

INSPECTION REPORT

Kiwi County Primary School
Bulford Camp, Salisbury.

LEA area: Wiltshire

Unique Reference Number: 126248
Inspection Number: 191098

Headteacher: Mr. C. Martin

Reporting inspector: Mr. M. Thompson
13179

Dates of inspection: 11th – 14th October 1999

Under OFSTED contract number: 707892

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community Primary
Type of control:	County
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. J. Loch
Date of previous inspection:	June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mike Thompson (Registered Inspector)	Art; Design and technology; Information technology.	The characteristics of the school; Attainment and progress; Teaching; Leadership and management.
Diane Willson (Lay Inspector)	Equal opportunities.	Attendance, Support, guidance and pupils' welfare; Partnership with parents and the community; Staffing, accommodation and learning resources; The efficiency of the school.
Jillian Gardner (Team Member)	English; Music; Under fives.	Pupils' spiritual, moral, social and cultural education.
Peter Isherwood (Team Member)	Geography; History; Religious education; Special educational needs.	The curriculum and assessment.
John Woodcock (Team Member)	Mathematics; Science; Physical education.	Attitudes, behaviour and personal development.

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MAIN FINDINGS

What the school does well

- Children in the nursery and reception classes make good progress, owing to the very good curriculum provided and good quality teaching.
- The curriculum provided for pupils with special educational needs is good, and they make good progress.
- The new headteacher has made a significant impact within the very short time since his appointment.
- Day-to-day financial controls and school administration procedures are of a high standard.
- Attendance is good, most pupils are punctual, and lessons start on time.
- The school makes good use of high quality support staff.

Where the school has weaknesses

- I. Attainment in English, mathematics and information technology is below national expectations at the end of both key stages.
- II. In some classes, teachers' expectations are not high enough.
- III. In some subjects, curriculum plans are inadequate.
- IV. At Key Stages 1 and 2 the curriculum is not underpinned by good quality assessments of what pupils have learned.
- V. Pupils' behaviour is inconsistently managed.
- VI. The role of the governors is underdeveloped.

The school has a number of strengths, but also some significant weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

Progress in addressing the Key Issues for action from the previous inspection has been unsatisfactory. Issues regarding legal requirements for sex education and registration have been met, and the school has done what it can to address the problems of flooding in the hall, which was caused by poor drainage. However, the most important issues, concerning the structure of the curriculum and the school's systems for assessing pupils, have not been properly dealt with. The newly appointed headteacher has very quickly assessed the strengths and weaknesses of the school and has identified five key areas for improvement. Work is already underway to improve standards of behaviour. Better monitoring procedures are to be set up; communications between the school and parents are to be improved; assessment procedures are to be reviewed; and senior staff are to receive training in evaluating the work of the school. The school now has a good capacity for future improvement.

• **Standards in subjects**

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

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

The information shows, for example, that while standards in mathematics in 1998 were average, they were well below average when compared with those of schools with a similar percentage of pupils eligible for free school meals. However, the unusual circumstances of the pupils at Kiwi School have to be taken into account when these comparisons are made. While the majority of pupils are from families of members of the armed forces and therefore do not qualify for free meals, many are also from homes in which a parent is absent for significant periods of time while on a tour of duty. There are also very high numbers of pupils joining and leaving the school, and this turnover can make test results unreliable when used to compare the school's performance with that of others. For example, the group tested in 1998 included a large proportion of pupils who had recently returned from Northern Ireland and who had not been taught English in the way set out in the National Curriculum.

Inspection findings indicate that attainment at the end of Key Stage 2 is below national expectations in English and mathematics. Attainment in science is broadly in line with national expectations. In religious education the school has very recently started to introduce the local authority's new Agreed Syllabus. Pupils in Year 6 are in line to attain the levels that will be expected when the syllabus is fully implemented. Attainment in information technology is below national expectations. This is because information technology is not properly integrated into the work in all subjects, and pupils do not have the opportunities to regularly practise and develop their skills. During the course of the inspection, computers were switched on, but were rarely in use in many classes. Attainment in other subjects is broadly what is expected of pupils in Year 6, with the exception of design and technology and music, where it is below what is expected of pupils of a similar age.

• **Quality of teaching**

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Satisfactory
Mathematics	Good	Satisfactory	Satisfactory
Science		Satisfactory	Satisfactory
Information technology		Insufficient evidence	Insufficient evidence
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

The quality of teaching is satisfactory overall. In almost 88 per cent of lessons observed, the quality of teaching was at least satisfactory and in almost 49 per cent of lessons it was good or better. Twelve per cent of lessons were unsatisfactory. The quality of teaching of children under five, in the nursery and reception classes, is a strength of the school. Good teaching is also a particular feature of literacy lessons at Key Stage 1. Throughout the school, where teaching is good the teachers assess their pupils well through skilful questioning. This enables them to provide interesting, achievable challenges for all their pupils. They have high expectations of pupils' work and behaviour, their lessons are well planned, and their classroom organisation enables pupils to get on with their work independently.

Unsatisfactory teaching is largely the result of long introductions to lessons, which make pupils restless, and inconsistent management of pupils' behaviour. Classroom assistants are usually well deployed and form effective working partnerships with class teachers; this is most evident in the under fives and at Key Stage 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	The behaviour of the large majority of pupils is satisfactory both in and around the school. However, a significant minority of pupils, many of whom have identified behaviour difficulties, are aggressive in the playground and disruptive in school.
Attendance	Good. Above the national average. Few pupils are late and lessons begin on time.
Ethos*	Satisfactory. Pupils are valued as individuals within the school's caring environment.
Leadership and management	The newly appointed headteacher is giving the school a clear sense of direction. In previous years, not enough time has been spent in monitoring the quality of provision. Curriculum co-ordinators know the strengths and weaknesses of their subjects. Governors are very supportive, but are not involved enough in the strategic management of the school.
Curriculum	Broad and balanced, but in some subjects curriculum planning is unsatisfactory.
Pupils with special educational needs	Pupils make good progress towards their individual targets for improvement.
Spiritual, moral, social and cultural development	Satisfactory overall.
Staffing, resources and accommodation	Satisfactory. The grounds are attractive and spacious. Some classrooms are rather cramped.
Value for money	Satisfactory.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
VII. Teachers are easy to approach. VIII. Children enjoy coming to school. IX. The attitudes and values that the school tries to promote.	X. The homework provided by the school. XI. Parents do not get enough information XII. Complaints are sometimes not handled The behaviour of children at school.

