

INSPECTION REPORT

Knowle Park Infant School
Staines

LEA area: Surrey

Unique Reference Number: 125092

Headteacher: Mrs G M Ashford

Reporting inspector: Mrs J Emberton
22823

Dates of inspection: 12th – 15th October 1999

Under OFSTED contract number: 707832

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
Type of control:	County
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	Knowle Green Staines Middlesex TW18 1AJ
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Jim Ritchie
Date of previous inspection:	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Joy Emberton, Registered Inspector	Science; Art; Music; Special educational needs.	Attainment and progress; Teaching; Leadership and management.
Anne Ferguson, Lay Inspector		Attendance; Support, guidance and pupils' welfare.
Terence Aldridge	Mathematics; Information technology; Religious education; Areas of learning for children under five; Equal opportunities.	Curriculum and assessment; Spiritual, moral, social and cultural development; Efficiency.
Henry Moreton	English; Geography; History; Physical education	Attitudes, behaviour and personal development; Partnership with parents and the community; Staffing, accommodation and learning resources.

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MAIN FINDINGS

What the school does well

- Progress in English, mathematics and science is good.
- Teaching is good; teachers manage pupils and use assessment well.
- Teaching in the reception class is particularly strong and is planned well, taking account of the different, wide ranging abilities within the class.
- Special educational needs provision is very good; pupils are supported well and they have work that suits their ability.
- The headteacher and governing body manage the school very well; monitoring of the curriculum and teaching is very effective. In addition, the governing body plays a strong role in supporting the curriculum.
- Financial planning is good and the school budget is used efficiently to achieve the priorities of the school.
- The attitudes, behaviour, relationships and personal development of pupils are good.
- The curriculum and assessment in reception and Key Stage 1 are planned well so that all pupils learn in a systematic and progressive manner.
- Provision for the pupils' spiritual, moral, social and cultural education is good overall.
- Parents' involvement with their children's learning is good.
- The outside environment is used very effectively to add depth to the science curriculum.

Where the school has weaknesses

- I. Attainment is below the level expected for children under five.
- II. Work in the nursery does not challenge all pupils to improve their standards.
- III. Assessment is not used effectively by teachers to plan work for the different groups of ability in the nursery class.
- IV. There are no extra-curricular clubs or activities.
- V. The school is very cramped: pupils with special educational needs are at times taught in a caravan.
- VI. Access to some classes is through the lavatories and this is unacceptable and is a risk to health and safety.

Knowle Park Infant School is a good school. The many strengths above far outweigh the weaknesses, which will be used to form the basis of the governors' action plan, a copy of which will be sent to all parents or guardians of pupils in the school.

How the school has improved since the last inspection

There has been good progress against the key issues identified in the last report. The school development plan has been prepared well and is very useful. Standards in music have also improved and behaviour in classes shows very good improvement. The pupils' spiritual and moral development shows good improvement, although cultural development has not improved as much as the other areas. Monitoring by the headteacher, curriculum co-ordinators and governing body has improved well; all are very actively involved. The health and safety issues raised have been dealt with. However there are further health and safety issues which are a problem and which are unacceptable. The school has a good capacity to improve still further.

Standards in subjects

The table shows the standards achieved by 7 year olds in 1998 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
Reading	B	B	<i>Average</i>	C
Writing	E	E	<i>Below average</i>	D
Mathematics	D	C	<i>Well below average</i>	

By age five, very few children attain the level expected in any areas of learning. By the end of Key Stage 1, pupils attain average levels in English, mathematics, science, information technology and religious education. They make good progress in English, mathematics, science and design and technology and satisfactory progress in art, geography, history, music and physical education. Pupils with special educational needs make good progress.

Quality of teaching

Teaching in:	Under 5	5 – 7 years
English	Satisfactory	Good
Mathematics	Satisfactory	Good
Science		Good
Information technology		Satisfactory
Religious education		Satisfactory
Other subjects	Satisfactory	Satisfactory

The quality of teaching is good overall, although there are differences in the quality across the years. Overall 91% of lessons observed were at least satisfactory. Thirty-eight per cent were good or better and 7% were very good. Nine per cent of lessons were of an unsatisfactory standard. Very good teaching occurred in the reception class and in the Year 2 classes. The quality of teaching was not as good in the nursery or Year 1.

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	Good: attitudes to work are positive, behaviour is good, relationships are supportive and personal development allows pupils to become independent learners.
Attendance	Good: above national average levels.
Ethos*	Good: all staff work together as a team, relationships between all who work in the school are good and teachers are committed to their pupils.
Leadership and management	Good: the governing body and headteacher have a clear direction for the school to move forward and improve. Monitoring of the curriculum and quality of teaching are very good. The involvement of the governing body in the school is a particular strength and makes a significant contribution to the quality of education provided.
Curriculum	Good for reception and Key Stage 1, where work is planned and taught in a systematic way based on what pupils know, can do and understand. Unsatisfactory in the nursery where all children receive the same tasks whatever their intellectual ability.
Pupils with special educational needs	Good for children under five where they are supported well, and very good in the rest of the school where work is planned to a very high standard. Targets are very detailed, relevant and achievable and based on what pupils need to know in order to improve their work.
Spiritual, moral, social and cultural development	Good in spiritual, moral and social development, and satisfactory in cultural development: pupils understand and value different religions and know the difference between right and wrong. They work together well in small groups but they do not appreciate fully the value of other cultures.
Staffing, resources and accommodation	Unsatisfactory accommodation: very cramped conditions which affect the delivery of the curriculum. The number of teachers is adequate and the number of support staff is good. Resources are satisfactory.
Value for money	Good: given the low level of attainment on entry, the good progress made, the good teaching, and the leadership and management.

*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

- VII. Children are keen to come to school.
- VIII. The school promotes positive values and attitudes.
- IX. The school is approachable when problems arise.
- X. They are encouraged to become involved with the life of the school.
- XI. They are kept well informed about progress.
- XII. The school enables a good standard of work.
- XIII. The children are well behaved.

What some parents are not happy about

- There were very few negative responses on the questionnaire; however a very small number of responses indicated that:
- XIV. they were dissatisfied with homework;
 - XV. they were not kept informed about progress.
- A larger number of questionnaire responses indicated that they neither agreed nor disagreed with the school handling complaints well or that the school encouraged more than daily lessons.

The table summarises the views expressed by 11 parents who attended the meeting for parents and analysis of the responses to the 55 questionnaires completed by parents. Inspectors' judgements support the positive responses and inspectors found no evidence to support the very small quantity of negative ones.

KEY ISSUES FOR ACTION

The governors, headteacher and staff where appropriate should now:

- XVI. raise standards in the nursery by using assessment more effectively to plan work which stimulates the children intellectually and which provides a more directed learning environment (see paragraphs **62, 81**);
- XVII. introduce extra-curricular activities so that pupils can develop wider interests (see paragraphs **37, 145**).

The governors, together with the Local Education Authority (LEA), should as a matter of urgency address the accommodation and health and safety issues in order to make the accommodation more conducive to learning.

In particular, the access to classrooms through the lavatories; use of the caravan as extra accommodation for the teaching of pupils with special educational needs; and the use of the hall and thoroughfares for library and other activities (see paragraphs **20, 21, 55, 61, 67, 90, 94, 110, 124, 145**).

INTRODUCTION

Characteristics of the school

1. Knowle Park Infant School is situated near the town centre of Staines. The school, built in the 1970s has undergone a systematic programme of refurbishment to improve the learning environment. Housing in the area is varied, some is privately owned but most is rented accommodation, including nearby local authority estates. A nursery class for 80 part time children, built in the school grounds, admits children from aged three, and most children progress to the main school in the September or January term in which they are five years old or, for summer born children, part time in the January term. The school is held in high esteem by the Local Education Authority (LEA) for its support of pupils with special educational needs.
2. There are altogether 224 full-time and part-time pupils, boys and girls, aged three to seven. The school's policy is to have three intakes per academic year and to admit children into reception, in the term in which they are five. There are currently 15 children under five in the reception. Attainment on entry to reception, although varied, is below that of other children of the same age. From detailed records available assessment shows that attainment in each year group varies, with in some years a very high proportion of pupils with special needs entering the school. The school's population is predominantly white, but a small percentage of pupils from ethnic minority backgrounds attend the school. A broadly average number of pupils, some fourteen per cent are eligible for free school meals, however, this figure belies the economic disadvantage of a greater number of pupils. Twenty per cent of pupils have been identified as having special educational needs (SEN), which is broadly average and six pupils hold a Statement of Special Educational Needs, which is above average for a school of this size.
3. The school priorities have been to improve the standard of attainment for pupils. Weaknesses in attainment are analysed carefully and targets for each class and individuals have been set and any weakness in year groups receive extra support. The school has put into place effective measures to improve attainment, through careful assessment and tracking of pupils as they proceed through the school to judge their progress. Writing has been a priority in order to raise standards, as did reading a few years ago. The school development plan priorities have been to introduce the numeracy strategy; to improve the provision for information technology by setting half-termly projects, increasing hardware and enabling staff development to take place; and to continue the refurbishment of the premises.

