistently late.
- III. The school does not effectively monitor teaching to ensure that quality is maintained or that the curriculum is being implemented fully.
- IV. The school development plan looks at one year at a time and cannot be used effectively for longer term planning.
- V. Teachers' marking is often unsatisfactory and does not help pupils understand the strengths and weaknesses in their work.

**The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan. The action plan will be sent to all parents or guardians of pupils at the school.**

### HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

In the years since the last inspection in 1996, the school's fortunes have fluctuated, reaching a low in 1998 with a series of poor test results. However, since that dip, the school has made sound progress and the recent test results and evidence from the inspection show an upward trend. The quality of teaching has improved since the last inspection. Nine out of 10 lessons are at least satisfactory or better compared with seven out of 10 in 1996. This has a positive impact on standards. Standards in mathematics at the end of Key Stage 1 have improved and compared with results from similar schools are well above average. Attainment at the end of both key stages in art has improved significantly; as have standards in music at the end of Key Stage 2. History continues to have a high profile and the generally high standards have been maintained. The standards achieved by pupils at the end of Key Stage 2 have been raised. There are, however, some areas which have declined since the previous inspection. These include attainment in information technology at the end of both key stages and progress in design and technology in Key Stage 2. There are also a number of areas where there has not been enough progress and weaknesses have not been rectified. There is little monitoring of teaching and curriculum which means that the school is still unable to evaluate effectively whether the developments have a positive effect on what pupils learn and their standards of achievement.

The school still provides few opportunities to promote pupils' spiritual development and as in 1996, it does not meet statutory requirements for an act of daily collective worship. The strong leadership of the headteacher, staff and governors ensures that the school has the capacity to continue to improve.

**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	
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E
English	E	D		
Mathematics	D	C		
Science	E	D		

An analysis of the 1999 test results shows that standards achieved by 11 year olds in the core subjects of English and science are well below average and below average in mathematics when compared with all schools. When compared with similar schools, that is those which have similar numbers of pupils on free school meals, standards in English and science are below average and average in mathematics. However, standards have improved substantially since 1998. Inspection findings confirm that real improvement is taking place due to improved organisation and better teaching. The structure of the literacy and numeracy hours gives teachers an effective framework to support continued improvement. Standards in information and communication technology are well below expected levels by the time pupils are ready to leave school. Standards, at this age, are below the levels expected by the locally agreed syllabus in religious education.

**QUALITY OF TEACHING**

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

Teaching is at least satisfactory in 95 per cent of lessons. In 20 per cent it is very good but less than satisfactory in 5 per cent. Teaching in Year 6 is of a consistently high quality. In the few information technology lessons seen, teaching was good but computers are not used enough in other subjects.

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



## Other aspects of the school

Aspect	Comment
Behaviour	Satisfactory in classrooms sometimes less so on the stairs; pupils are generally polite; only one recent exclusion.
Attendance	Unsatisfactory; it is below the national average.
Ethos*	Good; the school provides a strong, caring environment in which pupils of differing ethnic backgrounds work and play harmoniously together.
Leadership and management	Sound; the new headteacher provides effective leadership and the governors are fully involved. New teaching strategies are having a positive impact on learning. There are few subject policies.
Curriculum	Sound; broad and mainly balanced throughout; good planning in literacy and numeracy; pupils receive worthwhile experiences in most subjects except information technology and design and technology in Key Stage 2; the curriculum is enhanced by educational visits and after school activities; a number of pupils have benefited from tuition given by visiting music specialists.
Pupils with special educational needs	Good; focused support for pupils with special educational needs and for those for whom English is an additional language.
Spiritual, moral, social and cultural development	Mainly good but spiritual development is unsatisfactory.
Staffing, resources and accommodation	Satisfactory overall; staff are well qualified and experienced; accommodation is exceptionally clean and well used except for the library; limited books in class libraries.
Value for money	Satisfactory

\*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

- VI. Their children enjoy going to school.
- VII. Good levels of communication between home and school
- VIII. The school is approachable.
- IX. The school encourages parents to play an active part in its life.

### What some parents are not happy about

- X. The way the school handles complaints from
- XI. The work children are expected to do at home.

Inspectors' judgements support parents' positive views. There is little evidence to suggest that complaints are not handled well. Inspectors agree with parents that homework is not consistent in

its quality. There are examples of good readers taking home books that are too easy for them.

## KEY ISSUES FOR ACTION

In order to improve standards and improve the quality of educational provision, the school and governors should:

- Raise standards in information technology, religious education and design and technology by:

XII. providing appropriate support and in-service training in these areas. (paragraphs 16, 17, 139, 141, 155, 156, 170, 171)

- Improve the quality of the monitoring of teaching to check its effectiveness in the classroom and whether the curriculum is being implemented fully. (para 61)
- Improve the quality of marking by:

XIII. introducing a marking policy so that all teachers use consistent criteria to evaluate the strengths and weaknesses in pupils' written work so that they know how they can improve. (paragraph 33)

- improve the strategic usefulness of the school development plan by:

XIV. ensuring it considers, in greater detail, more than one year at a time and can be used for longer term planning. (paragraphs 64, 76)

- Improve attendance and punctuality by:

XV. continuing to monitor attendance and targeting those parents and guardians whose children are regularly absent or late in order to promote the value of regular attendance and punctuality. (paragraph 25)

The school may wish to include in the action plan the following less significant weaknesses:

- XVI. distributing subject responsibility more evenly and developing the role of co-ordinators so that both their roles and responsibilities are clear; (paragraph 77)
- XVII. developing policies for all subjects. (paragraphs 36, 62)

## **INTRODUCTION**

### **Characteristics of the school**

1. Bowes Primary is in every sense a community school with pupils coming from a wide range of backgrounds and ethnicity. There are 256 full time pupils with a fairly even balance between boys and girls. The school also has a nursery with 46 part time pupils. The school, built in 1901, has been listed by English Heritage and is located directly on the busy North Circular Road. It is situated in the Arnos ward of the London Borough of Enfield and draws the majority of its pupils from the local area. The area's socio-economic profile is mixed. On the one hand, more than a quarter of all children come from high social class households with 20 per cent of parents having the benefit of higher education. On the other hand, the number of children living in overcrowded households is twice the national average.

2. Almost half of the school's pupils come from ethnic minority families which is much higher than the national average. Sixty-two per cent of families speak English as a second language which is very high when compared with national averages. One hundred and twenty four pupils are supported by an Ethnic Minority Achievement Grant. Fifteen additional languages are spoken with Gujarati and Turkish being the most frequent. Many pupils are from Somali and Kosovo refugee families. In the nursery 21 children come from homes where English is not the first language.

3. The school experiences high levels of pupil mobility which can have a marked effect on test results. In 1999, for example, only 63 per cent of Year 6 pupils had been at Bowes through Key Stage 2. Twenty-nine per cent of pupils are eligible for free school meals which is above the national average. Almost a quarter of the pupils are identified as having special educational needs of whom one has a statement of special need and fourteen are at Stage 3 of the Code of Practice. There was one exclusion for a fixed period in the year prior to the inspection. In the nursery two children are on the school's special needs register. No nursery children are eligible for free school meals as they all attend part time.

4. Although the school has retained a core of teachers who have taught at the school for a number of years there has been a number of new appointments over the past two years. There were six new appointments for the current academic year including the new headteacher who took up her post in September.

5. The school has a number of aims including improving the quality of pupils' learning and enabling them all to access and achieve within a broad curriculum.

5. **Key indicators**

**Attainment at Key Stage 1<sup>1</sup>**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	16	15	31

5. <b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	13	13	16
	Girls	9	11	13
	Total	22	24	29
Percentage at NC Level 2 or above	School	71	77	94
	National	82	83	87

5. <b>Teacher Assessments</b>		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	12	15	11
	Girls	9	12	11
	Total	21	27	22
Percentage at NC Level 2 or above	School	68	87	71
	National	82	86	87

**Attainment at Key Stage 2<sup>2</sup>**

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1999	22	19	41

5. <b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	14	13
	Girls	12	11	14
	Total	24	25	27
Percentage at NC Level 4 or above	School	59	61	66
	National	70	69	78

5. <b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	12	12
	Girls	11	9	11
	Total	21	21	23
Percentage at NC Level 4 or above	School	51	51	55
	National	68	69	75

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

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

1

**Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:				%
	Authorised	School		9.6
	Absence	National comparative data		5.7
	Unauthorised	School		1.1
	Absence	National comparative data		0.0

1

1

**Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:			Number
	Fixed period		1
	Permanent		0

1

**Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	20
	Satisfactory or better	95
	Less than satisfactory	5

## 1 PART A: ASPECTS OF THE SCHOOL

### 1 EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

#### 1 Attainment and progress

1. Most children make good progress in their language and literacy skills during their early years. They enjoy books, are aware that print in English moves from left to right and that words and pictures convey meaning. In the early years, as in the rest of the school, there are significant numbers of children for whom English is an additional language. These children make satisfactory progress in developing their language and literacy skills.

2. In their social development the children have positive attitudes to school. They are generally polite, listen to others and take responsibility for equipment when tidying up. Reception year children are still familiarising themselves with the everyday routine of the school but are gaining in confidence. Children for whom English is an additional language are increasing in their self-esteem and play well together with children for whom English is their only language.

3. Attainment by five in mathematics and in knowledge and understanding of the world is in line with age expectations. In mathematics, this represents an improvement as the baseline assessments for 1998 reveal that children were achieving at levels below the national average. As a result of direct teaching, most children by age five can recognise numbers from one to ten, add one and take one away and can use cubes to match given numbers from one to ten. Many can count to twenty and back again. Higher achievers can mentally add one to single numbers. They can also recognise the symbols for plus and equals. Children gain knowledge of the world by drawing, for example, upon the multicultural community from which they come. By the time they reach five, children show developing skills of observation and can describe features of their environment. Under five children in both nursery and Reception are developing their awareness of technology. By the time they are five, most know how to control a computer mouse.

4. In both the nursery and Reception classes children develop fine motor skills through using tools and equipment. They can thread through straws and beads and cut with scissors. They are also able to handle pens, pencils, crayons and paintbrushes with increasing control. However, children's gross motor skills are less well developed as there are insufficient opportunities for using cycles; no facilities for climbing and stretching and few for increasing skills in balancing.

5. Children's creative skills meet expectations overall with good progress being made. They sing songs well and use paint confidently to express ideas. Many children take part in imaginative role play and can sustain this for lengthy periods.

6. In the 1999 National Curriculum tests, the performance of pupils in reading and writing is well below the national average at the end of Key Stage 1. Comparison with similar schools reveals that pupils at the end of Key Stage 1 were achieving below average levels in reading and levels well below average in writing. However, these standards show a distinct improvement on the 1998 results when pupil performance was very low in comparison with all schools and those of a similar nature.

7. The school has a mobile pupil population. Of all the pupils sitting national tests at Key Stage 2 in 1999, only 63 per cent were present throughout the key stage.

8. In the 1999 tests in English at the end of Key Stage 2, the number of pupils achieving the expected level was well below average. Over the two years from 1996 to 1998 results in English have been very low when compared with national averages. In comparison with similar schools, pupils' attainment is below average for Level 4 but above average for Level 5. The results in

1999, therefore, show an encouraging upward trend. Evidence for the three years from 1996 to 1998 show that in English, girls perform slightly better than boys. However, the latest results show that the upward trend is continuing and drawing ever closer to the national average. The evidence of the inspection is even more encouraging indicating that pupils are achieving nationally expected levels in English at the end of both key stages. This is because the introduction of the literacy hour has given teachers a clearer focus on what needs to be taught.