Inspectors' judgements support all of the parents' positive views.

With regard to parents' negative comments:

- *. Inspectors share some of the parents' concerns about homework, since teachers are inconsistent in the way in which they set homework and the way in which they use it as a part of lessons.
- *. The quality of information provided for parents about the curriculum is also inconsistent. In some classes it is very good, while in others parents receive little information.
- *. The newly appointed headteacher listens well to what parents have to say. He is sensitive to their views and intends to improve communications between school and home.
- *. Some children are badly behaved; teachers do their best to deal with this, and some are more successful than others.

Eighteen parents attended the pre-inspection meeting with the Registered Inspector, and just over 10 per cent of parents returned the pre-inspection questionnaire.

* **KEY ISSUES FOR ACTION**

To develop the effectiveness of the school and raise standards, the headteacher, staff and governors should:

●. Raise attainment in English by:

(Paragraphs 12,13,16,19,119, 120, 121, 122, 184, 193)

- *. Approaching the development of pupils' writing with greater rigour;
- *. Improving the range of pupils' writing to include a greater number of different forms of writing, for a greater variety of purposes and for different audiences;
- *. Providing more opportunities for extended pieces of writing of good quality outside the 'Literacy Hour', through specific English work and through other subjects;
- *. Improving standards of handwriting through regular practice and the progressive development of pupils' skills from an early age;
- *. Teaching pupils how to seek out and select information from a wide range of sources, including reference material, the library and databases;
- *. Using activities such as 'circle time', drama and assemblies to provide more opportunities for pupils to develop speaking and listening skills.

●. Raise attainment in mathematics by:

(Paragraphs 12, 13, 17, 20, 130, 135, 136)

- *. Consolidating and refining the use of the newly introduced scheme of work;
- *. Raising teachers' expectations of what pupils can do;
- *. Improving pupils' skills in using and applying their mathematical knowledge in a greater variety of practical situations;
- *. Improve the way in which the subject is monitored, so that good practice can be more effectively shared.

●. Raise attainment in information technology by:

(Paragraphs 12, 13, 17, 20, 94, 98, 147, 150, 154, 156, 169)

- *. Developing planning which clearly identifies the way in which pupils' skills are to be taught in all areas of the subject from reception to Year 6;
- *. Improving the quality and quantity of available hardware;
- *. Devising and implementing a plan for the systematic replacement of equipment;
- *. Developing teachers' subject expertise;
- *. Ensuring that opportunities to use information technology are clearly identified in planning for all other subjects.

●. Improve the quality and use of schemes of work, particularly in the foundation subjects of art, design and technology, geography, history and music, so that teachers clearly know precisely what aspects of the subjects they are to teach, when they are to teach them, and at what level they are to teach.

(Paragraphs 21, 36, 43, 46, 76, 166, 170, 175, 176, 188, 196, 202)

- . Improve assessment by:
(*Paragraphs 50, 52, 53, 78, 126, 137, 146, 165, 209*)
 - *. Developing and maintaining up-to-date portfolios of examples of pupils' work, matched against National Curriculum levels, to be used as a reference point for teachers' judgements;
 - *. Ensuring greater consistency in the implementation of procedures used to assess pupils on entry to the school;
 - *. Devising procedures to ensure that information from the assessment of pupils is better used to set individual targets for improvement and to plan future learning.

- . Improve the management of pupils' behaviour by:
(*Paragraphs 26, 34, 35, 56, 62, 84, 112, 125, 134, 195*)
 - *. Reviewing the current behaviour policy;
 - *. Regularly discussing class rules with pupils, and clearly displaying agreed rewards and sanctions in all classrooms;
 - *. Involving parents in discussing ways in which they can help to improve pupils' behaviour;
 - *. Improving staff training;
 - *. Monitoring the consistent implementation of the school's behaviour policy;
 - *. Identifying pupils experiencing difficulties, as part of the enrolment procedures of the school;
 - *. Improving the quality of teaching in classes where pupils are experiencing difficulties;
 - *. Increasing the use of educational support staff in these classes.

- . Develop the role of governors in monitoring and evaluating the work of the school.
(*Paragraphs 85, 97*)

· **INTRODUCTION**

· **Characteristics of the school**

1. Kiwi County Primary School is situated in Bulford Camp, which is located to the north of Salisbury. Almost all of its pupils are from families living within the camp, which is an army base. There are 248 full time pupils on roll, with a further 21 part-time children in the reception classes and 49 part-time children in the nursery unit. At the time of the inspection a new headteacher had been in post for five weeks.

2. Very high numbers of pupils join and leave the school during the course of each academic year as their families move into and out of the camp. Statistics provided by the school show that over half of the pupils tested at the age of eleven in 1998 had spent less than a year at the school, and many had limited experience of the National Curriculum. During the course of the 1998-9 academic year, 126 pupils left the school and a further 83 joined. There is also a high turnover in the teaching staff.

3. Twenty seven per cent of pupils are identified as having special educational needs, including a significant number requiring additional support because of behavioural problems. The proportion of pupils on the special needs register is above the national average. Five pupils have statements of special educational needs. Pupils eligible for free school meals and from homes in which English is not the first language are thinly represented at the school.

4. Children are admitted to the nursery at the age of three, and join one of the two reception classes at the start of the academic year in which their fifth birthday falls. Attainment on entry to the nursery is well below what is normally expected. Although children make good progress in the nursery, assessments carried out when children join the reception classes show that attainment is still well below what is expected nationally; many have low levels of language and literacy and personal and social skills. At the time of the inspection there were 96 children aged under five, only 26 of whom attended full time.