4. Key indicators

Attainment at Key Stage 1

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

Year	Boys	Girls	Total
1998	33	23	56

4. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	29	26	28
	Girls	19	17	18
	Total	48	43	46
Percentage at NC Level 2 or above	School	84	75	81
	National	81	85	84

4. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	29	30	25
	Girls	18	19	17
	Total	47	49	42
Percentage at NC Level 2 or above	School	82	86	74
	National	81	85	86

4. Attendance

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

		%
Authorised Absence	School	4.3
	National comparative data	5.7
Unauthorised Absence	School	0.4
	National comparative data	0.5

4. Exclusions

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

	Number
Fixed period	0
Permanent	0

4. Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	7
Satisfactory or better	91
Less than satisfactory	9

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

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

4. **Attainment and progress**

1. The results of the 1998 tests show that for reading the standard of attainment was above the national average for Level 2 and Level 3, whereas in writing, standards were below the national average at both levels. In mathematics, standards were below the national average at Level 2, and close to the national average for Level 3. The teacher assessments reflect the test results in English, but assessments are generally too generous, expecting more pupils to gain Level 2 than actually did so.
2. The results of the teacher assessments in science showed that pupils attainment was well below average at Level 2. The number of pupils who reached the higher level 3 was average.
3. The results show that there is little difference between the performance of boys and girls. The school has sustained above average results in reading and just below average results in mathematics over the last three years. In writing, results have fluctuated, falling in 1997 and remaining well below average for 1998. In mathematics, standards were above average in 1997 and fell to below average in 1998.
4. In reading the 1998 results were above average and in mathematics, they were average when compared to schools in similar social circumstances. In writing, the results were well below those of similar schools. The provisional 1999 results at ages seven, for which national comparisons are not yet available, show that the performance of pupils has improved in reading, writing and mathematics at both levels.
5. The most significant reason for the variation in test results is that the school population has changed significantly over the recent years, with the number of pupils entitled to free school meals rising sharply. The assessments on entry to school and local authority data also verify that attainment varies widely within each year group. In addition, a number of pupils begin and/or leave the school during their school career. As they have a disruption to their education during the key stage, this often affects the standards they achieve.
6. From inspection evidence, the overall attainment of children as they enter the reception class is below the level expected in language and literacy, numeracy, knowledge and understanding of the world, personal, social, physical and creative development when compared to other children of the same age. There is a wide range of intellectual ability in the reception class, ranging from a very small number who have above average attainment to a significant number who have well below average attainment or special educational needs. Children make satisfactory progress in the nursery and good progress in the reception class, where teaching is very focused on what children need to know to improve, but even so, very few children meet the nationally agreed expectations in all the areas of learning by aged five.
7. By the end of Key Stage 1, most pupils are likely to attain the level expected in English, mathematics, science, information technology, and religious education. The pupils make good progress in English, mathematics, science, and design and technology during their time in school, and satisfactory progress in art, geography, history, music, and physical education.
8. Pupils with special educational needs make good progress overall, as they have very detailed programmes of work and are supported well in class or small groups. The few higher attaining pupils and those with below average attainment also make good progress overall, as teachers are aware of their different intellectual requirements and ensure that lessons are directed to support their needs.
9. By the end of the key stage in English, pupils express their ideas and opinions about books and stories, they listen carefully, showing they have understood by answering questions appropriately. They read and enjoy books, talking about themes, characters and events. Most locate books for information in the library. In writing, pupils adopt a cursive style and this is having a positive impact on the quality of

handwriting and presentation.

10. In mathematics, most pupils can read, write and order numbers correctly at least to 20 and many to 100. A few add and subtract mentally to above 20. Most pupils build two and three times multiplication tables using a table square and pupils of higher ability have a good understanding of odd and even numbers and are beginning to understand place value and to deal soundly with addition and subtraction problems. Most recognise two and three-dimensional shapes and their properties and understand how to measure accurately.
11. In science, most pupils have a good understanding of life and living things, due to the good outdoor environment. They correctly identify and name mini-beasts and understand the type of environment best suited for their survival. They understand how to make a simple electrical circuit and realise that investigation is important to prove or disprove a theory. Most gain in knowledge about forces, knowing that a vehicle may move slower or faster depending upon the slant of a slope.
12. Pupils gain satisfactory knowledge of using information technology, they use the computer to word-process their work, changing font, save and retrieve information and realise the benefits of using modern technology in their everyday lives. Most pupils know how to enter information and to sort data, although there are few opportunities to investigate aspects of real or imagined situations or to use simulation and decision making programs. Pupils with special educational needs use the computer to support their writing and their work is enhanced considerably by this.
13. In religious education, pupils understand about special times, places and festivals: Christmas and Easter, Succoth, Ramadan and Hanukkah. They know about key religious figures from the Bible and talk about feelings such as anger, happiness, love and sadness. They learn about places of worship such as a mosque and synagogue and Christian ceremonies and places of worship through visiting local churches.
14. The school has put into place measure to improve attainment, through careful assessment and tracking of pupils as they proceed through the school to judge their progress. Writing has received priority to raise standards, as did reading a few years ago. Pupils with special educational needs are monitored very well, they have set targets each day for literacy and numeracy and this together with good support has enabled them to improve their overall individual attainment.
18. **Attitudes, behaviour and personal development**
15. Pupils' attitudes to learning are good. They show interest in their work and concentrate on the tasks set. The vast majority are attentive and responsive, readily join in discussions, and ask and answer questions appropriately. They show pride in their work and its presentation, which is improving. Parents reported that their children feel secure and confident, and like coming to school. Pupils' capacity for personal study is mostly developed through reading. The access to the library is restricted and space is very cramped. This affects the progress they make in independent learning.
16. Pupils' behaviour in and around school is good. They are polite and trustworthy, and respect the school and each other's property. They move around the school in an orderly fashion, and are very well behaved at break and lunchtimes. The attractive outdoor play space is a positive influence on pupils' social development and behaviour. The cramped classrooms contribute to a few pupils' fidgeting and restlessness. The vast majority of pupils have a good understanding of right and wrong and they respond well to the clear classroom and school behaviour code. There have been no exclusions from school during the past year.
17. Pupils have good relationships with each other and with teachers, support staff and adult helpers. Pupils look to their teachers and other adults in the school with respect. Pupils work well together when required, and encourage and support each other, such as in physical education lessons. The restricted space in the classrooms adversely affects the acquisition of social skills because there is very little space for pupils to move around; for example, to set things out for themselves and their classmates or to help the teacher. Pupils are though involved in the basic routines of the school, for example as

register monitors.

18. Pupils are willing to listen to each other's views and to reflect on their feelings and behaviour. They are given opportunities to do so during registration periods, circle time and in school assemblies. Opportunities are provided for them to reflect on the diversity of beliefs and cultural traditions, and to raise funds for less fortunate children.
19. Since the last inspection pupils' behaviour has improved considerably. Pupils, monitor and check their own behaviour particularly in classes, and this promotes good behaviour and positive attitudes to work.

23. **Attendance**

20. School attendance is good and is above national averages throughout the school even though many pupils have their annual holidays within term time. Most pupils arrive on, or close to, time.

24. **QUALITY OF EDUCATION PROVIDED**

24. **Teaching**

21. The quality of teaching is good overall, although there are differences in quality across the years. Overall 91% of lessons observed were at least satisfactory, 38% of lessons were good or better and 7% of lessons were very good. Nine per cent of lessons were of an unsatisfactory standard, these occurred in the nursery. Very good teaching occurred in the reception class and in the Year 2 classes. The quality of teaching was not as good in Year 1 as in Year 2.
22. In the reception class, teaching is good with significant strengths. Teachers' knowledge of child development is very strong. Expectations of what pupils can do, planning of the curriculum and use of time, resources and assessment are all good. A stimulating environment is created which motivates pupils to learn. The teaching of English and literacy is also strong, with 57% of lessons good or better. Teachers take great care in planning work that suits the needs of the different groups of pupils within the class. The use of shared reading texts is particularly effective in promoting good reading skills.
23. Where unsatisfactory teaching occurred in the school, one lesson did not take adequate account of the different groups of prior attainment in the class, and teachers did not expect enough of the children, especially the higher attainers. There are weaknesses in planning methods, where all objectives are the same whatever the children's intellectual ability. Teachers' organisation of the nursery does not allow enough time to teach the basic skills of literacy and numeracy. Teachers assess children through observation of task and/or discussion with children, but often questioning is not matched closely to the needs of individual children or to the objectives being taught. Activities are often over-directed by staff and the opportunities for independent learning are missed.
24. Nursery nurses and special needs staff provide good support and are effectively involved in planning across the school. These staff make a significant contribution to the good progress children and pupils make.
25. The teachers work well together as a team, and their strengths include detailed planning, good management of pupils and good methods and organisation which impact positively on the pupils' progress. Although expectations of what pupils can do are generally high, the challenge presented to reception pupils in particular is very high and this is another strength.
26. Teachers across the whole school use resources well to support their lessons, these are always to hand and pupils are encouraged to use them carefully. Different methods of teaching are used appropriately. An equal balance of whole class, group, pair and individual work is planned to suit the subjects being taught. Teachers use positive reinforcement to get the best from their pupils, and encourage the pupils to discipline themselves from an early age. An atmosphere of caring and trust is present in lessons.