9. Pupils make good progress in both key stages in all aspects of English. Pupils with special educational needs and those for whom English is a second language also make good progress in their English work. In speaking and listening, the early confidence acquired in Key Stage 1 is developed in Key Stage 2 and can be seen in the contribution that pupils make to class discussions, especially in Year 6. Standards in reading and writing are improving all the time and pupils make good use of these skills in other subjects such as history, science and some aspects of religious education. Overall, the standard of presentation of written work is unsatisfactory. The previous inspection found that pupils were taught to use the reference library to enhance their skills. These skills have deteriorated as little use is made of the reference library at the present time. There have been improvements in punctuation since the last inspection. In direct comparison with the findings of the last inspection, current inspection evidence reveals that towards the end of school, expectation in the quality and range of pupils' writing is high.

10. Standards in mathematics have fluctuated since the last inspection. The 1998 results show that at the end of Key Stage 1 the number of pupils achieving the expected standard was well below average when compared with all schools and below average when compared to those schools with pupils from similar backgrounds. The proportion of pupils gaining the higher level was closer to the national average. Over the three years from 1996 to 1998 results in mathematics, at the end of Key Stage 1, have been well below the national average. There was no significant difference in performance over this period between boys and girls. However, an analysis of the 1999 results shows a substantial improvement with pupils reaching levels in line with national expectations by the end of Key Stage 1. The proportion of pupils gaining the higher level was also in line with the national average. When compared with similar schools the improvement in performance is even more dramatic with standards well above average. At the end of Key Stage 2, the proportion of pupils achieving at least the standard expected for their age, based on the 1999 results, was below average and in line with the standard achieved by pupils in similar schools. Achievement at the higher level is promising with pupils reaching average standards in comparison with all primary schools and those of a similar nature. There was a promising upward trend from 1996 to 1997 when attainment in mathematics at Key Stage 2 was rising. A sudden dip in 1998 was accompanied by a big discrepancy between teacher assessments for Key Stage 2 mathematics and test results which suggests that teachers, at that time, had a far better view of pupils' abilities than reality. The 1999 results show a definite improvement at the end of the key stage. Current inspection evidence shows that attainment in mathematics, by the end of Key Stage 1, is above the national average and in line with national expectations at the end of Key Stage 2. Pupils make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. Pupils with special educational needs and those for whom English is a second language also make good progress in both key stages.

11. Current attainment in science at the end of both key stages is average. This is similar to the findings of the previous inspection. In 1998, the attainment at the end of Key Stage 1, based on teacher assessment, was well below national averages although the number of pupils who reached the higher level was in line. In 1999, pupils at the end of Key Stage 1 achieved similar results. However, the inspection evidence, based on the current pupils in Year 2, shows that pupils are achieving standards in science which are broadly in line with national averages. The results of the 1998 national tests at the end of Key Stage 2 showed that pupils' attainment was very low compared to both the national average and when compared with schools serving areas of similar economic circumstances. Only 22 per cent achieved national levels and no pupils reached the higher level. In 1999, 66 per cent of pupils attained national expectations and above.



This is well below the national average but shows a marked improvement compared with the previous year. In addition, 15 per cent of pupils achieved the higher level which is below national expectations but represents a vast improvement in science attainment. When compared with similar schools, pupils' results are below average.

12. Progress in science is good in all aspects of the subject throughout Key Stage 1 and satisfactory throughout Key Stage 2, although pupils in Year 6 make good progress which is due to the good teaching they receive. Pupils with special educational needs and those with English as an additional language make good progress throughout the school thanks to the focused support they receive from teachers and support assistants.

13. By the time pupils leave school their attainment in information technology is well below national expectations. There are pockets of exemplary practice but in general progress is poor. Pupils have limited ability to store and retrieve work. There is insufficient use of information and communication technology to support the learning of pupils with special educational needs and for those learning English as an additional language. The amount of time each pupil spends on the study of information technology is insufficient and pupils are not receiving their statutory entitlement. The school is beginning to plan more systematically but plans are not yet advanced enough to have an impact on standards. Standards in religious education meet expectations at the end of Key Stage 1 but fall below those expected at the end of Key Stage 2. However, the school has improved its provision for religious education since the last inspection. By teaching religion through the Enfield Model Scheme of Work for Religious Education, the school now has a structured framework which did not exist before. Pupils' progress in Key Stage 1 in religious education is satisfactory but unsatisfactory in Key Stage 2.

14. Pupils make good progress in the foundation subjects of history and art. In history, the previous inspection highlighted the high profile enjoyed by the subject in the school. This remains the case with good standards maintained and improved upon in Key Stage 2. Art has also improved since the last report when achievement was judged to be inconsistent. There has been also a significant improvement in achievement in music since the last inspection. Progress in Key Stage 1 is satisfactory but there is good progress by Key Stage 2 pupils. This is due to the additional opportunities the older pupils have for making music and the specialist teaching they receive. Progress in physical education and geography is satisfactory with Key Stage 2 pupils making good progress in swimming. In geography, although pupils make satisfactory progress, there remains some variation in the rates of progress made by pupils in different classes. Pupils make satisfactory progress in design and technology in Key Stage 1 but unsatisfactory progress in Key Stage 2. This is mainly because the design element is still largely absent from pupils' work. The previous inspection identified this area as a significant weakness. The weakness still remains and the result is poor progress in the key processes of design and evaluation.

15. Pupils with special educational needs make good progress throughout both key stages. Their individual education plans are carefully tailored to their specific needs, they are set realistic and achievable targets which are regularly reviewed. Work in class is provided at a suitable level and the special needs assistant and the co-ordinator provide good support which has a positive effect on the progress made.

## 20. **Attitudes, behaviour and personal development**

16. Throughout the school the pupils' attitudes to learning are good. This finding reflects that of the previous inspection report. Pupils generally concentrate well; they are responsive and attentive and show respect for resources. Pupils listen to the class teacher, and to each other. However, when lessons lack pace, pupils do lose interest and at times begin to chat.

17. Pupils' development in their personal study is not so well developed. They attempt to solve

problems on their own and to tidy up when asked to do so but need to be prompted from time to time. Pupils show respect for property and for classroom routines.

18. Relationships between pupils and between pupils and adults are satisfactory. In the classroom pupils get on well together but in some classes children were seen to argue and did not share well. Some examples of good relationships were seen. Relationships between different ethnic groups are very harmonious, and are good between staff and pupils and between boys and girls.

19. Behaviour throughout the school is satisfactory; pupils behave satisfactorily in the classroom and at play and lunchtimes. However, behaviour around the school, and in particular on the stairs, is not so good. Pupils are generally polite and courteous to visitors and happy to talk to adults. No bullying was seen during the inspection. Pupils show respect for property, they use resources well and put them away carefully. There has been only one exclusion recently.

20. Pupils' personal development is satisfactory. There are opportunities for pupils to take responsibility both within and outside of the classroom. For example, Year 6 children act as wet play monitors and Year 5 pupils put out equipment for assembly.

21. Pupils who have identified emotional and behavioural difficulties are usually well managed in class and during breaks. However, on occasions such pupils are not managed well and their progress in lessons, as well as the progress of other pupils in the class who are affected by their inappropriate behaviour, is not satisfactory.

26.

### **Attendance**

22. Attendance is well below the national average and is unsatisfactory. Attendance rates have dropped compared with those in the school's last inspection report. The level of unauthorised absence is well above the national average. There have been concerns over the level of punctuality, but a recent push by the school meant that during the week of the inspection, pupils generally arrived at school on time. During the day, lessons begin and end promptly.

## **27. QUALITY OF EDUCATION PROVIDED**

### **27. Teaching**

23. The majority of teaching throughout the school is good. Of the 95 per cent that is satisfactory or better 40 per cent is satisfactory, 34 per cent is good, 20 per cent is very good and one per cent is excellent. Five per cent of all teaching is unsatisfactory of which one per cent is poor. It is important to note that in the very few examples of unsatisfactory teaching a supply teacher was brought in, at short notice. The quality of teaching makes a direct impact on learning and contributes directly to the rise in standards and the progress that pupils make. Teaching has improved considerably since the last inspection when only 75 per cent of teaching was judged to have been sound or better.

24. The quality of teaching of children under five is always at least satisfactory; 15 per cent is good and 14 per cent is very good. Planning, which is done collaboratively, shows a good understanding of the basic curriculum for young children. All the classes plan towards achieving the Desirable Learning Outcomes by the time the children are five. Where there is good teaching in the early years, lessons are adjusted to children's differing learning needs and their prior attainment. Teaching, at this stage, emphasises language development and staff plan effectively to meet the needs of all children including those with special educational needs and those for

whom English is an additional language. Home visits by nursery staff help to build positive relationships and ease the transition between home and school.

25. In Key Stage 1 there is good teaching in five out of ten lessons. In Key Stage 2 it is slightly better with good teaching in six out of ten lessons. In these lessons teachers plan well and adjust activities to meet the needs of pupils with different levels of ability. The best planning is completed for the literacy and numeracy hours. Here, within a well structured framework, teachers are able to decide clearly what they should teach, when they should teach it and how they should teach it. This structured approach to planning ensures a balanced and progressive programme of learning which has a direct and positive impact on pupils' learning. In the best lessons teachers are very clear about what they want to achieve. They have high expectations. For example, in a Year 6 descriptive writing lesson the teacher motivated the pupils by maintaining that they would all write superbly. In these lessons teachers ask challenging questions and provide a range of activities that helps the lesson to move at brisk and productive pace. There are also examples of outstanding teaching where a combination of extensive planning, challenging work, very clear objectives and excellent rapport between teacher and pupils results in those pupils making very good progress.

26. Good relationships across the school, control and an understanding of the needs of all pupils further support the quality of teaching in better lessons. In the very few unsatisfactory lessons pupils become restless, quickly lose concentration and display inappropriate behaviour. In these lessons pupils are not well managed and they continue to talk when requested not to.

27. Most lessons are well organised and this enables teachers to interact with pupils in a way that helps them to progress during lessons. For example, teachers will organise learning through group activity. In this situation, above average groups will work independently on set tasks while the teacher and support staff offer direct help to the less able groups. Most teachers use time and resources well. Classrooms are mainly tidy with resources clearly labelled and easily accessible. During the literacy hour, teachers group pupils around them well, so that everyone can see the board or book they are teaching from. On some occasions, however, writing on pre-prepared worksheets is too small for pupils at the back of the group to see. This results in a momentary loss of concentration.

28. The teaching of pupils with special educational needs and those with English as a second language is good. Work, often matched to their individual education plans, is set at an appropriate level with clear and simple targets to meet pupils' difficulties. Consequently, these pupils make good progress. Classroom assistants are not always used effectively to give support to those pupils who need it most.

29. When teaching is well supported, non-teaching staff help to take pupils through work on a step by step basis. However, not all support staff check pupils' understanding.

30. The overall level of assessment is unsatisfactory. Teachers tend to assess their pupils' progress more in the core subjects of the National Curriculum, especially in literacy and numeracy. In these areas there are some good examples of assessment being used to set targets for individual pupils. However, assessment of pupil progress in the foundation subjects is less obvious. The day to day assessment of pupils' work in all subjects is unsatisfactory. There are many examples of unmarked work. Where work is marked, teachers often restrict their observations to spelling corrections or single word comments such as 'good'. There is little evidence of marking informing pupils of their strengths and weaknesses. Often, if a spelling is corrected, there is no evidence of follow up or a checking device to make sure that the word is not misspelt again.

31. The general view among parents present at the parents meeting is that little homework is

given at the moment. Some parents maintain that their children bring home 'easy' books. Inspection evidence supports this view and that homework is inconsistent in its provision.