5. The newly appointed headteacher has identified the following targets for improvement:

- * To review and improve the behaviour of pupils, particularly regarding their attitudes towards themselves, towards each other, towards the school and towards their learning, and to raise pupils' self esteem.
- * To set up procedures to allow subject co-ordinators to monitor and evaluate their subjects and to improve the quality of teaching by sharing expertise.
- * To improve communications between school and home regarding all aspects of school life.
- * To review and improve assessment procedures, especially 'baseline' assessment and assessment on entry, and to improve the monitoring of pupils' progress.
- * To establish a process of school self-evaluation using the OFSTED model and training.

* 6. **Key indicators**

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1998	13	27	40

* National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils At NC Level 2 or above	Boys	8	7	8
	Girls	21	20	17
	Total	29	27	25
Percentage at NC Level 2 or above	School	76(57)	71(61)	66(57)
	National	80(80)	81(80)	84(84)

* Teacher Assessments		Reading	Mathematics	Science
Number of pupils At NC Level 2 or above	Boys	7	8	11
	Girls	21	18	21
	Total	28	26	32
Percentage at NC Level 2 or above	School	74(61)	68(57)	84(61)
	National	81(80)	85(84)	86(84)

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

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1998	15	7	22

* National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	10	12
	Girls	5	7	6
	Total	9	17	18
Percentage at NC Level 4 or above	School	39(45)	74(60)	78(75)
	National	65(63)	59(62)	69(68)

* Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	6	9
	Girls	7	7	6
	Total	13	13	15
Percentage at NC Level 4 or above	School	57(40)	57(45)	65(50)
	National	65(63)	65(64)	72(69)

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

* **Attendance**

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

		%
Authorised Absence	School	4.5
	National comparative data	5.7
Unauthorised Absence	School	0.2
	National comparative data	0.5

* **Exclusions**

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

	Number
Fixed period	1
Permanent	0

* **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	20
Satisfactory or better	88
Less than satisfactory	12

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

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

* **Attainment and progress**

1. Results of the 1998 National Curriculum tests (SATs) show that the attainment of seven year olds in 1998 was close to the national average in reading, but well below the national average in writing and mathematics in terms of the proportion of pupils achieving the national target of Level 2. The proportion of pupils achieving the higher Level 3 was close to the national average in reading, below average in writing, and well below average in mathematics.

When results are compared with those of schools with a similar proportion of pupils entitled to free school meals, standards in 1998 were well below average in reading and writing, and very low in mathematics. In science, results based on teachers' assessments show that the overall proportion of pupils achieving the expected Level 2 was average, and the proportion achieving the higher Level 3 was below average.

2. When statistics from the previous two years are compared, results in reading and writing dipped in 1997 but improved in 1998. In mathematics, results show a very slight improvement since 1996. Data provided by the school shows that the results in the 1999 tests for reading, writing and mathematics have improved, but no national comparisons can yet be made because this data is currently unavailable.

3. National test results at the end of Key Stage 2 show that in 1998 the proportion of pupils achieving the national target of Level 4 was above the national average in mathematics and science, but well below average in English. The proportion of pupils achieving the higher Level 5 was below average in science and well below average in mathematics and English. In comparison with similar schools, standards in 1998 were well below average in mathematics and science and very low in English.

4. Results in mathematics improved sharply between 1996 and 1998, results in science slowly improved during this period, but results in English remained well below average every year. Data from the 1999 tests shows that test scores in all subjects declined sharply in comparison with previous years. However, national comparative data is not yet available.

5. The unusual circumstances of the pupils at Kiwi School have to be taken into account when test scores are analysed and comparisons are made. The benchmark used when comparing the school's performance against that of similar schools is the proportion of pupils eligible for free school meals. However, in the case of Kiwi School, this measure does not provide a fair comparison, since the majority of pupils are from families of members of the armed forces, and these families do not normally qualify for free meals. When comparisons are made, account has to be taken of the fact that many pupils are from homes in which a parent is absent for significant periods of time while on a tour of duty. There are also very high numbers of pupils joining and leaving the school, and this turnover can make test results unreliable when used to compare a school's performance with that of

others. For example, the group tested in 1998 included a large proportion of pupils who had recently returned from Northern Ireland and who had not been taught English in the way set out in the National Curriculum. Furthermore, by the time these pupils reach the end of primary schooling, the cumulative effect of the many moves that they make between different schools and different teaching systems can lead to confusion and underachievement.

6. Inspection findings show that at the end of Key Stage 1 the proportion of pupils currently in line to achieve the nationally expected Level 2 at the end of the academic year is below average in English and mathematics and broadly average in science. These findings correspond with the results of the 1998 SATs, but are not as good as the unaccredited results of the 1999 tests. Any slight differences between inspection findings and the results of the 1998 tests are due to the year-on-year differences between the groups of pupils compared and also to the movements of pupils that have occurred during the past year. Attainment in information technology is below national expectations. This is because pupils' skills are not progressively developed in all areas of the subject. In religious education, the school has very recently started to introduce the local authority's new Agreed Syllabus for religious education. Pupils are broadly in line to attain the levels that will be expected when the syllabus is fully implemented. Attainment in art, geography, history and physical education is at levels expected of pupils in Year 2 at this stage of the academic year. In design and technology and music, attainment is generally below what is normally expected.

7. At the end of Key Stage 2, attainment is below national expectations in English and mathematics in terms of the proportion of pupils on course to achieve the national target of Level 4 by the end of the academic year. Attainment in science is broadly in line with what is expected nationally. These findings represent a decline in standards in mathematics and science and a slight improvement in English when compared to the results of the 1998 SATs, but are better than the unaccredited results of the 1999 tests. As in Key Stage 1, the differences in the attainment of the groups of pupils compared, together with the very high turnover in pupils, explain the variations in performance. Attainment in information technology is below national expectations. This is because pupils do not use the computers regularly enough and because many teachers do not know at what level they should be teaching. In religious education, attainment is in line with the levels that will be expected once the new local Agreed Syllabus is fully adopted. In art, geography, history and physical education pupils, achieve the levels expected. In design and technology and music, standards are lower than those expected of pupils in Year 6.

8. Attainment of children on entry to the school is well below what is normally expected. Most children enter the nursery with low levels of skills, particularly in speaking and listening and personal and social development. Their overall skills in literacy and numeracy are also below what is expected for this age. Although children make good progress in the nursery, assessments carried out when children joined the reception classes in 1998 showed that less than a quarter of children achieved scores that were above average. Children continue to make good progress in the reception classes, and by the time they reach statutory school age they achieve expected levels in all areas of the Desirable Outcomes for Children's Learning, except speaking and listening.