27. Assessment is strong, and is used well in most lessons where questions are searching and challenging to pupils. In a science lesson in Year 2, for example, pupils were encouraged through very careful questioning to recall how air moves through experimenting with bubbles.
28. For pupils with special educational needs teaching is well focused in classrooms and individual withdrawal sessions in accordance with individual education plans. As well as good teaching of specific strategies to improve skills, emphasis is appropriately placed on increasing confidence and self-esteem. Staff involve pupils in setting and reviewing their own targets. Pupils with statements are well supported in class by learning support assistants and this makes a significant contribution to the quality of education offered.
29. Homework is well established and teachers set this to reinforce subjects, especially in reading in Key Stage 1. Home/school reading diaries are used and written work is marked and the results discussed appropriately with the pupils.
33. **The curriculum and assessment**
30. The curriculum provided for children under five is unsatisfactory. It is not a broad, balanced and challenging curriculum to enable children to reach the level expected by the age of five and does not prepare children for the next stage of education. In the nursery there is a lack of clear structured activities and effective monitoring to ensure that children receive a curriculum appropriate to their needs. However, there is a marked contrast in the reception class where planning for children under five is good. Here the curriculum is broad and balanced and enables children to move smoothly towards the National Curriculum in all areas. Structured activities are well organised and individual children are monitored thoroughly to ensure they receive their entitlement to a full curriculum.
31. The school provides a curriculum at Key Stage 1 that is broad and balanced and includes all the subjects of the National Curriculum and religious education. Curricular planning is good overall with greater cohesion and continuity being achieved since the last inspection. Schemes of work in all subject areas and a system of long, medium and short term planning give sound guidance over content and clear learning objectives. All staff are effectively involved in the planning process and very good monitoring of standards is undertaken through sampling pupils' work and short term planning. Teachers in parallel classes plan closely together to ensure that learning is systematic and based on previous knowledge across the year groups. Learning objectives and match of work to pupils' attainment are clearly identified for all groups of pupils. The development of literacy skills is firmly established with the literacy hour successfully embedded in the school curriculum. Implementation of the National Numeracy Strategy has commenced successfully. Weekly plans for literacy and numeracy successfully follow the nationally recommended formats.
32. The curriculum effectively promotes the pupils' personal, social, moral, and physical development. Liaison procedures with the junior schools are sound.
33. The curriculum is extended by a range of local visits, for example to museums, churches and local farms. A range of visits by theatre groups and entertainers enhance the curriculum further. Extra-curricular provision is unsatisfactory; there are no lunchtime or after school activities and this is an area recognised by the school for further development. The curriculum is extended to the outside environment especially in science.
34. Provision for equal opportunities is unsatisfactory for children under five where children in the nursery do not always receive an education suited to their intellectual capacity. It is satisfactory at Key Stage 1. Support staff work well with pupils with special educational needs to allow them access to the full range of opportunities in the curriculum.
35. The provision for pupils with special educational needs is good for children under five and very good in Key Stage 1. The school's procedures meet the guidelines of the Code of Practice. Pupils are quickly placed on the register of special educational needs following teacher assessment. Specialised support is

given through advice from the school's special educational needs co-ordinator and from appropriate outside agencies. Learning and progress are closely monitored through very good liaison with support assistants, sampling of children's work and by analysing the results of screening tests.

36. Individual education plans are sufficiently detailed and focused, with regular assessments taking place for reading and spelling in order to monitor pupils' progress. The special educational needs co-ordinator conscientiously keeps thorough and detailed records of relevant information which is used effectively to plan individual education plans, inform teachers' planning and the programmes of support for individual pupils. A significant number of pupils join the school during the key stage and the school tries hard to meet the needs of these pupils.
37. The school's system for assessing and recording attainment and progress is good in Key Stage 1 but unsatisfactory in the nursery. In Key Stage 1 there are thorough records based on careful teacher observations and these and the progress pupils make are carefully monitored by the headteacher. Records and the results of Surrey Baseline and standardised tests are used well to track pupils' progress and to enable work to be set which suits the pupils' intellectual abilities. Parents receive an annual progress report, which gives satisfactory details of progress in National Curriculum subjects and meets national requirements.
38. Since the last inspection there have been good developments in curriculum monitoring, planning, and assessment procedures which are used effectively to set year group and individual targets and ensure pupils receive an appropriate curriculum.

42. **Pupils' spiritual, moral, social and cultural development**

39. The school's provision for spiritual, moral and social development is good and for cultural development is satisfactory.
40. The school provides good opportunities for spiritual development through its religious education lessons, displays and high quality daily acts of collective worship. Pupils, including those with special educational needs, are provided with many occasions to consider and reflect upon their own experiences and those of others, and celebrate festivals and achievements. Collective worship is well planned and the school complies fully with statutory requirements. There are good links with the local church and parish community with visits from local priests and the Salvation Army. Pupils are encouraged to be imaginative and sensitive to their surroundings and the effect they have on others in many areas of the curriculum such as English, art and music. They show awe and wonder when making discoveries in science, for example when learning about steam and bubbles.
41. The school makes good provision for moral development. The school works hard to encourage good standards of behaviour. Relationships are good throughout the school. Staff provide effective role models in the courtesy, consistency and sensitivity with which they manage pupils. This fosters values such as fairness and respect for truth and justice and emphasises respect for all people. The school has a clear framework of values, which regulate personal behaviour through clearly stated principles in a thorough behaviour policy. For example, it has a list of rules clearly displayed in classrooms and about the school stating what is acceptable behaviour. In lessons and assemblies, pupils are taught to recognise the difference between right and wrong, and to respect property and the rights of each other. There is a good reward system in place whereby pupils receive merit awards in the form of stickers, stamps and stars for good behaviour, progress and work. There is a 'Gold Book' to record successes and certificates are awarded in half-termly 'Golden Assemblies'. The majority of parents believe that the values and attitudes promoted by the school have a positive effect on their children.
42. Provision for the social development of pupils is good and lays sound foundations for citizenship. The school teaches pupils to relate well to each other and adults, and helps them to define values and to work together. Planned group work in English, mathematics, science, art, history and physical education provide good opportunities for pupils to work and share together. The annual Christmas play and class assemblies contribute to raising pupils' self-esteem. The school provides many opportunities for pupils to develop self-discipline and self-esteem. For example, various tasks of responsibility are

given to pupils in classrooms. Older pupils help younger pupils and act as servers at lunchtime. However, there are very few opportunities for extra-curricular activities and this is an area recognised by the school for further development. Opportunities have been provided for pupils to enhance the local area by taking part in Spellthorne in Bloom, National Spring Clean and bulb planting. Recent fund raising activities include raising money for Comic Relief, Save the Children Fund and collecting stamps for Guide Dogs for the Blind.

43. The provision for pupils' cultural development is satisfactory overall and this has improved since the last inspection. The school provides many occasions for pupils to enrich their knowledge and experience of their own local traditions and heritage. Through the curriculum, pupils are given the opportunity to appreciate art and literature by learning about the work of great artists, such as Van Gogh. There have been visits from theatre and dance groups which have provided effective first hand artistic and cultural experiences for the pupils. Visits are made to local churches and museums such as the Basingstoke Canal Museum and other places of interest. However, although the school teaches about a range of faiths and festivals, opportunities for pupils to experience the diversity of different cultures through dance, literature and food are less well developed.
44. Since the last inspection, provision for the spiritual, moral, social and cultural development of pupils has shown good improvement.
48. **Support, guidance and pupils' welfare**
45. The school provides good support and guidance for all its pupils and is successful in promoting their health, safety and general well being. The school has made significant improvements in this respect since the last inspection.
46. In line with the school aims and mission statement, there are good measures in place to support pupils, in particular those with special educational needs. Personal and academic progress is carefully monitored with baseline records in place from reception. Individual education plans for pupils with special educational needs are regularly reviewed. Parents commented on the supportive transition from the nursery to the main school.
47. Pupils are given many opportunities to develop social skills, acting as register monitors and serving meals in the dining room. An inspector was well looked after by the Year 2 pupils she joined for lunch.
48. There are effective measures in place to promote discipline and good behaviour and to eliminate oppressive behaviour such as bullying. A home-school agreement has been produced in consultation with parents and parents confirmed that there is little bullying in school and that which exists is handled well. Good use is made of the 'Gold' and 'Sad' books where pupils participate in deciding what should be written in and then sign the comments made. No entries in the sad book have been needed so far this term.
49. There are generally good procedures to ensure punctuality and regular attendance with similar procedures operating in the nursery as the main school. Registers are returned promptly to the school office. The head teacher closely monitors lateness or absence and takes appropriate action in association with the Educational Welfare Officer. The headteacher has recognised the need to ensure that a clear lateness cut off point is agreed to ensure that any rare instances of very late pupils are correctly recorded.
50. The school has effective child protection procedures in place but has yet to ensure that appropriate procedures are in place in the event that the named teacher was the subject of allegations.
51. There are good arrangements for the health and welfare of pupils with the various issues raised in the last inspection now put right. There are some areas which are still of concern. The lavatories are used as a thoroughfare for pupils and staff and this is unacceptable and the health and hygiene implications should be addressed with urgency. Although no direct flouting of car parking regulations was observed, pupils are potentially at risk from cars reversing down the lane outside the school.