### 36. **The curriculum and assessment**

32. The school provides a broad and mainly balanced curriculum for its pupils and meets the statutory requirements for teaching religious, health and sex education. The statutory requirements for teaching the subjects of the National Curriculum are not fully met as all aspects of information technology are not covered. These include some aspects of data handling, control technology, monitoring of external events with suitable equipment and exploring the effects of altering variables in a simulation programme. The curriculum for children under five is satisfactory in all areas and they are fully prepared for the next stage in their education. The curriculum for Key Stages 1 and 2 includes all subjects of the National Curriculum and the school has successfully implemented the national literacy and numeracy strategies which are having a positive impact on pupils' progress. The school allocates appropriate amounts of teaching time to each subject with an emphasis on literacy and numeracy. The weekly teaching time in Key Stage 2 is above the recommended minimum and in Key Stage 1 it is well above the suggested time. The school, therefore, is able to ensure that pupils receive worthwhile experiences in most subject areas. The exceptions to this are information technology throughout the school and design and technology in Key Stage 2. These are not always taught as discrete subjects and pupils are not always given opportunities to acquire many of the skills required to make good progress. Key Stage 2 pupils are adequately prepared for the next stage in their education as they attain satisfactory standards in most subjects and the school has effective links with the local secondary school to which the majority of its pupils progress.

33. The school has few policies in subject areas. Policies are useful tools in guiding planning, informing teachers and pupils about what is expected of them and identifying resource needs. New schemes of work have recently been introduced for many subjects to help teachers provide suitable work which helps pupils build on their subject knowledge, skills and understanding as they progress through the school. This is not the case in geography where teachers are dipping into the scheme of work and skills taught in areas such as mapping are not built on year on year. The school has introduced recently new planning formats which are clear and being successfully followed by all teachers. Planning of literacy and numeracy sessions is particularly good and is improving in other subject areas. Long term plans for each year identify the content to be taught in each subject and medium term plans break this down into more detailed areas of study. Short term planning usually includes suitable learning objectives for pupils of different abilities. Parents are kept fully informed about the content of the curriculum through annual meetings and termly newsletters. There is also a curriculum meeting with parents in the autumn term to talk about what the children will be doing during the year.

34. The curriculum is equally accessible to all pupils. The curriculum for pupils with special educational needs meets their specific needs as identified in their individual education plans. These set realistic and relevant targets which are regularly reviewed. Pupils with English as an additional language are also given full access to the curriculum and their good progress in many subject areas is a direct result of the focused support they receive in language acquisition. A small number of pupils is withdrawn from lessons for individual music tuition. The school is fully aware of the situation and ensures that such pupils do not miss an area of learning on a regular basis, by changing the withdrawal times regularly.

35. The curriculum is enhanced by a good number of educational visits to the local area, museums such as the Science Museum and the British Museum and art galleries. Visits to other places including Kew Gardens and a synagogue help inspire pupils and bring their work in school more alive. Theatre and science groups visit the school to work with pupils and bring additional expertise to the delivery of the curriculum. Extra-curricular activities include football, netball, choir and a lunchtime colouring club. These are well organised by teachers and are popular with the pupils who attend. Some pupils have recorder and keyboard tuition from visiting music specialists. This provision is of good quality and the pupils involved make good progress.

36. The school has a number of good assessment procedures in place for the core subjects of English, mathematics and science. Pieces of work in these subjects are assessed and kept in each pupil's record of achievement each term. These are suitably annotated, dated and matched correctly to National Curriculum levels. The assessments are used to set appropriate targets for individual pupils. The detailed analyses of the Key Stage 2 tests by gender and home language have proved to be very useful in identifying any areas for concern so that the school can focus its resources to improve the provision for particular groups of pupils. The analysis of test results to identify aspects of a particular subject where pupils are underachieving has also proved useful. Areas such as forces in science, data handling in mathematics and subject specific vocabulary were all highlighted as areas in need of further input. The assessment procedures for other subjects are much less well developed and are not providing teachers with sufficient information to help with their future planning. As noted in the last inspection the school still has no marking policy and the marking of pupils' work is unsatisfactory. Most marking of finished work does little to give pupils a clear indication of the areas they need to focus on to improve the standard of their work. Pupils with special educational needs and those with English as an additional language are regularly assessed and the targets set for them are appropriately based on the results of such assessments. Reports to parents meet statutory requirements and the best ones indicate exactly what pupils can do in a given subject rather than what they have experienced.

#### **41. Pupils' spiritual, moral, social and cultural development**

37. Overall, the school makes good provision for the spiritual, moral, social and cultural development of its pupils including those with special educational needs. The provision for moral development is good, for social development it is satisfactory and for cultural development it is very good. Provision for spiritual development is unsatisfactory as it was in the last inspection. The school is still not meeting the statutory requirements for collective worship. Relationships between pupils and adults and with each other are satisfactory. The school has a good ethos which permeates every aspect of its work. Adults in the school provide suitable role models and, in the main, treat pupils with kindness and respect. Relationships between ethnic groups are very harmonious. The high degree of racial harmony in the school is most commendable.

38. Pupils' spiritual awareness is not well developed through assemblies as pupils are not always given time for individual reflection. In religious education, pupils are taught about other religions such as Hinduism and Judaism but the content does not clearly focus on spiritual values. In other subjects, opportunities are rarely planned for spiritual development although there are a few examples in art and music where pupils are encouraged to reflect on the wonders of nature. An example of this was work in Year 6 where pupils listened to music, looked at pictures of nature and wrote down words to express their feelings.

39. The school's provision for moral development is good. Moral values are strongly promoted by all who work in the school and pupils are taught to understand right from wrong. Pupils learn to respect property and the feelings of others in the school community. Each class devises its own set of rules which is prominently displayed as a constant reminder to the pupils. The majority of pupils follow these and other school rules both in the classrooms and around the school although behaviour on the staircase is sometimes inappropriate. Moral values are reinforced in assemblies where pupils are encouraged to think about world events such as the recent cyclone in India and in class lessons such as circle time. Adults working in the school provide good role models for pupils.

40. Provision for social development is satisfactory. Pupils who are elected by their classmates to sit on the school council learn to discuss issues in a sensible and thoughtful manner. Investigational work in subjects such as science provides pupils with opportunities for collaborative work and the majority of pupils do so sensibly and share equipment fairly. Older

pupils are given some opportunities to take responsibility. They help look after younger pupils during wet playtime and operate the music system in assemblies. Sporting activities also help pupils to develop a sporting attitude to others and a sense of fair play. Pupils are encouraged to support good causes such as donating money for the national Poppy Day appeal.

41. The provision for cultural development is very good and is given a high profile throughout the school. Assemblies are often about world religions such as Hinduism and pupils are taught about the Diwali celebrations in much detail. There are many displays in classrooms and around the school celebrating the different faiths and cultures found in the school and the local community. The school values such cultural diversity very highly and makes every effort to promote cultural awareness. The high degree of racial harmony in the school is directly linked to the very good provision. Work in art and music is often planned to give pupils opportunities to learn about artists and composers from other lands. Art lessons are well used to help pupils explore other faiths and cultures as seen in a number of classes where pupils were devising their own Rangoli patterns linked to their study of Diwali. This is a great improvement since the last inspection when this aspect was judged to be underdeveloped. The school has good ranges of artefacts and other resources from around the world. These are used effectively in lessons and assemblies to add interest and relevance to the subject matter.

#### **46. Support, guidance and pupils' welfare**

42. The procedures for monitoring progress and personal development are satisfactory. Staff make assessments of pupil progress in English, mathematics and science, detailed notes are kept and passed to the child's next teacher, but this does not happen in all subjects. Monitoring of personal development is less structured and relies more on teachers' knowledge of the pupils.

43. Procedures for promoting discipline and good behaviour are satisfactory. A behaviour policy is in place and each class has its own class agreement, which is formed by the pupils and agreed at the beginning of each year. The rules are well understood by pupils who confirmed that staff deal with any misbehaviour appropriately. Pupils said that bullying sometimes occurs, but confirmed that staff deal with any problems promptly and effectively.

44. Procedures for monitoring and promoting attendance are good, but informal. Parents have been reminded of the need to inform the school if their child is absent. Regular checks are made on the class registers by school staff and generally parents are contacted verbally. The school receives good support from the education welfare officer who has been in to talk to staff about attendance. She also checks the registers regularly and visits parents when appropriate.

45. Induction arrangements for pupils starting school are appropriate. A member of staff visits each family and a general assessment of pupils is carried out. Parents are able to stay in the classrooms to help their children settle.

46. Generally the school provides a safe and caring environment which makes a sound contribution to the standards that pupils achieve. The special educational needs co-ordinator has just become the designated officer for child protection and is due to attend a training course. All staff are aware of the procedures and of the need to inform the nominated officer if they have any concerns.

47. A health and safety policy is in place, and regular checks are made of grounds, buildings and equipment. Provision for first aid is satisfactory with an appropriate number of staff trained. Arrangements for looking after pupils who are unwell are good.

48. Pupils with special educational needs are identified early in their school life and teachers work closely with the special needs co-ordinator to produce good quality individual education plans for

pupils. There is one pupil with a full statement who is appropriately supported by a special needs assistant and a tutor provided by the local education authority.

### **53. Partnership with parents and the community**

49. The previous inspection report found that links with parents were generally good, and this is still the case. Some parents have been concerned with communication between themselves and the school, but this has now improved. Regular newsletters are sent out to parents as well as regular letters regarding school trips or events. There is a curriculum meeting with parents in the autumn term to talk about what the children will be doing during the year. Parents spoken to were now happy with the level of communication with the school.

50. Some parents raised concerns over the written annual reports for parents which they felt were inconsistent across the school, and which they felt were computer generated. Generally the reports are satisfactory and meet statutory requirements, with some good information given regarding English, mathematics and science, and some target setting. But less information is given for the other subjects. There are good opportunities for parents to discuss their children's progress at two formal parent evenings and also at the end of the school day for informal discussions.

51. The quality of information for parents of pupils with special educational needs is good. All parents are kept informed of their child's progress. The information for parents of children where English is the second language is good, with many letters translated into relevant languages.

52. Parents are able to help out in school, but not many take up this opportunity. The school is well supported by the Friends of Bowes who raise funds for the school as well as arrange social events. The school has a parents' room where parents can and do meet on a regular basis. Parents take part in the home/school reading scheme and the majority support their children at home with reading and other homework. However, some parents expressed concern over the quality of the books their children brought home claiming that some are too easy and not challenging enough.

53. Pupils from the school take part in a number of events in the local community. These include entertaining groups of local senior citizens, and visits to local churches, synagogues and temples. The school undertakes a wide range of visits to museums and other educational establishments throughout the school year. Parental support for school trips is good. The school has appropriate links with the local secondary school.

54. Overall the quality of information for parents is good. Parents value the information they receive and they feel welcome in school. Links with parents contribute satisfactorily to pupils' learning. The work of the school is enriched by satisfactory links with the wider community.

55. Pupils with special educational needs have individual education plans which are regularly reviewed and parents are fully involved in this process. Parents are given copies of the plans and all attend review meetings.

## **60. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **60. Leadership and management**

56. The new headteacher has a clear vision for the future of the school and how it can continue to improve. She has already begun to provide effective leadership and in a very short space of time



has made a definite impact by building on the achievements of the past and developing a range of initiatives where weaknesses exist. In this she is supported well by the senior management team and the governing body. Governors are very committed, know the school well and receive a good range of information through appropriate sub-committees which deal with issues of curriculum, finance, staffing and premises. A special educational needs task group provides information on the provision for those pupils with special educational needs.