9.Children under five make good progress in acquiring skills in language and literacy, because of the high priority given to language development throughout all areas of the early years' curriculum. In the nursery, activities such as story telling with the use of shadow puppets make a significant contribution to children's emerging speaking and listening skills and help them to develop an appreciation of good stories. Early reading skills continue to develop well in the reception classes through shared stories, as children learn how to handle books and understand that text conveys meaning. By the time they are of statutory school age, some children are able to read simple sentences. In the nursery, children learn to recognise their names, and by the time they are in reception many write their names either from memory or by copying from a 'name card'. Mathematical skills develop from an early age in the nursery as children become familiar with simple mathematical language through games, number rhymes and stories. By the time children are in reception, many can successfully complete simple sorting and matching tasks. Most recognise and can order numbers up to five, and some go further.

10.At Key Stage 1, pupils make satisfactory progress overall in building on the firm foundations of their experience as under fives. In most subjects, pupils make the best progress at the end of the key stage as a direct result of the good quality teaching they receive. Good progress is made in developing skills in speaking and listening as pupils are encouraged to follow instructions and respond to questions. They are given opportunities to read aloud or speak to the class, and this helps to develop their confidence in using their growing vocabulary. As their sight vocabulary develops, pupils begin to use a number of strategies to work out unknown words when reading, increasingly transferring their reading skills into their written work. However, progress in writing is unsatisfactory. Pupils slowly develop independence in writing and slowly improve skills in spelling and punctuation, but standards of handwriting and letter formation remain low. This is partly because some pupils are new to the school and experience difficulty in adapting to different expectations, but also because handwriting skills are not regularly and systematically taught.

11.The newly introduced National Numeracy Strategy is providing a secure framework within which pupils' skills develop satisfactorily at Key Stage 1. Good use is made of equipment such as 'number squares' and counting apparatus to enhance pupils' understanding of place value. Pupils know the names of a number of common shapes and are developing a sound mathematical vocabulary. However, opportunities are sometimes missed for pupils to use and apply a wider range of mathematical skills in practical situations. Progress in science is sound. Teachers try to ensure that the work they plan is interesting and builds on pupils' natural curiosity about their environment. Scientific habits are encouraged from an early age. Pupils make unsatisfactory progress in developing skills in information technology. This is partly because of a lack of suitable hardware and software, but also because the curriculum does not give teachers a clear understanding of precisely what they have to teach and because some teachers do not have a secure knowledge of the subject.

12.At Key Stage 2 progress is satisfactory overall, but pupils' rates of progress vary considerably between year groups. Pupils make the best progress in Year 4. Progress is significantly affected by the very large numbers of pupils both joining and leaving the school during the course of this key stage.

13. Pupils make slow progress in developing speaking and listening skills at Key Stage 2. This is because they are not generally given enough time to take part in discussions within groups or as a class. For example, activities such as 'circle time', which are intended to give pupils opportunities to express their views about personal and social issues, are sometimes closely 'directed' by teachers and pupils have too few opportunities to speak. Skills in reading also develop slowly. To some extent this is because teachers are inconsistent in monitoring pupils' progress. Research skills are not consistently taught, and many pupils do not know how to use the library effectively. Pupils' skills in writing also develop slowly, because marking of written assignments is inconsistent, there are too few opportunities for pupils to develop skills in writing through their work in other subjects, and teachers' expectations of what pupils can achieve are often not high enough.

14. Pupils at Key Stage 2 make sound progress in developing skills in numeracy. They develop competence in manipulating numbers and practise these skills in their work in subjects such as science and geography. Regular practice in mental arithmetic improves their speed in recalling number facts. However, opportunities are sometimes missed for pupils to use and apply a wider range of mathematical skills in practical situations. Pupils make sound progress in developing and consolidating scientific skills, knowledge and understanding. As they move through the key stage, they improve their understanding of the principles of conducting fair tests. They record their observations with increasing skill, using simple diagrams and tables, and draw simple conclusions. Progress in information technology is unsatisfactory. This is because of shortages of suitable equipment, weaknesses in the curriculum, and a lack of integration of information technology into other subjects.

15. Pupils at both key stages make satisfactory progress in all other subjects except in design and technology and in the performing and composing elements of music. In design and technology this is because of weaknesses in the curriculum together with wide variations in teachers' subject knowledge. In music it is because of teachers' inconsistent implementation of the curriculum.

16. Pupils with special educational needs make good progress towards their personal targets in both key stages, particularly when receiving additional support in class or when withdrawn from lessons.

22. Attitudes, behaviour and personal development

17. The personal and social development of children under five is good. They respond well to the very stimulating range of activities provided for them in the nursery and reception classes. Children learn that their contributions are highly valued, and in turn show respect for their friends, teachers and other adults. They show an increasing ability to select their own materials and initiate their own play, and by the age of five they work well in groups and independently. Children generally behave appropriately, although some are taking time to adapt to the classroom situation and find it difficult to take turns and listen to others.

18. Overall, pupils' attitudes, behaviour and personal development are satisfactory. Pupils' response to learning is satisfactory in 90 per cent of lessons; it is good in 58 percent but unsatisfactory in 10 per cent of lessons. This response is not as good as that reported at the

time of the last inspection. Very large numbers of pupils joining and leaving, and the high turnover of staff in recent years, have adversely affected the school. The number of pupils on the special educational needs register with behaviour difficulties has significantly increased during the last year. The new headteacher is aware of the situation and is taking firm action by implementing the behaviour policy, introducing additional support groups to improve pupils' listening and social skills and increasing the number of educational support staff to assist teachers.

19.The majority of pupils show positive attitudes to their learning. They are interested in their work and enjoy it, particularly in the nursery, reception classes, and Years 2 and 4. Most pupils are enthusiastic and are well motivated. They listen attentively and respond well to teachers' questioning. Pupils settle quickly to their tasks and concentrate well, particularly in the nursery. This makes a good contribution to their attainment and progress. However, a minority of pupils sometimes have unsatisfactory attitudes to learning, for example, in Years 3 and 5, when writing plays or when taking part in science lessons. This leads to a slower pace of lessons and has an adverse effect on pupils' progress.