55. **Partnership with parents and the community**

52. The school has a good partnership with its parents and the community, and especially its governors. The information provided by the school to parents is good. There is a well set out prospectus, which contains helpful information on the curriculum and highlights opportunities for parents to work together with the school and actively share its ethos and values. Newsletters supplement this information, for example, with details about the home-school reading contact books. There are regular consultation meetings for parents on pertinent issues such as literacy and numeracy. Effective annual reports provide parents with information on what their children know and can do and often provide guidance on areas for improvement. In some classes every pupil has clear targets to reach over the short and longer terms.
53. The school offers a number of ways in which parents can communicate with staff and benefit greatly from their support. Governors in particular are often active and involved in working with pupils. Generally, parents rightly feel well informed about progress, and are very supportive of the school's work. The school provides pre-school meetings for parents of new pupils. Parents are involved in a number of ways in the life of the school and in their children's learning. Parents, and grandparents help in classrooms and support reading across the school. They also provide invaluable support for activities such as swimming and visits further afield, such as for history and geography. A particular strength of the home school partnership is the quality of the new reading record. Many parents regularly assist their children at home in learning activities. Pupils with special educational needs are supported well, as are their parents.
54. The school makes good use of its local environment and immediate community to support and enrich pupils' learning. Pupils visit the local leisure centre for swimming, and go further afield to places of interest such as local museums and to Windsor Castle. The school has well organised links with the nursery and middle school, and this helps pupils move with minimum disruption. Public performance within the community and in assemblies, and fund raising activities, make valuable contributions to pupils' personal development and social awareness.
55. Parents are well involved in the work and life of the school, and this involvement has been sustained since the last inspection. The involvement of parents in pupils' learning is good. This support makes a very important contribution to the quality of pupils' learning in a wide range of subjects.

59. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

59. **Leadership and management**

56. The headteacher and governing body provide strong and effective leadership, and this is a strength. The headteacher works closely with the governing body which is extremely involved with the life of the school. Governors are very often in school, take part in delivering the curriculum, are well informed, supportive and committed to raising standards. The governing body and the senior management team support and guide staff and pupils well. The school has a very positive ethos, which is nurtured by the headteacher and governing body. There is a commitment to achieving high standards of learning for all pupils throughout the school, and the aims, values and policies are met fully. The governors and parents are confident in the staff of the school. Parents are encouraged to become involved with their children's learning and find the management approachable. The development plan is comprehensive, detailed, realistic and forward-looking and links well to the school budget and shows how the school measures its success.
57. Since the last inspection, the school has made good improvement against the key issues raised. The school development plan shows good improvement, the standards in music have improved so has the standard of behaviour in lessons. The pupils' spiritual and moral development shows good improvement, and cultural development shows a steady improvement. Standards of monitoring by

headteacher, curriculum co-ordinators and governing body have improved very well, all are very actively involved. The health and safety issues raised have been dealt with. However, there are further health and safety issues which are a problem to the delivery of the curriculum and which are unacceptable.

58. The headteacher, governors, senior management team and co-ordinators monitor teaching and the quality of the curriculum very well. This is particularly strong where the new strategies for literacy and numeracy have been introduced. There are weaknesses in managing the nursery curriculum, where children do not spend enough time on teacher directed activities. Finances and the school development plan are monitored closely through the governing body, both are evaluated and reviewed regularly. Priorities are altered as the needs of the school change and this is a strength.

59. The special educational needs co-ordinator manages her area of responsibility very well and this is a strength. The systems for managing special educational needs are very good indeed. There is good support from the designated governor for special educational needs who has undergone relevant training and makes a strong and positive contribution to the school's ethos. Special educational needs support staff are organised very well and systems for liaison amongst staff are very good.

60. There is a strong commitment to achieving equal opportunities for all pupils and, apart from in the nursery where the more able pupils are not challenged sufficiently, this is achieved and the curriculum meets the pupils' needs.

61. The governing body meets in full its statutory obligations.

65. **Staffing, accommodation and learning resources**

62. The school has an adequate number of appropriately qualified teachers who deliver the curriculum effectively. Their expertise matches the demands of the National Curriculum. They are well supported by the effective deployment of classroom assistants, and parent helpers: the additional support provided by parents and governors make a significant contribution to the quality of education provided. There are adequate numbers of non-teaching support staff to enable the smooth running of the school. Subject co-ordinator responsibilities are divided appropriately among the relatively small number of teaching staff. Staffing for pupils with special educational needs is good. Appropriate arrangements are in place for the induction of new teachers and for staff appraisal.

63. The school's accommodation is unsatisfactory, although it is well maintained and clean. Rooms are barely of sufficient size. Poor storage means that the classroom environments are cluttered. One small library occupies a corner of the hall and is not easily accessible, especially when the hall is being used for other purposes. Other texts are located in a main corridor area. While regular opportunities are provided for classes to use it, its size and location mean this is a difficult thing to arrange and manage and the pupils do not have access to this resource to help with their research in other subjects. The use of a caravan for some small group work with pupils with special educational needs is unsatisfactory. In inclement weather, access to and from one classroom is only possible via the children's lavatories. This is unacceptable. Many of the teaching and learning resources are stored in cupboards in the hall, which means that they are not easily accessible to staff or pupils. The outside environment is a strength; the grassed areas and pond make a significant contribution to the science curriculum. Outdoor play space is satisfactory for the number of pupils, and provides variety and challenge. Pupils particularly enjoy the area around the picnic benches.

64. Apart from information technology, resources are at least satisfactory in all curriculum areas, and for pupils with special educational needs. Library resources are satisfactory. Access to resources is poor; because of the cramped nature of the libraries, access to library books is sometimes restricted by the activities of other pupils.

68. **The efficiency of the school**

65. The headteacher and administrative assistants manage the day-to-day financial procedures of the school well, and sound use is made of information and communication technology for this purpose. The school development plan shows clear direction for the school with realistic targets and appropriate funding. Planning for the budget is good, carefully carried out before the beginning of the financial year, and effectively involves the staff and the governing body. The full governing body approves the annual budget, and the headteacher and financial administrative assistant monitor the budget effectively and produce regular reports for the finance committee and governing body. The finance committee is actively involved in monitoring the budget and produces regular reports for the full governing body meetings. Any estimated under spend and reserve is appropriately targeted for future developments. Funds are effectively allocated to provide good support to those pupils identified as having special educational needs. Funds allocated through specific grants are spent effectively and efficiently.
66. Teaching and support staff are used well. They are used effectively to help those pupils with low attainment and special educational needs. Office staff work in an efficient, calm and professional way and support the school's work well. Site staff are efficient and effective in ensuring the smooth running and cleanliness of the school. Sound use is made of the buildings, outside areas and learning resources.
67. Financial controls and school administration are good. The school's administrative and financial systems were very recently audited, and most of the minor recommendations from this audit have since been, or are currently being, addressed. The school's voluntary funds are audited regularly and presented annually to the governing body in September.
68. The funding available to the school is above average for a school of this size and is effectively used. Taking into account the circumstances of the pupils, the very good leadership and management which provides clear direction for the school, very good support and monitoring of teaching and the curriculum, and the good progress made by most pupils, the school provides good value for money. This is an improvement since the last inspection when the value for money was considered satisfactory.

72. **PART B: CURRICULUM AREAS AND SUBJECTS**

72. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

1. Provision for children under five consists of a nursery and reception class, and a further reception class is to be created in January. Most children enter the school at age four, in the term in which they are five, but summer born children enter two terms before and attend part-time during the January term. There is a marked difference in the quality of provision between the nursery and reception classes and the progress the children make. In the nursery, provision is unsatisfactory because the children are not challenged intellectually, activities are not matched to the needs of the children, and there is a lack of structured and focused activities. In the reception class, planning is good for the different ability groups, activities are very focused and well matched to children's needs, and staff have high expectations.
2. There are currently twenty-three children in the reception class of whom three are Year 1 pupils who have diverse special educational needs. Five children are already five years old, and fifteen are aged under five, a significant number of whom have special educational needs.. By the time children are five years old, most have levels of attainment that are below the expected level in language and literacy and personal and social development, numeracy, knowledge and understanding of the world, physical and creative development. A significant number of children have attainment that is well below or poor compared to that expected in all the areas of learning. Children make satisfactory progress in the nursery and good progress in the reception class in acquiring new skills and consolidating known ones in all the areas of learning but, even so, very few children are likely to meet the nationally agreed expectations in all areas by aged five. Children start the National Curriculum as their skills develop and when they are ready, usually in the term after their fifth birthday. Children with special educational needs often make good progress and some make very good progress as they are identified early and are supported to a high degree by support assistants and teachers.