57. The headteacher has introduced a subject - rather than topic based approach to teaching the curriculum with schemes of work produced by the Qualifications and Curriculum Authority to support and guide teachers in a number of subject areas. The headteacher has also introduced a system of curriculum planning which, supplemented by the national literacy and numeracy strategies, has continued to make a very positive impact on attainment and progress.

58. The previous inspection highlighted as a weakness the lack of formal structures within the governing body and senior management team for evaluating whether the decisions they made had a positive effect on standards of attainment. This weakness still exists. There is no school-wide system for monitoring work in classrooms. Consequently, the school has little information about the quality of teaching or whether the curriculum is being implemented effectively. The headteacher has acknowledged this weakness and her appointment of part-time staff to provide non-contact time for subject co-ordinators, reflects a concerted effort to improve the situation. Only a few members of staff have job descriptions. Consequently, it is difficult for those with management roles, such as subject co-ordinators, to have a clear and precise view of their areas of responsibility. In addition, the lack of job descriptions makes the Spring term process of appraisal less productive.

59. The school has clear aims but few policies to guide them. These are especially limited in subject areas. Policies that are in place include: teaching and learning; assessment, recording and reporting. Policies on behaviour and special educational needs are three and four years old respectively and are being updated at present. In addition to the school's limited policy documentation there is a staff development statement (June 1998) and a physical education statement. New published schemes of work have recently been introduced for many subjects to help teachers provide suitable work which helps pupils build on their subject knowledge, skills and understanding as they progress through the school.

60. The school has a good ethos of care for its pupils and has developed a strong sense of community. Inspection evidence supports the school's aim of valuing every pupil irrespective of ability, race, gender, age or achievement as detailed in the Teaching and Learning Policy.' The ability of so many pupils and members of staff from different ethnic backgrounds to mix so productively is a very good example of what a clearly defined policy can do in practice. Provision for pupils with special educational needs and those for whom English is a second language is good and both groups make good progress.

61. The school development plan is detailed with targets for the present year and a comprehensive review of the previous year's achievements. In many respects, the school development plan is primarily a one-year action plan which identifies short term priorities. Targets are usually clear, with responsible parties and in-service needs identified. Sometimes, the success criteria in the body of the plan is strongly linked to raising standards, for example, "raising achievement of a significant number of children. End of Key Stage 2 - Level 3 to Level 4". At other times less so as, for example, when the plan talks of resources for art being 'easily accessible' and "used constantly". The three year overview is useful in that it gives an outline of the school's longer term priorities but it is not a sufficiently effective tool upon which to base financial planning.

62. The school is highly committed to providing equal opportunities for all its pupils. It has clearly stated aims that all pupils are to have full access to the curriculum and works hard to achieve

these aims successfully. Test results are analysed by gender and ethnicity to identify any specific groups of pupils who are not fulfilling their potential and, if any are found, immediate action is then taken to target them and raise their levels of attainment. Support for pupils who have English as an additional language is good and they make good progress towards the targets set for them. School staff provide positive role models for pupils and value the contributions made by pupils of all ethnic backgrounds, their cultures and religions.

63.The management of special educational needs is good. The co-ordinator keeps careful and up-to-date records and effectively liaises with the school staff, parents, the local authority and other support agencies. There is a designated special needs governor who meets regularly with the co-ordinator and reports back to the governing body.

#### **68. Staffing, accommodation and learning resources**

64.The number, qualifications and experience of the school's teaching staff meet the needs of the curriculum satisfactorily. Staff are well qualified and have a range of experience. The number, qualifications and experience of the support staff in relation to the demands of the curriculum is unsatisfactory as many have little training or experience.

65.The school's arrangements for the professional development of teaching staff is good and is linked to the school development plan as well as to individual needs and requirements. Arrangements for the support staff are unsatisfactory as too many are not qualified or not experienced. However, the special needs co-ordinator has run in-service training for support assistants. The arrangements for the statutory appraisal of teachers meet requirements through annual staff development interviews although, not all staff have job descriptions. The induction arrangements for the newly qualified and unqualified teachers are appropriate with staff receiving support from a mentor, plus support through the borough induction arrangements.

66.The school's accommodation is satisfactory for the support and implementation of the curriculum. The accommodation is well used, with the exception of the school library, which children seemed unaware of, and which had little use during the inspection. Classrooms are generally of an appropriate size, but some are cramped, particularly when a number of adults are also in the room. There are plenty of spaces around the school for small group or individual work to take place. The accommodation is difficult to manage at times when the pupils are not in the classrooms, due to the number of stairways and rooms not in use.

67.Mention was made in the last inspection report about the high level of cleanliness throughout the school; this is still the case.

68.The outdoor area for Key Stage 1 pupils is well set out with planting and a large covered area for children to play under. The area for the nursery children is not so pleasant and does not allow for stimulating play. As it is near the main road, rubbish often gets thrown over the fence and has to be cleared away. For Key Stage 2 pupils the playground area is uninviting and cramped for the number of pupils. There is no grassed area, although pupils do have the opportunity to use the facilities at the local secondary school.

69.Overall, the quality and quantity of resources are satisfactory, although there is no evidence of resources for design and technology, and the books in the library are unsatisfactory. Classroom libraries are also limited in quantity. There are very good resources for mathematics, and a good number for physical education. This differs from the school's previous report, which felt resources were generally a strength of the school.

70.The school has a class-based special needs co-ordinator who has one and a half days non-contact time each week to perform his duties. These he does most efficiently and keeps

comprehensive records of pupils' progress. He is very well trained and gives good support to colleagues. He has organised and, together with the local educational psychologist, has run, in-service training for support assistants to help improve their work in class. The support assistant provided by the local education authority to work with a statemented pupil is used effectively by the school and helps the pupil make good progress. The school's special needs co-ordinator is also effective in giving support to both colleagues and pupils.

## 75. The efficiency of the school

71. There are good procedures in place for financial planning and budgetary control. This broadly reflects the position at the time of the last inspection. Budget monitoring is of a particularly high standard. The school secretary, the headteacher and the chair of the governor's finance committee are all fully conversant with their roles in this process. Expenditure is monitored monthly and any necessary adjustments made. The governing body is kept fully informed on all financial matters.

72. Annual formulation of the budget is effectively informed by the priorities identified in the school development plan. The procedures are good and operate well. Establishing the school's priorities begins with the headteacher, assisted by the school staff, and leads to the creation of a draft budget considered by the finance committee, and ultimately by the full governing body. Closer links with the curriculum committee are envisaged in order to strengthen further the relationship between educational prioritisation and funding decisions.

73. While the procedures for financial planning are well developed, the school development plan is not a sufficiently effective tool upon which to base this planning. At the time of the last inspection, the plan was not costed; this has been rectified. However, the development plan still suffers two weaknesses. First, it is not a consolidated plan. It does not, for example, include staffing and premises, though these are covered in separate documents. Second, it is an annual plan and does not provide longer-term strategies for the school's development. This is a significant weakness. The result is that the school's development planning has not been sufficiently guided by longer-term objectives. The accumulation of a very large budget surplus over the years reflects this trend. The surplus has been considerably reduced this year with increased expenditure on an additional Year 6 class, increased provision of computing equipment and more learning support assistants. How these decisions relate to future plans is not clarified. On the other hand, the transition from one headteacher to another during the course of the financial year, and the consequent revisions to some of the school's development priorities, have been well handled and confirm the robustness of the school's short-term financial procedures. Concentration of all these considerations into a single forward looking plan, appropriately costed to include the accumulation and purpose of budget surpluses, is seen as a next step by the headteacher and governors. Until this is accomplished, governors do not possess clear enough educational targets against which to evaluate the effectiveness of their budgeting decisions.

74. The school is in the process of developing an effective management role for subject and key stage co-ordinators. At present, teachers' subject responsibilities are not satisfactorily distributed: one teacher has four subjects to manage, while others have one. Without clearly defined roles, neither the subject co-ordinators, nor the key stage co-ordinators, function effectively. Both full and part-time teachers are effectively deployed and used, as are the qualified assistants in the nursery and Reception classes. Some variability exists in the effectiveness of the teaching support provided for pupils in the Key Stage 1 classes for whom English is an additional language. In some lessons, the tendency to focus on behaviour management is not an effective or efficient use of specialist staff time and expertise. There are strengths and weaknesses in the use of learning assistants. In some lessons, they are well briefed and perform a valuable function. However, in many other lessons, they play only a marginal part in the proceedings. In general, they do not have the training or experience to provide the necessary educational support for the pupils in their care, many of whose needs require specialist help. This places additional burdens on class teachers and wastes valuable resources.

75. The accommodation is used effectively with the exception of the library which is underused. No pupils were observed working in it during the course of the inspection, and no lessons for the older pupils were planned which involved using the library for reference or research purposes. In contrast, the sports facilities are well used. The learning resources, except for the computers, are

used effectively: they are well organised and accessible. Although each classroom is equipped with computers, they were rarely in use during the inspection. When in use, pupils usually work on them in pairs with some pupils yet to have a turn on the computer this term. This represents a serious misuse of expensive equipment.

76. Administration within the school is of high quality. The 1997 local authority audit raised no significant issues. Records and files are meticulously kept. The day-to-day administrative procedures are unobtrusive and give clear support to the central purposes of the school in teaching and learning.

77. Additional funds received from the Schools' Standards Funds are used effectively to support curriculum development and school improvements. Funds received for pupils with special educational needs are used effectively to provide additional support for these pupils. This helps to ensure that pupils make good progress to meet the targets set in their individual educational plans. The support assistant provided by the local education authority to work with a statemented pupil is used effectively by the school and helps the pupil to make good progress. The school's special needs co-ordinator is also effective in giving support to both colleagues and pupils.

78. Taking into account the characteristics of the school, the good quality of teaching and the sound educational standards achieved in relation to the income received, the school provides satisfactory value for money.

## 83. **PART B: CURRICULUM AREAS AND SUBJECTS**

### 83. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

79. Most children transfer to the Reception classes at the beginning of the Autumn term. These children are currently in their first term of Reception. The number of under fives at the time of the inspection was 41 full time and 46 part time children in the nursery.

80. Children enter the nursery with a broad range of pre-school experience. Some are well prepared for nursery whilst others do not have well-established social and personal skills. By the time they transfer to Reception, baseline scores for 1998 reveal that the majority of children reach average attainment in reading, but have low attainment in writing and mathematics. By the time children are five they are beginning to make progress on these and reach the Desirable Learning Outcomes in all other areas.

### 85. **Language and literacy**

81. Whilst many children have satisfactory language development in English, there are significant numbers for whom English is an additional language. Overall, children make good progress in the development of early language and literacy, for their age. They make satisfactory progress in their ability to express themselves and their own ideas and to explore different roles through structured play and in the home corner. The nursery nurse, who speaks some home languages, supports children in their own language when it is necessary to clarify meaning. The three teams in the early years place a strong emphasis on the development of vocabulary and on extending children's knowledge of English. Listening to stories and songs on the tape recorder as well as drawing meanings from graphics and sound on the computers also promotes their understanding of English.

82. They enjoy books and most are aware that print in English goes from left to right and from top to bottom and that words and pictures convey meaning. Many children can recognise their names and some can link common objects with initial sounds. Some children can recognise the letters of the alphabet and match these to the shape and sound of letters. They listen attentively to stories read by nursery nurses and teachers alike and enjoy taking part in Big Book shared reading sessions in Reception classes, where there is a modified version of the literacy hour. The more able older under fives can recognise individual words from the initial letter and begin to link sounds with rhymes, while the majority of the children can use picture and context cues to aid their reading. In Reception classes the pace of lessons is good and the follow-up activities allow individuals and groups to absorb and respond to ideas. In these sessions children make satisfactory progress.