20.Overall, the standard of pupils' behaviour is satisfactory. The majority of pupils behave well when moving about the school, in the playground, and during lessons. However, a small number of pupils exhibit challenging and inappropriate behaviour and, as a result, others become restless and are distracted from the tasks set. This is often attributable to the quality of teaching and teachers' lack of rigour in applying the behaviour policy. When teachers' introductions to lessons are lengthy and lack pace, behaviour deteriorates. No bullying was seen during the inspection, but when an incident does occur, both victim and perpetrator are given the opportunity to describe their version of events so that appropriate action can be taken. School rules are displayed in most classrooms and are understood by the pupils, but rewards and sanctions are not clearly defined. There was one fixed-term exclusion during the last year. Some parents indicate concerns about the behaviour in a few classes, but the majority recognise that most pupils behave well. They value the positive and caring example set by all adults in the school.

21.Relationships are satisfactory. In most cases when pupils are asked to work together in pairs or groups, they do so happily. They share information and materials sensibly, particularly in Years 2 and 4. Class teachers know the pupils well, and there is good communication between them during most lessons. Relationships between pupils and classroom helpers and other adults are good. However, relationships between pupils at lunchtime sometimes deteriorate when over-boisterous games are played.

22.The personal development of pupils is satisfactory. The school provides a range of appropriate opportunities for pupils to take on responsibility around the school, during assemblies, and in classrooms. Pupils use equipment carefully and tidy up sensibly after most lessons. These duties are undertaken willingly and with enthusiasm. When pupils are properly challenged and given opportunities to show initiative, they respond well, but there is little planned work to develop their independent learning skills. The additional support groups that work to improve pupils' listening and social skills are also enhancing pupils' personal and social development.

23.Pupils with special educational needs have good attitudes to their work, particularly when

supported by parental volunteers or special support assistants. There are, however, a small number of pupils with emotional and behavioural needs who do not always conform in lessons, and this has an adverse effect on their progress and on the progress of their classmates. Pupils with special educational needs usually behave well and work sensibly when withdrawn from lessons to work in small groups or individually. Their relationships with adults are good, particularly when being given additional help by the special educational needs co-ordinator and educational support staff.

29.

Attendance

24. Attendance at the school is good, and above the national average. The rate of unauthorised absence is low, and below the national average. The great majority of pupils arrive at school on time, allowing a prompt start to the school day. Registers are taken effectively, and registration time is efficiently organised. Pupils' good attendance contributes positively towards their standards of attainment, since they can make regular, uninterrupted progress in their work. There are no significant differences between the rates of attendance of pupils with special educational needs and those of other pupils.

30. QUALITY OF EDUCATION PROVIDED

30. Teaching

25. The quality of teaching is satisfactory overall. In almost 88 per cent of lessons observed, the quality of teaching was at least satisfactory. In almost 49 per cent of lessons it was good or better, and in almost 18 per cent of these lessons teaching was very good. Just over 2 per cent of lessons were excellent. Almost 12 per cent of lessons were unsatisfactory or poor.

26. These inspection findings represent a slight improvement on the findings of the previous inspection. Although the proportion of unsatisfactory teaching is the same, there is a higher proportion of lessons judged to be very good or better.

27. The quality of teaching in the nursery and reception classes is good. In almost ten per cent of lessons teaching was excellent, in 33 per cent of lessons it was very good and in 24 per cent of lessons it was good. Only one unsatisfactory lesson was observed at this key stage. Teachers have high expectations of children's behaviour and attainment. Their knowledge of the curriculum for children under five is very good, and all children are provided with a wide range of challenging and stimulating activities. Children's achievements are thoroughly assessed on entry to both the nursery and reception classes, and thorough assessments of all achievements, including the development of personal and social skills, are regularly carried out and used to plan future work.

28. At Key Stage 1, the quality of teaching is satisfactory overall. Almost 88 per cent of lessons at this key stage were satisfactory or better, and many of these were good or better. However, 12 per cent of lessons were unsatisfactory or poor. Good teaching of the 'Literacy Hour' is a feature of this key stage. The best teaching occurs towards the end of the key stage. Where teaching is good or better, lessons have clearly identified learning objectives

and are well structured to provide a good balance of activities. Skills in classroom organisation result in efficient use of time and few disturbances. Teachers have high expectations of pupils' work and behaviour, and lessons are conducted at a crisp pace. As a result, there are very few instances of unsatisfactory behaviour among pupils because all are presented with interesting, achievable challenges. For example, in a Year 2 mathematics lesson, pupils were learning to count on in tens and elevens, using a number square. The lesson objectives were clearly displayed, instructions were concise and carefully checked with the pupils, and good use was made of time limits to ensure that the pace of learning remained high. Class routines were very well established, and this meant that pupils quickly settled to their tasks and enabled the teacher to work effectively with a small group of pupils without interruption. Where teaching is unsatisfactory, planning is 'thin' and learning objectives are not clearly set out or shared with pupils. As a result, pupils are not clear about what they have to do, and time then needs to be spent in repeating or re-wording instructions. The way in which class rules are implemented is inconsistent, and teachers sometimes tolerate excessive noise levels.

29. At Key Stage 2, teaching is often less effective than at Key Stage 1, but is satisfactory overall. Almost 84 per cent of lessons at this key stage were satisfactory or better, but fewer were good or better. Over 16 per cent of lessons were unsatisfactory or poor. The best teaching occurs in the middle of this key stage. Where teaching is most effective, skilful questioning techniques enable detailed assessments to be made of pupils' prior knowledge and understanding before topics are taught. As a result, work is very well matched to prior attainment, and pupils of all abilities are suitably challenged. Lessons are well planned to provide a good balance between time for learning, time for concentration for pupils to consolidate skills, and time for reflection. Where teaching is unsatisfactory, introductory sessions are often so long that pupils become restless and inattentive and the management of pupils' behaviour is inconsistent. More time is then spent in gaining pupils' attention than in enabling pupils to learn. These shortcomings particularly apply to the teaching of the 'Literacy Hour'.