74. **Attainment and progress in each area**

74. *Personal and social education*

3. By the time children are five, few reach the levels expected nationally in personal and social skills. Children's personal and social development is soundly promoted in the nursery and progress is satisfactory and good in the reception class. Behaviour is usually good and is reinforced by staff who deal calmly with individuals who find it difficult to share or follow instructions. Children enjoy good relationships with staff. They begin to play together in the home corner and in the garden area. In the outdoor play area they learn to take turns on the equipment, but only a small number communicate with each other fully and co-operate and share effectively. They recognise behaviour that is not acceptable and what is unfair to the majority, learning patience and fairness from the staff's' good example. Some express likes and dislikes but most in the nursery have limited language skills and find it difficult to relate to each other. Most in reception follow instructions quickly, with a few exceptions, and join in rhymes and counting games with enjoyment, although most cannot participate fully. Older children in the reception class work well as part of a group and show increasing independence when managing personal hygiene, dressing and staying for school dinner. Pupils with special educational needs try hard to follow the school routines and are guided well by staff. The quality of teaching is satisfactory in the nursery and good in reception where staff take every opportunity to extend social skills. In the nursery, opportunities for personal and social development are not always developed and often children are not meaningfully engaged or receive effective adult intervention.

75. *Language and literacy*

4. Attainment in language and literacy is below the level expected by the time children are five. In speaking and listening, children make satisfactory progress in the nursery and good progress in the reception class. Most children in the nursery and reception listen carefully and respond well to stories, songs and rhymes such as 'Humpty Dumpty' and 'Baa Baa Black Sheep'. In both classes many share their experiences although most find it difficult to communicate their thoughts because of limited language skills. A significant number of children have speech and communication difficulties, poor articulation and pronunciation of words and a limited range of vocabulary. They often speak in short, poorly structured sentences. In reception, younger children choose books and show interest as the story is read by the teacher, whilst older children, including those with learning difficulties, are beginning to handle books carefully and a few are aware that print and pictures carry meaning. A minority of children in reception are developing the ability to recognise letters and sounds through planned activities throughout the week that reinforce a letter as part of literacy activities. Very few recognise letter names and sounds or are beginning to work out how to read words, although older, higher attaining children write their own name and recognise a few letters. Not all form letters correctly. Teaching in the nursery is unsatisfactory because there are limited structured opportunities for literacy development. Staff in the reception class are skilled in developing literacy through rhymes, games and pre-writing activities. Their expectations of what children can do are very high and this enables children to make good progress in developing the skills required to read and write.

76. *Mathematics*

5. Attainment in mathematical skills is below expectations by the time children reach their fifth birthday. Children begin to develop an awareness of number and mathematical language through a variety of activities, for example when playing in the sand they learn the terms 'full' and 'empty'. They share five hyacinth bulbs into two sets but only the highest attaining children count accurately to five or beyond this. Higher attaining children in reception correctly order and sequence objects by size and colour, and begin to use language such as 'larger' and 'smaller' when using pattern cards; however, most have a limited understanding of number. Children learn number rhymes and most join in enthusiastically. They develop the use of their number skills soundly in group games, where they recognise the number on the dice, then move counters up number or match to spots correctly, with adult supervision. The quality of teaching in the nursery is unsatisfactory because activities are not appropriately focused and children make unsatisfactory progress. Children have insufficient opportunities to develop skills in counting in planned structured activities in line with their previous attainment. In the reception class teaching is good with activities well matched to the needs of the children. Teaching and learning support assistants use questioning skillfully to reinforce learning.

77. *Knowledge and understanding of the world*

6. Attainment in knowledge and understanding of the world is below expectations by the time children are five. Children overall are provided with satisfactory opportunities to build a sound knowledge but teachers in the nursery do not take the opportunity to extend the children's knowledge at their level of understanding. In the nursery, children plant bulbs and seeds and talk about how they grow. They develop an understanding of floating and sinking using the water tray. Several talk about going shopping but few know where different articles are bought. In reception, higher attaining children talk about their families, describe how they come to school and where they go on holiday in the summer, but most children are unable to do so. Some know the names of wheeled vehicles. They use their sense of touch to identify common objects when using the 'feely box'. They begin to develop a sense of time past, present and future. Younger children use the computer but are sometimes left to their own devices when they need help. Higher attaining children know different colours and make a sound start at developing computer skills, using the keyboard effectively to select information and practise keyboard skills. Teaching is satisfactory in the nursery and good in reception.

78. *Creative development*

7. Attainment in creative development is below expectations by the age of five. In the reception class higher attaining children choose colours with support when painting sunflowers. These paintings are particularly effective and show good proportion and attention to detail. Children make patterns and shapes with play dough and cut and stick different materials. Joining skills are weak. Younger children in the nursery make sandwiches which they decorate successfully with adult assistance. There are many opportunities for children to paint and draw, using a wide variety of materials. Staff understanding of creative development is good. Most children begin to play imaginatively in the home corner but many show limited powers of concentration and persistence. Staff in the reception and nursery support children well and ask searching questions to keep them interested.

79. *Physical development*

8. Children's physical development by the age of five is below expectations. Children have the opportunity to use the outdoor play area every day. They develop increasing control and balance as they ride tricycles around the area. They run with increasing awareness of space and others and develop confidence in climbing on the portable climbing apparatus. In reception children develop manipulative skills through using jigsaws and modelling materials. They increase their skills in cutting with scissors, although most have difficulty manipulating these and other tools such as glue spreaders, paintbrushes, pencils and crayons, competently. Most children begin to show independence and confidence when approaching their work, but a significant number in the nursery are still dependent on staff to support them. Most show pleasure in learning and begin to work together, making good relationships with adults, trusting their teachers and other children. Their behaviour is good and most try hard to conform to the school rules. Staff work well together and there is a consistently calm atmosphere in the classrooms.

80. **Teaching, curriculum and resources**

9. The quality of teaching is good in the reception class and unsatisfactory in the nursery. Although teachers in the nursery have a sound level of knowledge of child development, expectations are low, and children are not challenged intellectually especially in literacy and numeracy. Planning methods, organisation, use of time and resources and the effective use of day-to-day assessment to plan for children's future learning are weak. Only one short teaching activity is planned each day. Children are given too much choice and responsibility for their own activities and learning. There are insufficient direct teaching time, focused activities and adult intervention during sessions. Children often flit between too many available activities when they have completed their chosen tasks. Teaching and learning experiences and opportunities are not effectively explored to raise achievement. Assessments are made of activities but are not objective and monitoring of standards is unsatisfactory. Adults are not used efficiently and there is a lack of focus and rigor to challenge children. Nursery nurses and special needs staff provide good support and are effectively involved in planning.
10. In the reception class, teaching is good with significant strengths being the teachers' knowledge and understanding and management of the children. Expectations of what pupils can do, planning of the curriculum and use of time, resources and assessment are all good and these all help to provide a stimulating and effective learning environment. Teaching and non-teaching staff plan and work together very effectively. Staff work hard to extend the children's knowledge and understanding through very good questioning, and the provision of relevant practical activities promotes the satisfactory development of skills and concepts.
11. Effective working relationships between the adults ensures that communication is satisfactory and children receive consistent messages and attitudes from adults within the school
12. Nursery accommodation is satisfactory with a separate self-contained and satisfactorily equipped building, covered area, hard play and grassed. Portable climbing equipment provides opportunities for children to undertake climbing activities and there is a sufficient number of large wheeled toys. The area is surrounded by a sound and secure fence. There is currently one large reception class occupying two rooms which will revert to two classrooms in January when a further class is established. Accommodation is satisfactory with access to an outside play area but this is not covered and restricts

activities during wet weather. Resources are sound.

13. An initial screening test is being trialled in the nursery and other informal assessments are made but these are not frequent or focused enough or used to plan work effectively. Older children have books to take home, helping to involve parents with their children's learning effectively. Induction procedures in the nursery are effective and involve home visits by staff. Induction procedures into main stream education are good and parents appreciated the support offered by the staff with older nursery children attending assemblies and mixing with older pupils once a week in the playground so they are familiar with some school routines.