83. For children in the nursery attainment in writing ranges from those children who can write their name independently, although letter formation is often incorrect and a mixture of upper case and lower case letters is used, to those who know some of the letters in their names. Others are almost writing recognisable letters. There are those who are still at the early mark-making stage. In Reception they begin to write their names with the correct use of upper and lower case and become more aware of writing for an audience.

### 88. **Mathematics**

84. Although attainment in mathematics is below national expectations at the beginning of Reception according to the baseline assessment for 1998, by the time the children have reached the age of five, it is broadly in line with national averages and by the end of Key Stage 1 pupils are attaining above national expectations. In the nursery children learn about the terms 'tall' and

'short' from a toy shop computer program, while their understanding of 'long' and 'longer' is extended through cutting lengths of wool for necklace making. The children experience counting and one to one correspondence by counting spoonfuls of flour into their cup to make play dough. The children make good progress and point out when their cups are full. In water and sand play they describe full and empty containers and use these terms when working with malleable materials such as play dough. The nursery provides insufficient opportunities for extending the children's ability to count, sort and sequence as well as developing an understanding of shape and pattern making.

85. In Reception classes, mathematics lessons are timetabled, with whole-class sessions and follow-up activities. As a result of direct teaching, children are able to recognise numbers from one to ten, to add one on and take one away and to use cubes to match given numerals to ten. They can count to twenty and back again and recognise missing numbers on a number line to twenty. Children can say which number comes before and after a given number and high attaining children can mentally add one to one-digit numbers. They can also recognise the symbols for plus and equals. The class environment provides displays which focus the children's attention on the number of sides in two-dimensional shapes, big, middle-size and small objects and a pictogram which identifies the eye colours of the class. Children use jigsaws and a range of materials for sorting and counting. The majority of children are meeting or exceeding the requirements for Desirable Learning Outcomes in mathematics.

#### **90. Personal and social development**

86. Most children make good progress in learning to work and play co-operatively with others, and the majority reach what is expected nationally in Desirable Outcomes by the time they are five. In both the nursery and Reception they understand routines and are confident in choosing activities independently. They are generally polite, listen to others and take responsibility for equipment when tidying up. In the nursery, children usually play happily alongside each other and are beginning to learn how to share equipment. Some children need adult assistance to establish turn taking. Staff generally praise and reinforce good behaviour and deal calmly with individuals who find it difficult to share or to wait their turn. Positive relationships are formed between children and with staff. Monolingual and bilingual children play together without tension and learn how to communicate with each other. Children respond well to adult attention while staff reinforce routines and promote self-esteem. Nursery staff, in particular, have developed positive relationships with children, and act as good role models for co-operative working.

#### **91. Knowledge and understanding of the world**

87. The range of children's experience when they enter the nursery is broad. They make sound progress overall and by the time they go into Reception classes; the majority achieves levels broadly in line with national expectations except in science.

88. In the nursery and Reception children talk about where they live, their families and past and present events in their own lives. They recognise a range of people who help us and make links between the colour of the week and uniforms. They explore maps of roads and learn how to 'drive' toy cars along them. Provision for scientific experiences, of living things, objects and events in the natural and manmade worlds is not sufficiently planned for.

89. By the time they are five children show developing skills of observation and describe features of their environment, for example, in Reception, a boy was interested in the whiteness of snow and how to use it to make a snowman.

90. Throughout the early years the children explore and select a range of materials and equipment. They use these to develop their skills of building, folding, cutting, and joining in play

situations as well as in set activities. Children in both the nursery and Reception are developing their awareness of technology, for example, some children pretend to communicate by toy mobile phones. By the time children are five they make greater use of information technology, and most have learnt how to control the mouse when using the computer.

#### **95. Physical development**

91. In both nursery and Reception classes children develop fine motor skills through using tools and equipment, for example, the threading of straws with a needle in nursery and the threading of beads in Reception. Children begin to develop skills in cutting with scissors and most children make good progress at this. They handle pens, pencils, crayons, paint brushes, construction toys and malleable materials with increasing control.

92. In the nursery there is an outdoor playground available in which children can run, throw, catch and cycle. However, these facilities are used only when all the children are out together and few children have the opportunity to use the bicycles at any given time. There are no facilities for climbing and stretching and few for increasing their skills in balancing. Both inside and outside the nursery, children propel and steer wheeled toys with good awareness of space.

93. During the week of the inspection no lessons in physical education were seen and there was no evidence for the development of large motor skills for the children in Reception or by the time they reach five years of age. The school has three halls available for children to participate in physical activities and physical education appears on the timetable for Reception classes.

#### **98. Creative development**

94. By the time the children are five, their attainment is in line with national expectations, with good progress being made. Nursery children sing songs well together while Reception children take part in action songs. In music they listen carefully and respond well. All are developing their understanding of pitch, their sense of rhythm, and most sing tunefully and with enjoyment. Children express their feelings creatively through art. In the nursery, children develop their awareness of colour with colour themes for the week. Many children know the primary colours. They mix colours and paint pictures independently as well as in organised activities and use paint confidently to express ideas. They also participate in making activities by sticking shapes to paper and there is evidence that three-dimensional model-making takes place. Construction kits are also used to make models. Many children take part in imaginative role play and sustain their role play for lengthy periods.

95. The teaching of children in the early years is satisfactory overall with some instances of good teaching. Planning, which is done collaboratively, shows a good understanding of the basic curriculum for young children and all classes plan toward achieving the Desirable Outcomes by the time the children are five. Where there is good teaching, lessons are adjusted to children's differing learning needs and their prior attainment. Observations and samples of work are passed from nursery to Reception and these help to inform baseline assessment.

96. Teaching particularly emphasises children's language development and where there is direct teaching this enhances progress. Staff plan effectively to meet the needs of children with English as an additional language and support the work of those who have special educational needs. Home visits by nursery staff ease the transition from home to school and help build positive relationships with parents. In most instances, nursery nurses and teachers work effectively to keep children concentrating, to prevent instances where disagreements occur and to make sure that children are making adequate progress.

97. The work of the early years teams is inadequately monitored to ensure that there is adequate progression across the Desirable Outcomes, especially in mathematics, physical development



and scientific knowledge and understanding of the world.

## 102. ENGLISH, MATHEMATICS AND SCIENCE

### 102. English

98. In the National Curriculum tests for 1999, results for seven and 11 year olds were well below the national average and below the results of those pupils attending similar schools. However, pupils attaining the higher level at the end of Key Stage 2 were above the average for similar schools. These results reveal a promising upward trend when compared with results over the past three years. The introduction of the literacy hour and an improvement in the quality of teaching have made a positive impact upon standards which have continued to rise.

99. The evidence of the inspection is even more encouraging indicating that pupils are achieving nationally expected levels in English at the end of both key stages.

100. Inspection evidence shows that at the end of Key Stage 1, standards of speaking and listening are at national expectations for the majority of pupils. In class discussions, most pupils are beginning to use a wider vocabulary but some do not yet use well-constructed sentences and phrases in conversations. In assemblies, pupils sometimes have to be encouraged to use their 'assembly voice' in order to make themselves heard.

101. By the end of Key Stage 2, pupils' attainment in speaking and listening is also in line with national expectations. In Year 6, pupils listen carefully and guided by their teachers, question each other's ideas and opinions. Most pupils, including those with English as a second language, are able to express themselves with confidence. The quality of teaching in Year 6 is such that pupils have developed an ability to concentrate. This in turn makes a significant and positive impact upon their progress. By the end of Key Stage 1, pupils' reading standards are in line with national expectations.

102. Attainment in reading by the time pupils leave school is in line with national expectations. In Year 3 pupils are reasonably confident to talk about story plots and characters and offer opinions about the books they have chosen. The average and higher attaining readers are able to correct their own errors and can read both accurately and fluently but often with little expression. Lower attaining readers are hesitant when reading but nevertheless read with accuracy. They display good phonic skills when confronted with a new word and can build the word from the sounds they already know. There are examples of higher attaining readers choosing simple texts which do not provide the challenge necessary to develop their reading further. Pupils enjoy reading and read both at home and in school on a regular basis. In Year 4, overall attainment in reading is in line with national expectations. However, just under half the class read at a level above the national average. These are mainly fluent, accurate and expressive readers who are all able to read independently. They include pupils who speak English as a second language. At the end of Key Stage 2 most pupils read accurately with expression. They select books by title, author and from the information to be found on the back cover. They are able to respond imaginatively to the plot and to characters within the story. They can also evaluate what they read by referring to relevant passages to support their ideas. Library retrieval skills are weak in both key stages with many pupils unable to explain how they would find a book on a certain topic in the library. The library itself is vastly underused with some pupils claiming that they have never been there to select a book. Many of the books in the library are outdated. Classroom libraries are small but have a more up to date selection.

103. The number and range of books available in each class is insufficient to provide the challenge necessary to maintain the good progress which most pupils make.

104. Pupils' writing is in line with national expectations. Within the structure of the literacy hour, pupils have opportunities to write in a range of styles for different audiences. In Year 6, for

example, pupils were asked to write poems. Most were able to write imaginatively in fluent, legible handwriting with commas, apostrophes and a range of other punctuation employed accurately. Some pupils in the higher attaining group are able to produce short poems of real quality: 'in the sea, nature and evolution take their course; under the sky is the bustle of the world'. The quantity of pupils' writing varies between key stages. For example, some pupils at the end of Key Stage 1 have written less than 50 words in their literacy books over the course of two months. Pupils use their literacy skills in other subjects through informative writing. Presentation of written work is mainly unsatisfactory. Pupils tend not to take pride in the written work they produce. There are many examples of unmarked work and this exacerbates the problem. However, the presentation of written work by 11 year olds is of a much higher standard.

105. Pupils' progress over time is good. This is evident in both reading and writing. Even within the short space of eight weeks, there is clear evidence from pupils' books that they are making good progress in their written work. Pupils with special educational needs and those for whom English is a second language make good progress both in lessons and over time. Some Year 6 pupils with English as an additional language have made excellent progress in contrast to a small group of Year 1 pupils for whom English is an additional language who, in trying to learn initial sounds, are making relatively slow progress.

106. Pupils' attitudes overall are good but better in Key Stage 2. They are significantly better in Year 6 where the quality of teaching ensures that pupils are eager and involved learners. Pupils generally are eager to answer teachers' questions in lessons. They display good self-motivation and settle to their writing tasks quickly. In Key Stage 1 pupils enjoy listening to stories. Sometimes the noise level rises in the younger classes during group work but most pupils remain on task. Where attitudes are best in Key Stage 1, the pupils are very attentive and listen carefully to the teacher. They enjoy listening to and joining in story reading. They enjoy good relationships with the teacher and each other. The majority are able to work independently and give each other support with spellings. Similarly there are very good examples of positive pupil attitudes in Key Stage 2 reflected in the way that pupils concentrate intently on their work which is done in virtual silence and with obvious pride in their achievements.

107. Teaching overall is good but is significantly stronger in Key Stage 2. No lesson was less than satisfactory and the majority were good. At Key Stage 2 the majority of teaching was very good with outstanding examples of quality English teaching. Very good teaching is exemplified by the teacher having very clear aims which the class understands; very good interaction between the pupils and the teacher and the pupils themselves; a well-structured lesson plan and high expectations. One teacher, for example, insisted that the class would 'all write superbly'. The introduction of the literacy hour has ensured that lessons are well planned with teachers using the same planning format. Lessons are generally well organised and move at a brisk pace from one literacy hour element to the next. Teachers' knowledge and understanding of aspects of English is variable. However, they generally have a sound understanding of how to promote pupils' skills in reading and writing through the use of phonics, spelling and punctuation.