30. While teaching is good or better in a number of classes at both key stages, there are also a number of classes in which teachers' expectations of pupils are too low and, as a result, pupils are not challenged enough by the activities planned. To some extent this is because in some subjects the curriculum framework does not provide sufficient guidance for teachers. It is also a consequence of insufficient monitoring of the quality of teaching in previous terms.

31. The quality of marking of pupils' work has improved since the beginning of this academic year. Samples of pupils' work from the previous academic year were thoroughly marked, but they contained few useful comments or helpful suggestions for future improvement.

32. A quarter of the parents who responded to the pre-inspection questionnaire were not satisfied with the homework provided by the school. These views were clarified at the pre-inspection meeting, where parents felt that homework was not set in a consistent way. Inspectors share some of the parents' concerns about homework, since teachers are inconsistent in the way in which they set homework and the way in which they use it as a part of lessons.

33. At both key stages, teachers' subject knowledge is generally adequate, although in some

subjects, such as information technology and design and technology, it is variable. All teachers use praise to good effect to motivate pupils. Resources are effectively used to

improve the quality of learning, and teachers' management of time is generally satisfactory, although at the end of some lessons not enough time is set aside to review and reinforce what has been learned. Classroom assistants are usually well deployed, and form effective working partnerships with class teachers; this is most evident in the under fives and at Key Stage 1.

34. Pupils identified as having special educational needs are well taught individually or in small groups when withdrawn from lessons. Class teachers are fully aware of the special needs of their pupils. They set work at appropriate levels in English and mathematics and in some of the other subjects. Pupils' Individual Education Plans (IEPs) are well used to ensure that the pupils work towards appropriate targets. The quality of IEPs varies but is satisfactory. Plans concerned with language development and mathematics contain some good features, but plans for pupils with behavioural problems are not always as specific in the targets set.

40. **The curriculum and assessment**

35. The school has made some improvement since the last inspection in addressing the key issue regarding its provision for sex education. However, progress in addressing the key issue in respect of the framework for the curriculum has been unsatisfactory.

36. The curriculum for children under five is very good, and they are very well prepared for compulsory education at the age of five. Curriculum planning is clearly linked to the nationally recommended Desirable Outcomes for Children's Learning. It is of a consistently high standard, and teachers are very clear about their aims for individual lessons and their aims over time.

37. In Key Stages 1 and 2 the curriculum covers all areas of the National Curriculum and the locally agreed syllabus for religious education. It is broad and balanced in all areas except music and design and technology, where the school is not putting a strong enough emphasis on all areas of the subject. The curriculum promotes the spiritual, moral, cultural, mental and physical development of the pupils and prepares them satisfactorily for the next stage of their education.

38. Provision for teaching sex education and issues such as drugs awareness are sound. These are taught as part of the personal, social and health education programme.

39. The school has modified the curriculum to take account of the National Literacy and Numeracy Strategies. The way in which the strategies have been implemented is having a satisfactory effect on the progress made by the pupils.

40. The rate of improvement in curriculum planning since the last inspection is unsatisfactory. The school has developed a 'Curriculum Map' that gives brief information about what is to be taught in different terms of the year. This ensures full curriculum coverage, but it does not guarantee a step by step development of pupils' acquisition of skills, knowledge and understanding. There are sound policy documents in all subjects. The planning in English, using the National Literacy Strategy, and in science and religious education, is satisfactory and has a positive effect on the progress the pupils make. There are schemes of work in place in most other subjects, but these are not specific to the school and as a result the teachers

cannot identify what pupils should know, understand and do at any particular time. The teachers use a system of medium-term plans, which are then translated into weekly short-term plans that include learning intentions and comments on the lessons. The use of these planning sheets is variable because there has been little monitoring of curriculum planning in the past.

41. The curriculum meets the recommendations of the Special Educational Needs Code of Practice. The good standards reported at the last inspection have been maintained. The school keeps an up-to-date register of special needs. The pupils on the register have access to all areas of the curriculum, and this enhances their intellectual, social, physical and personal development. The very small number of pupils with English as an additional language have full access to the curriculum and this has a positive effect on the progress they make.

42. The curriculum is enhanced by the use of the school grounds and local area, for example in geography and in work in orienteering. The pupils visit the local churches, and clergy visit the school.

43. The programme of extra-curricular activities had not fully started at the time of the inspection. A very successful judo class meets before school and at lunch-time on one day per week. Planning indicates that there is a satisfactory number of extra-curricular activities, including team games.

44. The systems for assessment are unsatisfactory and there has been little improvement since the last inspection, when a key issue was to develop a whole school system for assessment. An Assessment Policy document has been produced, but the principles set out in it have not been put into practice. A contributory factor to the lack of progress is the high turnover of staff. Evidence indicates that in previous years there has been little monitoring of assessment procedures.

45. Assessment of children under five is a very good feature of both nursery and reception classes, and this information is continually being updated during teaching sessions and used for further planning. The nursery makes very useful individual scrapbooks about each child to build up a profile of their skills, whilst a more structured 'baseline assessment' of children's ability is carried out on entry to reception classes. Children who are cause for concern are quickly identified and appropriate strategies for support are provided.

46. The school assesses pupils well on arrival to establish their levels of reading, spelling and mathematics. However, more detailed assessments to determine precisely what pupils know and can do are not carried out in a consistent way by all teachers. There are no up-to-date portfolios of examples of pupils' work matched against National Curriculum levels. This means that teachers have no reference points when making their judgements on the level of pupils' attainment. Consequently, there are wide mismatches between teacher assessment and actual attainment. For example, in the most recently published national test results for mathematics, teachers estimated that 57 per cent of pupils would reach the expected Level 4, whereas the actual number reaching this level was 74 per cent.

47. Assessment procedures and the use of assessment are unsatisfactory in all subject areas. Individual targets are not set for pupils, and assessment is not used effectively to plan future work and to ensure pupils' step-by-step development built on prior learning. The procedures for assessing pupils with special educational needs are good. Areas for development are identified and are included on the pupils' individual education plans, which are regularly reviewed and revised.