85. ENGLISH, MATHEMATICS, SCIENCE, INFORMATION TECHNOLOGY AND RELIGIOUS EDUCATION

85. English

14. The results of national assessments for seven year-olds in 1998 show pupils' attainment in reading to be above national averages. In writing, the results were well below the national averages. The proportion of pupils who reached the higher Level 3 was above the national average for reading, and below the national average for writing. There was no significant difference between the performances of boys and girls. The school has sustained above average results in reading over the last three years. In writing, results have been below the national average over the same three-year period. In reading, the 1998 results were above those of schools in similar social circumstances. In writing, the results were well below those of similar schools. The provisional 1999 results at age seven, for which national comparisons are not yet available, show that the number of pupils gaining Level 2 and Level 3 in writing has increased.
15. Inspection evidence shows that, at the end of Key Stage 1, pupils' attainment in reading is in line with national averages. In writing, attainment is also in line with national averages, and evidence gathered during the inspection shows that the attainment of pupils in writing is above that shown in the 1998 assessments. Attainment in speaking and listening is generally in line with national expectations for the age group.
16. Special educational needs are addressed through a well-structured, coherent programme, which helps pupils to develop reading skills and extend their vocabulary. Teachers' and other adults' discussions with individual pupils about their reading help to reinforce and develop basic skills. As a result, pupils with special educational needs make satisfactory progress in reading and writing.
17. Across the school, pupils' progress in developing their skills in speaking and listening are satisfactory. Pupils are able to express ideas and opinions about books and stories. Opportunities for speaking and listening are used effectively during discussions as whole class activities at the beginning and ends of many lessons. Individual pupils use language sensitively.
18. Progress in reading is good overall from a low base level to average standards for most pupils and several pupils achieve above average standards. The effective development of language skills is promoted and supported across the school. The home-school reading scheme has provided pupils, parents and teachers with an effective approach to reading. Early indications show that this partnership approach is producing some good results in the early stages of reading. There are however, some pupils who do not link the written word with the spoken one, and who are not confident with all the letter sounds. An interest in books is maintained throughout the school and pupils have ample opportunities to read. For example, planned reading sessions in class every day are supported by parents, grandparents, governors and others spending time listening to individual pupils read. Pupils also read during registration periods. 'Big Books' are used to promote early reading skills and phonic awareness. A range of suitable books and commercial reading schemes are integrated into a simple system, well understood by the children. The school also has two libraries used by the pupils, but their location is unhelpful and access is severely restricted by the lack of space. This affects the pupils' independent

research skills. The 'Wise Owl' club encourages their wider reading. Most pupils across the school can talk about themes, characters and events in books that they read.

19. As they move through the school pupils develop good basic skills in writing, and, by the end of Key Stage 1, most write at some length, in sentences, and with generally accurate spelling and punctuation. Pupils' books, classroom and school displays provide evidence of sound writing for a variety of purposes. These include diaries, letters, imaginative stories, reports and poems. Pupils' awareness of purpose and audience includes factual accounts and writing in support of work across the curriculum; for example, in history, writing describes the lives and adventures of the great men and women pirates. Handwriting is sound overall, and the teaching of joined writing across the school is having a positive impact on the majority of pupils' presentational skills. The collection of writing examples for each pupil reveals evidence of sound progress across the key stage, especially for pupils with good levels of prior attainment. Final drafts of written work show the impact of the implementation of the handwriting scheme. As they progress through the school, pupils show a growing accuracy in sentence construction, and in the use of formal language skills. At the same time there are also a few examples in most classes of writing which is not joined, and sometimes barely legible.
20. Pupils enter the school with willingness to learn and respond well to the opportunities provided. They enjoy their lessons and respond positively to the structures of the literacy sessions. The security and structure of effective classroom management encourage pupils to grow in confidence and speak before the whole class..
21. Teaching is good overall and is never less than satisfactory. In 57% of lessons it is good or better. There is a sensible balance between exposition, explanation and interesting activities, which allow pupils to apply their learning well. Teachers use searching questions, and direct them sensitively to the needs of pupils at different stages in their learning. In some classes, when teachers prepare well, a brisk pace ensures the active engagement of all pupils, with effective use of time. Teachers plan work carefully to meet the needs of pupils with different rates of learning, provide additional support where necessary, and use assessment to plan work so that it makes effective links with prior achievement. The classroom assistants show high levels of expertise and make a strong contribution to raising standards in reading and writing, especially for pupils with special educational needs. Occasionally opportunities for pupils to use information technology in the subject are missed but computers are generally used effectively to extend reading and writing.. Effective use is made of the home school reading records so teachers' expectation about reading at home are clear.
22. Management and co-ordination are sound, with monitoring of pupils' work, teachers' planning, and teaching of the subject. There are sufficient resources to meet the demands of the curriculum, including books in the two small libraries. The special educational needs assistants at times teach literacy skills to pupils in a caravan and this is unacceptable. Effective links with parents through the use of regular homework enhance pupils' opportunities to practise their reading and spelling.
23. Since the last inspection satisfactory progress has been made in improving writing. The vast majority of pupils now listen carefully in lessons. Teaching has improved and there is more effective monitoring of standards with target setting to improve standards in place for individuals, groups and classes.

95. **Mathematics**

24. The results of National Curriculum tests at the age of seven in 1998 show that the number of pupils attaining Level 2 and above was below the national average although those attaining the higher levels was close to that expected. In comparison with similar schools, pupils' performance was broadly in line with the national average. There was no difference in the performance between boys and girls, which was close to the national average. Over the last three years, pupils' performance has been close to the national average. The most recent 1999 test results show an improvement on the previous year's results but national data for comparison are not available.
25. From inspection evidence, attainment is average by the end of Key Stage 1. Most pupils have developed a satisfactory grasp and recall of number facts to 20 and can read, write and order numbers

correctly at least to 20. Many can do this to 100. Most are competent in the mental recall of addition and subtraction to 10 and many to 20 and a few are able to add and subtract mentally above this. They build multiplication tables of two and threes using a table square and understand doubles of numbers to 20. Pupils of higher ability have a good understanding of odd and even numbers and are beginning to understand place value and deal soundly with addition and subtraction problems. They recognize and successfully name two and three-dimensional shapes and their properties. Their understanding of standard and non-standard measurements is sound. Pupils successfully draw simple block graphs and build number patterns on a hundred square. However, presentation skills are lacking and work is untidy and not always well organized. There is no difference between the attainment of boys and girls.

26. Most pupils enter school with attainment that is below expectation and some attainment is well below. Pupils make good progress in number work, shape space and measures. A daily mental activity enables pupils to develop their own mathematical strategies and look for ways to overcome difficulties, and there is a growing strength in mental mathematics as pupils move through the school. Their mathematical vocabulary develops well so that, for example, they learn different ways of describing operations such as addition and subtraction. The progress of higher attaining pupils is good as tasks challenge them sufficiently well. The progress of those pupils with special educational needs is also good as the activities are suitably pitched at their level of understanding and they receive appropriate support. There is no difference in the progress of boys and girls.
27. Most pupils have very good attitudes to learning, enjoy their mathematics and their behaviour is very good. Pupils respond very well, and most are eager to answer questions and listen to what others have to say when they sit together on the carpet around their teacher. Most work very well individually showing very good powers of concentration and persistence. They cooperate very well in group activities sharing and taking turns when using counting materials, coins and other resources. They show respect for the answers of others and for books and resources. Personal responsibility is displayed when pupils put away books and apparatus.
28. Numeracy is not particularly strong in other subjects of the curriculum. Graphs and data handling is evident in science and information technology lessons.
29. The quality of teaching is good; it is never less than satisfactory. In the best lessons, teachers have clear objectives, manage time well with a brisk pace, use questioning effectively to assess pupils' knowledge and understanding and have high expectations. Most teachers use mathematical language well and have good knowledge and understanding of the subject. Expectations are usually high and weekly and daily planning is good. There is usually a good balance of direct teaching and pupil activity. Teachers use assessment procedures effectively to plan tasks to move pupils forward. Most manage behaviour well and have good relationships with pupils. Marking is sound across the school but does not always lead pupils to improve their work.
30. The school has made a positive start to the adoption of the National Numeracy Strategy and staff are working hard to establish new ways of working. Good monitoring of teaching and learning has taken place to ensure standards improve. Planning is thorough and uses a common format. Teachers in classes with similar age groups plan carefully together to ensure that work is suited to the needs of pupils and that there is equality of opportunity. The co-ordinator is effective and has clear strategies for future development of the National Numeracy Strategy. Resources are of good quality, sufficient and readily accessible in classrooms and are used well to support learning. The inadequate accommodation is used effectively.
31. Since the last inspection improvement has been good. Long, medium, and short term planning has been improved with the introduction of the National Numeracy Strategy. Further, quality resources have been purchased and there is now good monitoring of mathematics achievement with whole school target setting to raise standards. Effective monitoring of the quality of teaching and learning has been undertaken by the headteacher and co-ordinator, and pupils' response to mathematics lessons has improved significantly.