108. Record keeping and ongoing assessment are uneven. There are many instances where the teacher has corrected written work but there is little evidence to show how the teacher is able to ensure that the same mistake will not recur. Marking generally is unsatisfactory. Comments such as 'write more quickly' or 'good thinking' are not necessarily helpful whereas 'good use of prepositions' or 'remember your full stops' focuses more specifically upon pupils' strengths and weaknesses.

109. The use of information technology to support pupils in their English work is unsatisfactory. There were some examples in Year 2 and Year 6 of pupils using computers to good effect to enhance their literacy skills. This is less evident in most other classes.

110. The literacy co-ordinator is committed and enthusiastic. She has not yet had the time to monitor the quality of teaching in the literacy hour. However, she is providing support and advice to colleagues both informally and through training sessions. Resources for English are satisfactory overall although each class has a limited number of fiction and non-fiction books. The library is vastly underused and this has a negative effect upon pupils' abilities to develop their library skills.

### **English as an additional language**

111. The school gives good support to its pupils who speak English as an additional language and helps them make good progress towards attaining a command of the language which, as far as possible, is equal to that of their peers. At present sixty-two per cent of pupils come from homes where English is an additional language. There are two full time teachers working in Key Stages 1 and 2 and a part-time support assistant working with the under fives. These give good support to pupils in their classes and are involved with class teachers in planning suitable work for pupils and to ensure that all pupils have access to the full curriculum. The regular assessments made of pupils who have English as an additional language are accurate and used appropriately to provide individual pupils with work closely matched to their linguistic ability and to help them make good progress towards achieving the targets set for them. National tests are carefully analysed to identify any particular groups of pupils who are not attaining as well as others. The school then takes immediate action to give additional support to any specific groups of pupils or individuals thus identified. The recent analysis of the 1999 Key Stage 2 tests showed that pupils with English as an additional language were achieving levels in line with their fellow pupils in English and mathematics. This shows that such pupils make good progress as they move through the school as many of them start school speaking very little English. They are well prepared to move on to the next stage in their education.

112. The school is well stocked with dual language texts, dictionaries, posters and artefacts from around the world. These are all used well by teachers to support pupils from a wide variety of ethnic backgrounds and to show, through attractive displays, how the school values the cultural diversity of its pupils and staff. Some of the school staff are fluent in the main home languages of the pupils which enables them to communicate effectively with both pupils and parents. Notices are often translated into different languages which is an improvement since the last inspection. The high degree of racial harmony created by the school is invaluable in helping ethnic minority pupils feel secure and valued so that they continue to make good progress.

### **117. Mathematics**

113. At the end of Key Stage 1 pupils' results in 1999 were in line with the national average and well above those achieved by pupils in similar schools. The proportion of pupils reaching the higher level was closer to the national average. At the end of Key Stage 2 pupils' results in 1999 were below the national average and in line with those achieved by pupils in similar schools. However, seventeen per cent of pupils achieved the higher level which, although below national expectations, is a distinct improvement on the 1998 results when none of the pupils achieved the higher level. Pupils achieve similar standards at the higher level when compared with similar schools.

114. Over the past four years the standard of attainment in mathematics at Key Stage 1 has declined from their highest point in 1996, through 1997 to their lowest point in 1998. However, standards have risen again in 1999. In Key Stage 2 standards of attainment in mathematics have been below national averages consistently but they declined significantly last year and have risen again in 1999. Boys have performed better than girls in 1999 at both key stages, especially those attaining at higher levels.

115.The introduction of the daily numeracy lesson, with its emphasis on mental arithmetic was also cited as a reason for improvement. Over the past two years numeracy has had a high priority on the development plan and the newly devised approach to planning, teaching and assessment is becoming effective and having a positive impact on pupils' attainment and progress.

116.The baseline results of 1998, for pupils in the first two weeks of Reception, indicate that their attainment in mathematics was below national expectations yet by the time they enter Year 1 they are broadly in line with average mathematical standards and by the end of Key Stage 1 attainment is above national expectations.

117.By the age of seven, pupils have good skills in most areas of number. They can count, read and write whole numbers in figures to 100 and know what each digit represents. They can extend simple number sequences and count on or back in ones and tens. Pupils know by heart all addition and subtraction facts to 10 and many can extend this to 20. They can estimate, measure and compare lengths using non-standard and standard measures.

118.At the end of Key Stage 2 pupils' attainment is broadly in line with national expectations. By the age of 11, pupils can multiply and divide mentally by 10 and 100, order a mixed set of numbers with up to two decimal places, and carry out column addition and subtraction involving decimals. They are able to reduce a fraction to its simplest form and high attaining pupils can carry out long multiplication of a three digit number by a two digit one.

119.Pupils make good progress in mathematics at Key Stage 1. They are consolidating their understanding of place value, learning to add and subtract horizontally and are gaining new skills in estimating and measuring. In Key Stage 2 pupils make satisfactory progress. They are increasing their strategies in mental arithmetic, can explain these, and are improving their understanding of place value through using calculators. Pupils are building on their skills of measuring accurately using a ruler, as well as their knowledge of shape and pattern. They have some experience in data handling on heights of children in the class and high attaining pupils have produced a graph which reduces these to scale. At both key stages pupils who are learning English as an additional language make good progress through the use of visual stimuli, first hand experiences and classroom support. Pupils with special educational needs are making good progress towards their mathematical targets and are well supported by classroom assistants and practical activities.

120.In the majority of lessons, most pupils participate with enjoyment and are attentive. They are interested in number work and wish to complete set tasks. The presentation of their work is usually neat. Pupils make good use of resources and handle these with care and respect. They are able to progress independently and generally there are good relationships between children and with staff.

121.Overall the quality of teaching throughout the school is satisfactory. At Key Stage 1 two thirds of lessons are good, and at the beginning and the end of Key Stage 2 all numeracy teaching is good. The teaching in the vast majority of lessons is satisfactory. Where teaching is most effective, planning provides for well-structured, three part lessons, with clear explanations from the teacher, and a high proportion of time is spent in direct teaching. These lessons have pace. Teachers challenge pupils' thinking by asking open-ended questions and both teachers and pupils make good use of resources. All teachers provide an interesting range of activities, which cater to the different needs and abilities of the pupils.

122.Where teaching is less than good, teachers have not used the plenary sufficiently to clarify misunderstandings, have asked more closed questions than open-ended ones and high attaining pupils have not been set challenging enough tasks. In a few classes pupils are not challenged to

respond, are quietly not involved and whisper with their peers.

123. The new co-ordinator has carried out an audit of numeracy and has highlighted the need for a policy statement to ensure consistency of practice throughout the school. Although teachers make good use of termly assessments to track pupils' progress these have not yet been scrutinised by the co-ordinator to ensure progression from year to year, nor are children involved in the assessment process. Targets for numeracy are discussed with parents and these form part of the annual report for individual children but targets for specific ethnic groups have not yet been set. The new format for planning needs to be reviewed and evaluated and proper monitoring systems need to be set up to ensure that the governors are fully aware of the effect their decisions have on the school's achievement in numeracy. Although homework is set for mathematics, it is not consistently set or marked in all classes.

## 128. **Science**

124. Attainment in science is average at the end of both key stages. This is similar to the findings of the last inspection. In 1999, the attainment at the end of Key Stage 1, based on teacher assessment, was well below national averages as was the number of pupils reaching Level 3. However, the inspection evidence, based on the current pupils in Year 2 and Year 6, shows that pupils are achieving standards in science which are broadly in line with national averages. The results of the 1998 national tests at the end of Key Stage 2 showed that pupils' attainment was very low compared to the national average with only 22 per cent achieving Level 4 and no pupils reaching Level 5. In 1999, 66 per cent of pupils attained national expectations and above. This is well below the national average but shows a marked improvement compared with the previous year. In addition, 15 per cent of pupils achieved the higher level which is below national expectations but represents a vast improvement in attainment. When compared with similar schools pupils' results are below average. Nevertheless, standards in science since 1996 have risen overall despite the poor performance in 1998.

125. At the end of Key Stage 1 pupils can use scientific vocabulary with increasing confidence and understanding. They can record their observations accurately as seen in the work done by a Year 2 class where pupils did different exercises for a minute and recorded the effects on their body. Pupils know the main food groups and can identify which are healthy foods and which should be eaten in moderation. They know how electricity is used in the world around them and can successfully construct their own circuits using bulbs, wires and batteries. At the end of Key Stage 2 pupils have a good understanding of the importance of fairness in their investigations. This was observed in a Year 6 class where pupils were investigating saturated salt solutions and knew which factors had to remain constant and which one would be the variable. Pupils know that animals need certain conditions for survival through their study of habitats such as a pond. Their observations are clearly recorded using the correct scientific vocabulary. They make informed predictions prior to experimenting, record their findings accurately and draw sensible conclusions when all the data has been collected.

126. Progress in science is good in all aspects of the subject through Key Stage 1 and satisfactory through Key Stage 2, although pupils in Year 6 make good progress which is due to the good teaching they receive. Throughout the school, pupils make good progress in building up a useful body of scientific terminology which they use with increasing confidence. This is very important for pupils who have English as an additional language as they often understand the scientific principles involved but cannot always clearly express what they have learned. Pupils with special educational needs make good progress throughout the school thanks to the focused support they receive from teachers and support assistants.

127. Pupils respond well to science and have a positive attitude to their work. They show a high level of interest in the activities provided for them and can concentrate for quite lengthy periods of

time during their investigations. They work well together in pairs as was seen in a Year 2 class where pupils shared equipment sensibly when they were using shop catalogues to cut out pictures of electrical appliances and group them according to whether they provided heat, light, movement or sound. Behaviour in lessons is always satisfactory and often good with pupils listening carefully to their teachers and making pertinent comments and suggestions. Relationships with each other and with their teachers are good.

128. The quality of teaching is always satisfactory or better in both key stages. Teachers have a sound subject knowledge and use this to help pupils understand the work they are undertaking. Teachers' planning is good and successfully caters for the needs of all pupils. In the best lessons, teachers are enthusiastic in their presentation and plan a good range of stimulating and interesting activities. They question pupils well to assess the levels of their understanding and to move them on to the next stage in their learning. Resources are used well to support learning and are well prepared in advance of lessons.

129. The school is trying out a new scheme of work to ensure that all aspects of the subject are covered in each key stage and revisited when appropriate. This gives pupils good opportunities for consolidation of skills and knowledge as well as moving pupils on to higher levels. Regular assessments are carried out termly and these are dated, annotated and accurately levelled according to National Curriculum criteria. The analysis of end of Key Stage 2 tests has proved useful in identifying areas for improvement such as forces as well as giving a clear picture of the attainment of different groups of pupils so that support can be better targeted in the future. As yet there has been no monitoring of planning or teaching to ensure that all aspects are taught effectively. The school has plans to do this in the near future. Resources are adequate for the delivery of the full curriculum, are centrally stored in labelled boxes and are readily accessible to staff. Statutory requirements for the provision of science are fully met.

134.

## **OTHER SUBJECTS OR COURSES**

134. **Art**

130. Only a few art lessons were observed during the inspection. From these, together with observation of pupils' sketchbooks, photographic evidence and the many good quality displays around the school, it can be seen that the attainment of pupils in both key stages is above that expected for their age and ability. This is an improvement since the last inspection when achievement in art was judged to be inconsistent. In Key Stage 1 pupils paint, draw, make clay models and produce collages using a wide range of materials. They mix their own paint using primary colours from an early age and produce work from the careful observation of work by famous artists. The work by pupils in a Year 1/2 class, producing paintings in the style of Kandinsky based on putting circles within squares, is particularly good. Key Stage 2 pupils produce some very attractive and interesting pieces of work also based on their knowledge of the work of such artists as Mondrian using simple black grids partially filled with primary colours. Pupils in all years are able to produce good quality observational drawings of such subjects as their school. Pupils in Year 5 used their drawings and etched them on to polystyrene sheets and then printed them successfully. The results were very striking and of good quality.