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

48. Overall, the school's provision for pupils' spiritual, moral, social and cultural development is satisfactory.

49. The provision for pupils' spiritual development is satisfactory, a conclusion in line with the findings of the previous inspection. The school promotes spiritual awareness through enabling pupils to gain an understanding of Christianity and other faiths in religious education lessons and assemblies. The padre from the garrison takes a weekly assembly, which enhances pupils' understanding of elements of Christian belief and an empathy with the church and local community. Time for reflection is provided regularly in assemblies. For example, the playing of choral music offered a particularly good setting for a moment of reflection in the padre's assembly. In a Key Stage 1 assembly the teacher talked about the wonderful sunrise she had seen whilst driving to school and reflected upon the beautiful world we live in. The last inspection report noted that: *'The inclusion of music in assembly could provide further opportunities for reflection and help children's cultural development'*. In response, the school has ensured that music by the 'Composer of the Month' is now played in daily assemblies. An excellent opportunity for children under five to further their self-knowledge and their knowledge of their friends is provided in reception, where children place photographs of themselves and favourite belongings in beautifully decorated 'Treasure Boxes'. Moments of spirituality in lessons are more evident in the under fives and at Key Stage 1 than elsewhere in the school. Younger children often experience moments of awe and wonder in their lessons, for example during the exciting shadow puppet plays in the nursery and in a Year 2 lesson about light.

50. The provision for pupils' moral development is satisfactory. School assembly themes are well planned and currently address behaviour issues. In these assemblies, discussions are held which enable pupils to reflect on the reasons why we have rules for living. Pupils receive recognition for good attitudes, through the headteacher's award of 'Kiwi stamps' in their books or on their hands. Class rules are prominently displayed in most classrooms and emphasise the need for mutual co-operation and caring for others. Whilst many teachers effectively reward good behaviour with praise, other teachers rely heavily on sanctions, with very negative effects on individuals and on the class as a whole. In the school's previous inspection report, moral development was judged to be good. However, teachers' lack of consistency in implementing the school's code of behaviour represents a decline in this aspect of provision since the last inspection.

51. The school's provision for social development is satisfactory. In the nursery and reception classes, the provision for social development is good, with great emphasis placed on children learning how to relate to others in an appropriate and positive manner. The school as a whole operates as a caring community where teachers and pupils offer mutual support. Each term a trophy is presented to a pupil who has exhibited good citizenship. The school encourages pupils to become interested in the environment, and pupils are involved in caring for the school grounds and the nature area. Apart from the visit of local firefighters to the nursery, few links with local community groups are in evidence. Pupils' knowledge of their own community is being deepened through activities such as the use of maps of the army camp, which are being made in Key Stage 1 geography lessons. Some opportunities for taking responsibility are provided in assemblies, where pupils operate the overhead projector and put away chairs, but not enough similar opportunities are provided around the school. The provision for pupils' social development was judged to be very good in the school's previous report. The fact that pupils are given few opportunities for helping with the day-to-day tasks, and the lack of planned opportunities for pupils to work co-operatively in lessons and on projects, contributes to the lower judgement of this inspection.

52. The school values the contributions to lessons and all other activities made by pupils identified as having special educational needs, and they are fully involved in all aspects of the life of the school.

53. The provision for pupils' cultural development is satisfactory. There are regular opportunities for pupils to learn to value the differences between peoples from a range of cultures and religious groups, through the school's religious education teaching and through the use of stories, such as the story about a Jewish couple told in a Key Stage 1 assembly. An appreciation of British cultural traditions is satisfactorily developed in some areas of the curriculum, including music, where pupils listen to music such as the traditional sailors' hornpipe, and in Year 6 English lessons, where pupils learn about different British dialects. Some consideration is given to the influence of other cultures on pupils' understanding within art, religious education and music. However, as in the findings of the school's last inspection, there are few opportunities for pupils to explore and reflect upon the multicultural and multi-faith nature of the wider society to which they belong. Resources to support pupils' knowledge of different cultures are limited, and displays are not evident in school.

59. Support, guidance and pupils' welfare

54. The day-to-day guidance and support for pupils is good. This is a school in which staff know and care for their pupils very well, and make themselves easily accessible at all times. Parents indicate that the school supports their children well. The school has established a system for withdrawing pupils to work in small groups to improve their learning and social skills. However, overall, the procedures for the support, guidance and welfare of pupils are unsatisfactory. Monitoring of academic progress is unsatisfactory. Pupils are assessed on arrival at the school, but no account is taken of what they have done before, and there are no systems in place to monitor the progress of such a transient population. The school feels that its liaison with support agencies is not as good as at time of the last inspection.

55. The school has good procedures for identifying, at an early stage, pupils with special educational needs, and it works well with the local agencies who help the pupils. There are special individual behavioural plans for pupils with emotional and behavioural special needs.

56. Procedures for monitoring and promoting good behaviour are unsatisfactory. Rules are not displayed in every classroom, and the rewards and sanctions system is not implemented consistently across the school. The new headteacher is aware that the school's behaviour policy is not being monitored closely enough. New 'Think About' rules have been established recently, and are beginning to have some effect. The school takes the issue of bullying seriously and has clear procedures to deal with this should it occur. A large display, produced by the pupils, illustrates clearly what pupils should do if they feel threatened in any way. Although boisterous behaviour was observed during the inspection, no signs of any bullying were seen.

57. At the last inspection, the statutory requirements for registration were not met. This has now been addressed. The procedures for monitoring and promoting good attendance are satisfactory, and requirements for reporting attendance are fully met. Registers are monitored monthly by the new headteacher, and the educational welfare officer visits once a term.

58. Overall, the procedures for child protection and promoting pupils' well being, health and safety are unsatisfactory. The new headteacher has received training in child protection issues, but staff training has not been kept up to date. The child protection policy is unsatisfactory and procedures for monitoring any pupils who may be on the register are unclear. There is a health and safety policy in place, but it still does not include any reference to the safety of pupils on day visits and residential visits. A health and safety book is kept to record concerns that have been raised by the school caretaker, but there is no such procedure for other staff. There are three members of staff trained in first aid. During the inspection, any child who was feeling unwell or had been injured was treated with care and compassion.