103. **Science**

32. The results of the teacher assessments in 1998 showed that pupils' attainment was well below the level expected. The number of pupils who reached the higher Level 3 was average. Compared to that of similar schools, pupils' performance was average.
33. Inspection evidence shows that at the end of Key Stage 1, pupils' attainment in science is average for their age, and is above that shown in the 1998 assessments. The provisional results of the 1999 assessments also show that more pupils gained both Level 2 and Level 3 compared to 1998, although the national comparative figures are not yet available to judge this against national standards. Standards in science are rising in the school.
34. By the end of Key Stage 1, most pupils have a good understanding of life and living things, and this is a strength of science. Due to the well-designed school grounds, pupils have ample opportunity to study pond life and living creatures. Pupils understand the type of living conditions best suited for their survival, and higher attainers can explain some of the effects of pollution. Most pupils understand how to make a simple electrical circuit, whilst higher attainers explain the results of breaking the circuit. When experimenting with materials, most pupils know that water has different properties, for example that when frozen it gets larger in volume. Higher attaining pupils understand that water can change into ice or steam depending on the conditions. Most gain in knowledge about forces, knowing that a vehicle may move quicker or faster depending upon the slant of a slope. All pupils know that investigation is important to prove or disprove a theory, they observe carefully and record their evidence in a variety of ways, including graphs and charts. However recording, especially on worksheets, is generally untidy.
35. Pupils across the key stage make good progress overall, although progress in Year 2 is better than in Year 1. Pupils develop their knowledge and understanding of living creatures. Simple drawings become more detailed, labelled diagrams as pupils progress through the school. Pupils in Year 1 appreciate the changes in humans, growth and how exercise and a healthy diet are good for us, and by Year 2 they build upon this to classify healthy and unhealthy foods and can plan a sensible menu and diet.
36. Most pupils' behaviour is good. They are interested in their work and are motivated to observe carefully and to apply experiments. Great pleasure was shown when pupils investigated how to move water across a space, by either blowing with a straw or through blowing bubbles. Year 1 pupils enjoyed experimenting with the effect of exercise on the body, timing themselves carefully.
37. The quality of teaching is good. Teachers motivate their pupils well, and this impacts upon the progress they make. The best lessons proceed at a brisk pace and are challenging to all pupils so that they think very carefully about the task or experiment. A particular strength is where teachers take every advantage of the use of the school grounds to impart knowledge and understanding of the world around us. Work in books shows that teachers take care to ensure that pupils, whatever their capability, receive work at the correct level of understanding and this impacts positively on the progress pupils make. The management of pupils is good, as is the use of time and resources. The support staff contribute significantly to raising attainment for the less able pupils.
38. The classrooms are cramped and this affects the range of work that can be completed during the winter months. Some lessons are interrupted so that the hall can be used for physical education lessons and this has a detrimental effect on the curriculum. This is a weakness, as it affects the progress pupils make during these lessons. From looking at pupils' books, it is clear that a wide range of science is offered to the pupils. The curriculum is good and assessment used carefully to ensure that all pupils have access to work which suits their capabilities. Science is managed well, with teachers having the support and guidance necessary to extend their skills.

110. **Information technology**

39. Standards of attainment in information technology are similar to those expected nationally of pupils

aged seven and they make satisfactory progress. By the end of Key Stage 1, pupils have sound knowledge of the keyboard and use of word-processing skills such as changing font, saving and retrieving information. Pupils with special educational needs use the computer appropriately to develop reading and writing activities. Most pupils have a sound understanding of how to enter information and to sort and data, although there are few opportunities to investigate aspects of real or imagined situations or use simulation and decision making programs. Higher attaining pupils store and retrieve information and print out their own work with adult help. They successfully program and control a robot making it move forwards and backwards and turn. They confidently use tape recorders when listening to stories. However, most have a limited awareness of the benefits of using information and communications technology in the wider world.

40. The progress of all pupils, including those with special educational needs, is satisfactory. There is no difference in the progress of pupils of different gender or background, although those pupils who have access to computers at home display more confidence, ability and understanding. Reception and Year 1 pupils develop the use of the mouse to move shapes and pictures round the screen to design pictures. They use the computer to practise reading and number skills. Year 1 pupils improve their use of the computer to write and edit text using the concept keyboard and to improve reading skills. Pupils in Year 2 create a map using a drag and drop technique and print out the finished article. They use an art program to draw and print fish pictures.
41. Pupils have a positive response to using information technology. They work soundly individually or in small groups and show respect for each other and the equipment. They show good concentration and perseverance and have positive attitudes. Relationships in the classroom are good.
42. The quality of teaching is satisfactory. During the inspection, opportunities for using computers in some classrooms were not fully utilized. The school has recognised the need for further training to extend teachers' computer knowledge in modelling and simulating and to extend and upgrade their range of hardware and software.
43. There is a sound policy and very recently introduced scheme of work which has not yet had time to take effect. Planning is sound and provides suitable progression but is in the early stages of development. Assessment procedures consist of 'I can' statements and are sound, but again are at an early stage of development having been recently introduced and because of the change of hardware. The school has recently upgraded the computers in Year 2 and there are plans to continue this within the school. Other resources, including keyboards, tape recorders and television with video recorder are satisfactory.
44. Since the last inspection, new modern equipment has been introduced. A scheme of work based on government guidelines has been introduced along with assessment procedures to ensure progression, but these have not yet had time to take effect.

116. **Religious education**

45. By the end of Key Stage 1, attainment meets local expectations. This subject makes a valuable contribution to pupils' spiritual, moral, social and cultural development. It is clear from lesson observations, talking to pupils and examination of pupils' work and teachers' planning that all pupils, including those with special educational needs, make satisfactory progress.
46. By the end of the key stage, most pupils understand special times and places. They are familiar with the stories of Christmas and Easter and are aware of festivals such as Succoth, Ramadan and Hanukkah,. They know about key religious figures from the Bible, such as Jesus, Noah and the story of Jonah and the whale. They talk about feelings such as anger, happiness, love and sadness. They learn about places of worship such as a mosque and synagogue and Christian places of worship through visiting local churches. They understand Christian ceremonies such as baptism through watching a video and looking at artefacts used during the ceremony.
47. Most pupils, including those with special educational needs, make satisfactory progress, building progressively on knowledge and skills. There have been improvements in pupil progress as a result of

the attention which religious education and acts of worship have received in both policy and practice following the last inspection, including time for reflection in other subjects. Year 1 pupils learn about the Bible, Old Testament stories and Islam. The talk about prayers and write their own. Year 2 pupils build on this knowledge and extend their knowledge of the Bible by learning about the New Testament, places of worship and Judaism.

48. Most pupils enjoy their lessons, are interested in their work and show positive attitudes. They listen attentively to the teachers and to one another and sustain concentration. Most are well behaved, settle quickly to activities and show good concentration.
49. The quality of teaching is satisfactory overall and ranges from unsatisfactory to very good which was seen during collective worship. Most teachers have sound knowledge and understanding and manage pupils well. Planning is sound and based on the Locally Agreed Syllabus following a topic-based approach. Teachers use questioning well to promote pupils' participation and purposeful discussion. The coordinator provides good support and ensures that resources are used effectively to illustrate stories and to focus pupils' attention. Since the last inspection the policy has been updated and an effective scheme of work based on the locally Agreed Syllabus has been introduced. Planning has been improved and extra resources have been purchased.. Resources are good. Good use is made of the local churches and ministers to support teaching. Effective visits are also made from the Salvation Army and other church organisations.

121. **OTHER SUBJECTS OR COURSES**

121. **Art; Design and technology**

50. From looking at pupils' work, teachers' planning documents, and discussions with pupils and teachers, it is clear that pupils make satisfactory progress in art and good progress in design and technology as they progress through the school. Design and technology has developed well since the last inspection; the aspect of design and evaluation particularly shows good improvement.
51. In design and technology pupils in Year 2 use different materials - wood, plastic and paper - to make well-constructed models of insects from junk materials. They use textiles well, and show good sewing techniques and clear instructions for making a textured window frame. They shape components accurately and use saws and cutters appropriately and safely. Pupils in Year 1 design and make healthy sandwiches and display these using paper plates and models of food. In art, Year 2 pupils show fine detail to design and colour in their drawings of wood and branches. Three-dimensional work using clay to make model baskets, houses and bears show that they take care to represent what they see. They know about famous artists such as Monet, whilst Year 1 pupils discuss the work of Suerat and say what they like or dislike about his paintings. Year 1 pupils begin to mix colours appropriately to achieve the desired shade when painting flower pictures. Both art and design and technology are linked well to other areas of the curriculum through topic areas. Pupils design and evaluate their projects well, showing how they may be improved.
52. Not enough lessons were seen due to timetable constraints, so a reliable judgement on the quality of teaching cannot be given. Teachers' planning is thorough and shows that all elements of the design and technology and art curriculum are covered very well. The school grounds are used well to extend the pupils' observational work. Planning is good, and the curriculum is linked very clearly to other areas through topic work. Co-ordinators monitor the quality of teaching and share their good practice and this is a strength. Resources are adequate for both subjects. However the lack of space in some classrooms restricts the use of equipment and resources especially during the winter months.

124. **Geography**

53. No lessons were observed during the inspection, but evidence from teachers' planning files, scrutiny of pupils' work and talking to pupils, shows that pupils make sound progress and, by the time they leave

the school, pupils have a sound grasp of the geographical skills specified in the National Curriculum. Pupils with special educational needs are well supported.