131. Progress is good through both key stages. Pupils build very successfully on the skills and techniques they learn in earlier years to produce some very attractive and interesting work. They have their own sketch books for trying out ideas and experimenting with line, texture and shade. The high profile which the subject has in the school encourages pupils to make great efforts to improve and has a significant, positive impact on progress. Pupils with special educational needs also make good progress and produce work of good quality.

132. Pupils enjoy art and their attitude to the subject is good. They willingly talk about their work and take a good deal of pride in the displays around the school. Pupils show good levels of concentration and perseverance. This was clearly seen in a Year 6 class where pupils were mixing shades of primary colours to paint a reflective pattern they had designed. All pupils worked with great care to ensure that their work was of the highest standard. Pupils share equipment fairly and have good relationships with their teachers and each other.

133. The quality of teaching is usually good. Teachers plan work carefully and provide good quality resources for their pupils to use. In the best lessons they have high expectations of work and behaviour and encourage pupils to experiment and produce their best work. Where teaching is less effective the organisation and management of pupils is weak and too much time is wasted keeping the class under control.

134. The co-ordinator gives good leadership in the subject and is maintaining the high profile art enjoys in the school. The annual art exhibition is well attended and is a suitable celebration of the high standards achieved by many pupils. The scheme of work concentrates appropriately on the acquisition of skills and the development of knowledge. Pupils' work is kept in folders to show the progress they make as they move through the school and these form a useful tool for teachers in planning new work at a suitable level. Art is a strength of the school.

### 139. **Design and technology**

135. No lessons in design and technology were observed during the inspection. Scrutiny of pupils' completed work, teachers' plans and discussion with pupils, indicate that pupils make satisfactory progress in Key Stage 1, but unsatisfactory progress in Key Stage 2.

136. This judgement reflects lower standards at Key Stage 2 than found at the last inspection when progress was judged to be satisfactory in both key stages. However, the last inspection report identifies significant weaknesses in the design element of the subject. Little evidence was found of pupils being given assignments which focus on design skills and their development through modeling or other methods of construction. As a result, pupils' skills in designing, evaluating and modifying were judged to be limited. This is still the case and there is little evidence to suggest that the school has made much progress in rectifying these weaknesses until this term when all teachers prepared teaching plans based on the nationally provided guidelines.

137. On the evidence of pupils' current progress, the benefits of this year's planning have had greater impact in Key Stage 1 than Key Stage 2. Gaps in the younger pupils' knowledge and skills are easier to make good. Pupils make houses in Year 1 and learn how to use different materials for this purpose, such as, straws. The significant progress is made in Year 2. Here, clear guidance for pupils is provided about the processes of designing, making and evaluating. As a result, pupils produce careful designs for making puppets and at the same time identify the skills they will need to make the product – in this instance, sewing. Such teaching enables pupils to grasp the relationship between designing and making, and the need to evaluate what they have achieved in order to improve upon all stages of the process.

138. In Key Stage 2, the design element is still largely absent from pupils' work. For example, although the Year 6 pupils carry out some worthwhile experiments in testing the appropriateness of the materials they will use to build a shelter, their designs for its construction are little more than careful drawings. Very few use precise measurements to indicate the actual dimensions of the structure they are planning to build, as a means of guidance in its construction. In discussion with six pupils, only one knew how to use scale for this purpose. In other year groups, there is insufficient consistency in the demands made of pupils. Too often, the focus is on making the product, in some instances with strong direction from the teacher, aided by written instructions for



pupils to follow. The result is poor progress in the key processes of design and evaluation.

139. The school has now modified its approach to the teaching of the subject. However, at the current time this extends only as far as teachers' plans. Monitoring how successfully these plans are implemented in the classroom is to be the responsibility of the subject co-ordinator. Until this procedure is fully operational, the school has insufficient means of evaluating the school's performance and progress in this subject.

## **Geography**

140. Only two lessons were observed during the inspection, both in Key Stage 1. Evidence drawn from scrutiny of teachers' plans, pupils' completed work, and from discussion with pupils, indicates that pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in both key stages. However, as at the time of the previous inspection, there remains some variability in the rates of progress made by pupils in the different classes. The last inspection report highlights weaknesses in the school's planning for the subject. While some progress has been made in this respect, shortcomings remain.

141. As a result of the diversity of their own backgrounds and personal experiences, most pupils enter Year 1 with a good knowledge of the wider world. This good start is extended through simple plans and journeys related to their own homes and the local area. In Year 2, pupils broaden this horizon and successfully grasp that the world is made up of different environments with different geographical features, some natural and some made by human beings. They know that an island is surrounded by sea and can identify some of the key geographical features found near the sea – for example, cliffs, beach, and rivers. A few can identify London on a map of the United Kingdom and locate Scotland. They are familiar with a globe and atlas.

142. In Key Stage 2, pupils continue to make sound progress overall, but opportunities to deepen their knowledge are often missed. For example, while pupils' general knowledge of countries outside Britain continues to be well developed in terms of locating them on a world map, their ability to compare the major geographical features of these countries with those in Britain is much less well developed. This is in part explained by pupils' lack of skills for doing so. For example, a Year 6 group of pupils could not identify what the brown colouring on a map of the world represents geographically. In contrast, they are skilled at identifying the geographical features on local street maps of London and representing these on a key. They are also alert to the issues surrounding the environment, and knowledgeable about the specific topics they study, such as, rivers.

143. Pupils' attitudes to geography are sound. Their work reflects an interest in the subject, especially where it touches on their countries of origin, for example, in the work of Year 3. In Year 6, pupils speak with animation about their studies of the immediate locality and take delight in looking at nineteenth century maps of the area.

144. The lessons observed in Key Stage 1 were of variable quality. One was sound; the other was not. The better lesson was well structured, but overambitious in the amount of learning expected in the time available. The teacher's management skills were good and the climate for learning was both positive and effective. These skills were less evident in the other lesson, and the use of the support teacher as a monitor for pupils' behaviour, rather than as a support for their learning, was inappropriate as well as ineffective. No teaching was seen in Key Stage 2. Pupils' completed work, and the quality of teachers' planning, indicates that teaching is sound, but variable in the range of expectations that teachers have of pupils in regard to their capabilities and previous attainment.

145. Until very recently, the school planned its geography provision around half-termly topics. This term, the decision was taken to base planning on the nationally published subject guidelines and all teachers have produced medium term plans on that basis. However, as on the occasion of the last inspection, the school does not have its own scheme of work which would identify very precisely for teachers what the school intends to cover in each class from Reception to Year 6, within the time allocated for the subject. This is a weakness. The school's current review of curriculum planning and monitoring is addressing the issue. At the moment, the school has few means of making an accurate assessment of the quality of teaching and learning in geography. The result is variability in practice and, in consequence, inconsistencies in pupils' rates of progress as they move through the school.

#### 150. **History**

146. Pupils make good progress in history in both key stages. The previous inspection report highlighted the high profile enjoyed by history within the school. This remains the case. The generally good standards found on that occasion have been maintained, and in Key Stage 2, have been improved.

147. In Year 1, pupils have a sound understanding of how we know about the past. They also understand that things change over time. By Year 2, pupils have been introduced to real historical events and people. They display a good knowledge of the life and work of Florence Nightingale, using old photographs, cartoons, and newspapers to build up this knowledge. Most know that the Victorian period represents a period of time in history in which people's lives were very different from our own, for example, in the hospitals of that era.

148. In Key Stage 2, pupils continue to enjoy discovering about the past – for example, what it was like in London during the blitz (Year 3), and what life was like in King Alfred's time and the part played by archaeology in piecing together this picture (Year 4). In Years 5 and 6, pupils show increasing skill in working with evidence, as well as having a detailed factual knowledge of the topics they study. For example, Year 5 pupils could detail the main facts of Dr Barnardo's life and work without hesitation. Year 6 pupils use census materials to ask, and answer, questions about the changes to be found in their own locality between 1841 and the present. They effectively use nineteenth century maps of the local area to help in this task.

149. In the lessons observed, pupils showed great interest and enjoyment. Similar engagement is evident in their completed work, for example, in the Year 5 work on the Victorians and the Year 2 work on Florence Nightingale. Both show a quality and range of presentation which reflect genuine interest in the subject.

150. In the lessons seen, the quality of teaching was sound. The lessons were carefully prepared and adopted a stimulating and imaginative approach to history teaching. Scrutiny of teachers' planning combined with the good standards achieved by pupils, indicates that the teaching, generally, is of good quality. The tasks set for pupils are very effective in getting them to think for themselves and to take an active part in their own learning. Providing an appropriate balance between pupils acquiring factual information and developing their enquiry skills is a strong feature of the planning. However, teachers do not make use of the wide range of CD ROM materials currently available to extend pupils' information technology skills as well as provide additional resources for their enquiries. Some teachers effectively support pupils' work in literacy, for example, through the use of the poem Beowulf as a centrepiece for pupils' study of the Anglo-Saxons.

151. The subject is well led and teachers are effectively supported. As a result, teachers have gained increasing confidence and enjoyment in teaching the subject. The school has produced a carefully considered long-term plan which enables all pupils to study a good range of historical

periods. The next step is to ensure that this plan is matched by a scheme of work that identifies, year by year, how pupils' skills, knowledge and understanding are appropriately and consistently progressed through these studies, and what resources are needed to support them. Current resources are adequate, but would benefit from an increase in their range and depth for the older pupils. The school is addressing both of these issues. However, there is no assessment of the standards achieved by pupils throughout the school, and therefore, no secure means of evaluating how best to enhance even further the good quality of the school's provision.

#### 156. **Information technology**

157. At the end of Key Stage 1 pupils' attainment is below national expectations. Insufficient work is carried out in the programmes of study, to comply with statutory requirements and pupils make unsatisfactory progress. Pupils have some facility with the use of the keyboard and a mouse but their experience is uneven. They can use a simple word processing program to produce a poem but during the week of the inspection there was no evidence of work on graphics, handling information, controlling, monitoring or modelling. Some use was made of the computer to improve skills in number bonds during numeracy sessions and a CD ROM was used as part of class music lesson but on the whole there is little use made of information technology to support other subjects.

152. At the end of Key Stage 2 pupils' attainment is well below national expectations. Although, in both key stages, there were examples of good teaching in the lessons dedicated to developing pupils' information technology skills, in general, the progress of pupils is poor. Pupils have limited ability to store and retrieve work and they lack confidence in using printers therefore word processing skills are under developed. There is insufficient use of information technology to support the learning of pupils with special educational needs and for those who are learning English as an additional language. The amount of time each pupil spends on the study of information technology is insufficient and pupils do not receive their statutory entitlement. Although, direct teaching of skills was observed, pupils were not given the opportunity to have hands-on experience to practise these.

153. It is apparent from lesson observations that many opportunities for using information technology to support other subjects is not recognised. During the week of the inspection there was little or no evidence of work on graphics, handling information, controlling, monitoring or modelling. The co-ordinator has written an accessible scheme of work based on the Qualifications and Curriculum Authority scheme, and has put forward a structure for lessons but these have not been implemented. There is no policy statement to support the subject as yet. The co-ordinator is interested in supporting the work of other teachers and has been given an afternoon a week away from class to develop the subject across the school. This has mainly been used to resource and maintain equipment. Consequently the co-ordinator has not been able to monitor teaching and assess what is being done in classrooms. He has been unable to work alongside teachers and with different age groups. There is no assessment procedure in place, and although a check list for basic skills progression has been produced, it has not been implemented. There is no uniform system for ensuring which elements of the programmes of study have been covered. How work is matched to pupils' different needs is not evident.

154. The school has recently invested in buying new iMac computers and there are plans to supply headphones to every class in the near future but there are insufficient resources for teaching control and the monitoring of external events. The school is not cabled for use of the Internet as yet and needs to bid for funding to allow this to take place. The co-ordinator is hopeful that sufficient funding will become available to establish a separate information technology resource room with enough computers for teachers to conduct whole-class lessons and provide for follow-up activities. Three teachers will undertake training in the January, outside school hours, as part of the New Opportunity Funding initiative.

## **Music**

155. The standards pupils achieve in music are above those expected for their age and ability. This is a significant improvement since the last inspection when pupils in both key stages were judged to be underachieving. Pupils in Key Stage 1 can sing tunefully from memory and with reasonable control of pitch and dynamics. They learn to appreciate music by such composers as Saint-Saens by listening to The Carnival of the Animals piece and making their own thoughtful suggestions as to which animals the music could represent. They know that music can paint a picture or express a mood and can move to the mood or feeling of a composition. In Key Stage 2 pupils can sing with due regard for phrasing and have a good awareness of rhythm. Pupils in the school choir sing very well and have clear diction and good control of breathing. In assemblies pupils sing from memory songs linked to other curriculum areas such as religious education. One such song was linked to Diwali and sung with great enthusiasm by all pupils. Pupils can accompany songs successfully using percussion instruments. Pupils who have instrumental tuition reach very high standards in performing on keyboards and recorders and learn to read standard notation accurately.

156. Progress in music is satisfactory through Key Stage 1 and good through Key Stage 2. The better progress in Key Stage 2 is due to the additional opportunities the older pupils have for making music and the specialist teaching they receive. Progress in musical appreciation is good throughout the school and pupils are given many planned opportunities to listen to and appraise music by a wide range of composers. These opportunities occur in both lessons and assemblies. Pupils with special educational needs make similar progress to their peers.

157. Pupils thoroughly enjoy music and respond well in lessons. They are justifiably proud of their achievements and perform with obvious enjoyment. This was clearly seen in the assembly about Diwali where all pupils joined in the singing of the firework song with enthusiasm. Pupils so enjoyed performing Joseph in the end of year concert that they continued singing the songs well after the performance had finished and even persuaded parents and friends to join in the dancing. Behaviour in lessons is always satisfactory and often good or very good.

158. The quality of teaching is good with some very good teaching. Only a few of the teaching staff are musicians but they all teach music to their own classes. The good quality scheme of work is used well by teachers to give their pupils worthwhile experiences in performing, composing and listening to music. Teachers plan their lessons well and use resources to good advantage to support learning.

159. The co-ordinator gives good leadership in the subject. He has devised a good quality scheme of work for the school which is well used by teachers and he has given colleagues in-service training in a number of workshops covering such topics as planning listening lessons, using keyboards in the classroom and developing melody through the pentatonic scale. The music room is attractive and used well for class lessons and tuition. The resources are adequate to deliver the curriculum.

## **165. Physical education**

160. Pupils' progress overall is satisfactory in both key stages. This matches the judgement made at the time of the last inspection. Although the school has had to reduce the amount of time pupils spend doing physical education, it has maintained, and in some areas improved upon, the rates of progress pupils make.

161. In Key Stage 1, pupils show increasing control and accuracy in their movements, on the floor and on apparatus. All pupils display inventiveness in exploring the different shapes they can

make with their bodies. A few achieve good levels of technical quality in the actions they perform, particularly on the apparatus. They can change direction, hold a balance, and alter the pace of movements successfully. The majority of pupils have developed sound levels of co-ordination.

162. In Key Stage 2, pupils' progress varies between the different areas of physical education. In swimming, evidence from Year 5 indicates that pupils make good progress. The vast majority of the year group can swim ten metres, and about half of the class have achieved the end of key stage requirement to swim 25 metres unassisted. Many have successfully completed awards in water survival skills and are very competent swimmers. Good progress is also achieved by many pupils in games. They display good ball skills and an increasing understanding of the principles of team games; how to use space in attack and defence and how to improve their own contributions to the team. In gymnastics, pupils make sound progress. In the lessons seen, insufficient attention was paid to identifying precisely how the skills developed in Key Stage 1 are extended in Key Stage 2. In dance, pupils' make variable progress depending on the teacher's own confidence and expertise in the subject. The effect over time has been to limit pupils' progress significantly. However, in the two lessons observed with Year 6 pupils, pupils made at least satisfactory progress, and in one of the lessons, made good progress.

163. Most pupils enjoy physical education and participate with great gusto and enthusiasm. The great majority are very attentive to teachers' instructions and to the routines established for physical education lessons – for example, the Year 1/2 class whose response to the teacher's demands regarding the use of apparatus was exemplary. Safety is not an issue. Pupils support each other well and show appropriate respect for the efforts and performances of others.

164. Overall, the quality of teaching is good. Good teaching was seen in both key stages. In Key Stage 2 some very good teaching was observed. In the most successful lessons, teachers are very clear about the skills they want pupils to learn and how this is to be achieved. Activities are carefully selected to promote these skills and teachers know how to increase the levels of demand and challenge in order to extend pupils' skills even further, for example, in the use of more complex group activities in the games lesson. In such lessons, teachers waste little time with needless organisation; the focus is on activity and maximising the time available. Pupils are given clear guidance about the standards expected, including effective participation and demonstration by the teacher, as in one of the Year 6 dance lessons. Where the teaching, although satisfactory, could be improved, similar clarity of aims, pace and expectation are less evident. The result is that while pupils enjoy the lessons, the learning gains are more limited. Pupils are not given sufficient means by which to evaluate and improve their own performance.

165. The school has effectively developed its physical education programme around a published scheme of work. The subject is well led by the co-ordinator and teachers are well supported through in-service training. Teachers' confidence has benefited from this support and, as a result, the good quality of the school's accommodation and facilities for physical education is put to effective use. After-school football and netball clubs, and events against other schools, contribute to the overall quality of the school's programme, though the range of this provision is fairly narrow. Only Years 5 and 6 are catered for currently. Assessment is effectively used to track pupils' progress in swimming. Monitoring of pupils' progress in other areas is left to the individual class teachers. The subject co-ordinator at the present time checks teachers' plans, but has insufficient means for evaluating the effectiveness of this planning through the performance achieved by pupils. This helps to account for the variability of pupils' progress in some areas of the subject and in some classes. The school is addressing this weakness in monitoring.

#### 171. **Religious education**

166. Standards of attainment in religious education are in line with those expected by the local

agreed syllabus at the end of Key Stage 1 but below those expected at the end of Key Stage 2. The school uses the Enfield Model Scheme of Work for Religious Education. The subject makes only a minor contribution to pupils' spiritual development but enhances their cultural development by drawing on the personal experiences of multi-ethnic pupils and staff. At the age of seven pupils have a basic understanding of aspects of major world faiths and when questioned, they can remember details of the Jewish faith which they studied as a recent topic. For example, Year 2 pupils can describe with a certain degree of accuracy, their visit to the local synagogue. Sometimes, however, religious concepts are difficult for pupils to grasp as, for example, when Year 2 pupils were trying to understand that prayer often asks for things which may not always happen. In Key Stage 2, Year 6 pupils had difficulty in remembering basic facts about Judaism which was the previous term's topic. Their answers were vague and there is some confusion among pupils who cannot make distinctions between Shabbat and the major festivals of Rosh Hashanah and Yom Kippur. One Year 6 group were unable to name Jewish religious artefacts even though they were attractively displayed in the classroom.

167. Progress in Key Stage 1 is satisfactory with pupils displaying an ability to see a world beyond themselves. Progress in Key Stage 2 is unsatisfactory overall. Pupils do make satisfactory progress in class lessons as, for example, when Year 6 pupils were able to relate the key points in Buddha's life to the quality of people they admire. However, they were unable to remember simple facts relating to religious beliefs which had been learned before.

168. Pupils' response to religious education is good in both key stages. They are well behaved and responsive. They take turns to answer, listen carefully to each other and participate fully in discussions

169. Teaching is satisfactory in both key stages. Teachers plan their lessons well and structure them around the local agreed syllabus. In Key Stage 1 teachers make good use of resources. In a Year 2 lesson, the topic was brought to life by the use of a colourful big book, poster and a statue of Ganesh. However, there are times when teachers present concepts and use words which are too difficult for their pupils to understand, for example, in the same Year 2 lesson, the teacher spoke about removing obstacles in one's life. When the pupils were asked which obstacles they would want removed there was no response as pupils did not understand the question.

170. The co-ordinator is enthusiastic but feels that she needs more training to increase her knowledge and skills. She has been supported by the local education authority's religious education co-ordinator and the headteacher who has increased funding for the development of the subject. With this increased funding, the co-ordinator has been able to acquire a range of new resources including religious artefacts. At present there is no monitoring of religious education teaching but this is planned with the co-ordinator already receiving time out of the classroom to develop her subject. There is no formal assessment of pupils' progress but informal assessment is evident from discussion and pupils' answers to questions.

## 176. PART C: INSPECTION DATA

### 176. SUMMARY OF INSPECTION EVIDENCE

171. A team of five inspectors spent a total of 21 days in the school gathering first hand evidence. A combined total of 140 sessions was spent in classrooms, which included time spent in discussion with pupils and evaluation of their work. Interviews were held with all the full-time teaching staff. Discussions were held with staff not formally interviewed and with parents. The chair of governors and five other governors were interviewed. Inspectors scrutinised pupils' work, including a representative sample from each year group in the school. Inspectors heard a representative sample from each year group read and examined learning resources and accommodation. School documents, including teachers' planning and records, were scrutinised. Inspectors attended assemblies and extra-curricular activities. They observed behaviour, registration and other procedures before and after school, at breaktimes and lunchtimes. A meeting for parents was held before the inspection at which 16 parents were present. The inspection team considered 28 responses from parents to a questionnaire about their opinion of the school

177. **DATA AND INDICATORS**

177. **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	256	1	62	75
Nursery Unit/School	23	0	2	0

177. **Teachers and classes**

177. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	13.4
Number of pupils per qualified teacher:	19.1

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

Total number of education support staff:	10
Total aggregate hours worked each week:	231

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

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	23

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

Total number of education support staff:	3
Total aggregate hours worked each week:	45.5

Average class size:	25.6
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177. **Financial data**

Financial year:	1999
	£
Total Income	510,338.00
Total Expenditure	488,939.00
Expenditure per pupil	1,817.62
Balance brought forward from previous year	72,945.00
Balance carried forward to next year	94,544.00

## 177. PARENTAL SURVEY

Number of questionnaires sent out:	256
Number of questionnaires returned:	28

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	43	43	0	11	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	36	50	4	7	0
The school handles complaints from parents well	14	39	25	14	4
The school gives me a clear understanding of what is taught	21	43	18	14	0
The school keeps me well informed about my child(ren)'s progress	21	43	18	11	0
The school enables my child(ren) to achieve a good standard of work	29	32	14	21	0
The school encourages children to get involved in more than just their daily lessons	21	36	7	25	4
I am satisfied with the work that my child(ren) is/are expected to do at home	14	43	14	21	4
The school's values and attitudes have a positive effect on my child(ren)	32	36	18	7	0
The school achieves high standards of good behaviour	21	57	4	7	4
My child(ren) like(s) school	54	32	7	0	4