54. Pupils show a developing grasp of geographical vocabulary, and have an appreciation of some of the features of their area. They compare and contrast some features of coastal locations such as Tenby in Wales, with aspects of their own locality. They describe what they like and dislike about the local area. They like the 'shape' of the council offices, and dislike the 'dull' court building! Pupils have sound mapping skills, and their research and information finding skills are also sound. They use maps to locate countries, and examine a globe to find sources of water such as oceans, lakes and rivers.
55. It is not possible to make a judgement on the quality of teaching. Through scrutiny of planning it is clear that teachers have sound subject knowledge. They prepare lessons making effective use of resources, such as photographs, maps and the local area. Good links are made with other subjects, including history, as when studying the topic 'water'. Good use is made of the local area including the park, the river, local shops and the Staines trail. There is still inconsistent recording of pupils' progress, though there is a developing portfolio of pupils' work. Reports to parents are helpful.
56. Since the last inspection the policy supporting teaching and learning in geography has improved.

128. **History**

57. One lesson only was observed during the inspection, but evidence from teachers' planning files, scrutiny of pupils' work and talking to pupils, shows that, when the pupils leave the school, attainment in history matches that which would be expected for their age. They make sound progress in gaining both historical knowledge and skills over the time they are at the school. Pupils with special educational needs are given good support to ensure that progress is uniform across all abilities.
58. By the end of Year 2, pupils have a well-developed sense of chronology and use terms concerned with the passing of time. They make distinctions and comparisons between aspects of their own lives and past times, such as changes in the way schools functioned, and clothing worn. They talk about important people such as Christopher Columbus, Samuel Pepys and Florence Nightingale. They have a growing awareness of some of the ways in which the past can be investigated, for example, through photographs, medals and letters.
59. Pupils respond well to their studies. They listen to the teacher and to their classmates, and are keen to answer questions. In the one lesson seen, so many brought artefacts in from their homes that they did not have time to discuss them all. In spite of the lack of space, as when looking at the artefacts brought in by the class, most behave well. In their writing about pirates they show empathy with some of the people they have studied, and an ability to explain some of their actions. They know that some of the most fearsome pirates were women!
60. It is not possible to make a judgement on the quality of teaching. Through scrutiny of planning it is clear that teachers have sound subject knowledge. They prepare lessons well, making effective use of resources, such as photographs, artefacts and visits.
61. History is integrated effectively into a yearly topic cycle. Teachers carefully plan the curriculum together and ensure that the subject receives appropriate coverage, and that skills are taught correctly in succession. There are helpful school guidelines, which form the basis for clear planning. A school portfolio of pupils' work is developing. Resources are used effectively, including the use of historical artefacts. Visits to places such as Windsor Castle and the Basingstoke Canal Museum provide good stimulus to the pupils. Good links are made with literacy, as when pupils write a newspaper report about the Great Fire of London.
62. Good progress has been made since the last inspection. Pupils now make better progress over the time they are in school. There is now a more helpful policy statement, which provides better guidance to staff, and sound procedures for assessment.

134. **Music**

63. The quality of provision for music has improved since the last inspection. This is due to the introduction of a new scheme of work but mostly because of the involvement of the governors who teach the subject and who have made a significant impact on the quality of teaching and provision across the school.
64. Most pupils including those with special educational needs make satisfactory progress in acquiring new skills and consolidating known ones. By the end of Key Stage 1, most pupils show awareness of pace, tempo and dynamics. They tap simple rhythms using sticks, and play tuned and untuned percussion instruments reasonably competently, sometimes performing their own rhythmic compositions. They practise songs; for example, 'Picking on the Railway' to improve their performance. Most Year 2 pupils understand the importance of having a conductor to lead their music. They sing songs from memory in unison, and are developing rhythm and pitch and their control of breathing. Year 1 pupils sing along to tape-recorded music, they control their voices well and sing quietly or loudly as the song dictates.
65. Throughout the school, pupils enjoy music and sing with confidence and enthusiasm. They concentrate and behave well in lessons and work hard. When working as a class, they listen carefully to each other, to suggestions and criticisms, and behave in a mature manner. Pupils' willingness to listen and to consider improvements is a major factor in their musical success. Their love of music enriches their lives, and they enjoy music from a suitable range of cultures.
66. Teaching is good overall. Where teacher governors have secure subject knowledge, this impacts positively on the pupils' performance and progress. Here, they manage their pupils very well in performance, and this engenders both respect and a thirst for improvement. High expectations are evident, with a good balance of time spent on performance and evaluation on how this may be improved. Resources are used well, but the cramped classroom conditions and timetabling of the hall have a negative impact on the time spent on music and singing activities and this affects the curriculum. There was one unsatisfactory lesson, in which the pace and management of pupils were weak, and the teacher lacked adequate subject knowledge.
67. A range of music is available using a commercial scheme, which has recently been introduced so that skills may be monitored more effectively. This has begun to be used to good effect in class, singing and assemblies. The subject provides good opportunities for the spiritual, social and cultural development of pupils. A useful policy guides staff.

139. **Physical education**

68. Pupils, including those with special educational needs, make satisfactory progress in gymnastics, dance, games and swimming, in line with expectations for their ages.
69. Pupils develop sound co-ordination and control when they run, and they learn to respond appropriately to teachers' instructions. They learn to perform for other pupils and are able to make simple judgements about what others have done. They are aware of the need to warm-up and know that the heart pumps faster when they exercise. They develop an understanding of safety procedures when moving around the hall.
70. Pupils respond well to physical education and exercise energetically. Relationships are good and pupils co-operate well when working in pairs or groups as in floor work. They progressively acquire new skills or techniques and gain in confidence. The vast majority listen attentively to their teachers, behave well in lessons and respond quickly to instructions. They are aware of safety issues.
71. The quality of teaching is sound. Lessons are planned to provide a suitable range of activities. Due praise is used effectively to motivate the pupils and raise the general standard of their work. All lessons include an appropriate element of warming up and cooling down, and the management of the pupils' behaviour is satisfactory.

72. The outdoor facilities for physical education are satisfactory, with ample grassed and hard-surfaced outdoor areas. The use of the hall is restricted by its use for other purposes such as for storing resources for other subjects, and for one of the two small libraries. There is an adequate range of small and larger apparatus, which is effectively used to support the work.
73. Good progress has been made since the last inspection in ensuring that all pupils dress appropriately for lessons. Pupils' response is now satisfactory. No unsatisfactory teaching was seen, but teachers are under pressure to achieve their intended learning outcomes in the time available during lessons as activity time in the hall is severely restricted due to the lack of space available in the school. This in turn disrupts other lessons. There are no opportunities for extra-curricular sport activities. Indoor accommodation for teaching the subject is unsatisfactory as adequate space for energetic activity is severely restricted.

145. **PART C: INSPECTION DATA**

145. **SUMMARY OF INSPECTION EVIDENCE**

74. A team of four inspectors including a lay inspector carried out the inspection, who spent a total of 12 inspector days at the school.

75. The team considered a range of evidence. It included:

- the observation of 45 lessons or part lessons;
- the observation of literacy and numeracy lessons;
- the observation of acts of worship and hymn practices
- listening to 12 per cent of pupils read from their reading books or own work;
- the scrutiny of pupils' previous and current written work;
- discussion with pupils, staff, governors and parents;
- scrutiny of teachers' plans and policy documents;
- checking the attendance registers, records of pupils' progress and reports;
- examination of the budget and other financial data;
- the views expressed by 11 parents who attended the meeting for parents and analysis of the responses to the 55 questionnaires completed by parents.

148. **DATA AND INDICATORS**

148. **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	144	6	22	19
Nursery Unit/School	40	0	3	N/A

148. **Teachers and classes**

148. **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):	6
Number of pupils per qualified teacher:	24

148. **Education support staff (YR - Y6)**

Total number of education support staff:	12
Total aggregate hours worked each week:	182

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

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	40

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

Total number of education support staff:	4
Total aggregate hours worked each week:	90

Average class size:	20
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148. **Financial data**

Financial year:	1998/1999
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	£
Total Income	394,494
Total Expenditure	401,166
Expenditure per pupil	2,216
Balance brought forward from previous year	20,001
Balance carried forward to next year	14,319

148. **PARENTAL SURVEY**

Number of questionnaires sent out:	261
Number of questionnaires returned:	55

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	56	43	0	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	67	30	2	2	0
The school handles complaints from parents well	30	44	24	2	0
The school gives me a clear understanding of what is taught	38	55	7	0	0
The school keeps me well informed about my child(ren)'s progress	44	47	5	4	0
The school enables my child(ren) to achieve a good standard of work	47	51	2	0	0
The school encourages children to get involved in more than just their daily lessons	44	37	19	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	35	54	4	7	0
The school's values and attitudes have a positive effect on my child(ren)	56	42	2	0	0
The school achieves high standards of good behaviour	49	44	5	2	0
My child(ren) like(s) school	65	25	9	0	0