59. The school has tried to address the concern raised at the last inspection about the drainage system around the school hall. The drains have been cleaned, but difficulties may still arise due to the nature of the school site.

65. Partnership with parents and the community

60. The school's partnership with parents and the community is satisfactory overall. Owing to the high turnover of staff and parents during the last two years, the links with parents and the community are not as strong as they were at the last inspection. The new headteacher is aware of the situation and is already planning to improve the school's partnership with its parents.

61. Parental involvement in children's learning is satisfactory. Parents are involved in their children's learning at home through reading and other homework, although they find homework provision is not consistent across the school. This inconsistency is confirmed by the findings of the inspection. Parents have the opportunity to communicate with the school about their children's reading through a 'CRASH' book (Children Reading At School and Home). However, some parents found that this book was not consistently used throughout

the school. Parents help in the classroom, particularly during the Literacy Hour, and help with clubs after school. Although there is no formal Parent Teacher Association, parents support the school through occasional fund-raising events and sponsorships.

62. The school's partnership with parents of pupils identified as having special educational needs is good. Parents are informed at an early stage if there are concerns about their child, and they are encouraged to help their child at home. Pupils are invited to attend annual reviews and reviews of independent learning plans when appropriate.

63. The quality of information for parents is unsatisfactory overall. The governors' report to parents does not meet statutory requirements in that it does not contain: Key Stage 1 and Key Stage 2 test results, term dates, a full financial statement, information regarding disabled pupils, details of the special needs policy, and arrangements for the election of parent governors. The school prospectus does not contain National Curriculum test results and does not inform parents of their right to withdraw their child from religious education. Parents receive good information from the nursery and reception classes. Teachers in Year 2 inform parents of what their children are going to learn, by letter and through a noticeboard outside the classroom. However, this practice is not consistent throughout the school. The quality of information in pupils' annual reports is variable, and when targets for improvement are identified these are often too general, and not sufficiently detailed to meet individual needs.

64. Links with the community are satisfactory. The garrison's padres conduct weekly assemblies, and good links have been established with the two local churches. The school is well supported by its 'sponsor regiment', and has received substantial funding from the Army Welfare Fund for the purchase of books. The sponsor regiment and the Royal Military Police loaned equipment to the school for their sports day. Pupils have the opportunity of taking part in a wide range of local sporting activities and tournaments. The community policeman visits the school to talk to pupils about road safety and respect for property. The school benefits from the use of the garrison swimming pool. Pupils from Year 1 to Year 6 are able to enjoy an annual visit to the Salisbury Playhouse for a pantomime

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

70. **Leadership and management**

65. The newly appointed headteacher has made a significant impact during the very short time since his appointment. He very quickly assessed the main strengths and weaknesses and has already started to make improvements. His hardworking deputy and a team of committed staff ably support him.

66. Overall, the school has made unsatisfactory progress in addressing the key issues from the previous inspection in 1996. The key issues were as follows:

67. Key Issue 1: 'Ensure that statutory requirements are met with reference to registration and sex education.'

68. This issue has been successfully addressed. There is now a policy for sex education in place, and sex education is taught as part of a programme of personal and social and health education. Statutory requirements for registration are now met. Procedures for monitoring and promoting good attendance are satisfactory and requirements for reporting attendance are fully met.

69. Key Issue 2: 'Develop a framework for the curriculum which will ensure full coverage, continuity and progression in all subjects.'

70. Progress in addressing this key issue has been unsatisfactory. A useful 'curriculum map' is in place, and this gives a brief outline of what is to be taught in different subjects in the Autumn, Spring and Summer terms. This helps to ensure that all areas of the curriculum are properly covered. However, not enough progress has been made in ensuring continuity and progression in the curriculum. The introduction of the National Literacy and Numeracy Strategies has enabled the school to address the issue in English and mathematics, and in science and religious education the curriculum is well structured. In most other subjects, the schemes of work in place are not specific to the school, but are examples provided by the local education authority linked to subject guidance provided by the national Qualifications and Curriculum Authority. They have not been properly 'customised' to meet the needs of the school and do not provide effective guidance for teachers in the step-by-step development of pupils' acquisition of skills, nor do they give teachers a clear idea of the levels at which they should be teaching.

71. Key Issue 3: 'Develop assessment as a whole school system, to ensure that the impact on future planning and children's learning is not dependent on the teacher alone.'

72. Little progress has been made in addressing this key issue. An Assessment Policy document has been produced, but the principles set out in it have not been put into practice. Although pupils are quickly assessed when they arrive, these assessments give the teacher only a rough guide as to the ability of each individual. Practice in carrying out more detailed assessments is inconsistent. The school has no up-to-date portfolios of examples of pupils' work, matched against National Curriculum levels, to be used as a reference point for teachers when making judgements about pupils' work. Some work had been done in previous years in compiling portfolios, but they are now out of date. Evidence indicates that in previous years there has been little monitoring of assessment procedures.

73. Key Issue 4: 'Endeavour to address the design problems of the external drainage to prevent flooding in the hall.'

74. The school has done what it can to address this issue, but its efforts are hampered by the nature of the site.

75. Key Issue 5: 'Continue to promote the strong links forged between the school, parents and the local community, which support the secure and caring ethos of the school.'

76. Owing to the high turnover of staff and parents during the last two years, the links with

parents and the community have changed and are not as strong as they were at the time of last inspection.

77. The structure of the school development plan inherited by the headteacher has significant weaknesses. Clear targets for improvement are set out, but the plan lacks any detail of how the targets are to be achieved, makes no mention of personnel to be involved, and gives no indication of the criteria against which success in achieving the targets can be measured. The way in which the plan had been constructed in previous years did not enable all staff and governors to play a full part in determining its priorities. The new headteacher has already made plans to widen the consultation process, so that all parties involved in the education of the pupils at the school can be given the opportunity to make their contributions. He has a very clear view about the improvements needed, both to the timescale and to the structure of the plan. In the short term, he has put into place improvements in the management of pupils' behaviour and in the professional development of staff so that the most immediate needs of the school can be addressed.

78. Many teachers are new to their current areas of subject responsibility, and most already have a very clear understanding of the strengths and weaknesses of their subjects. In previous years, subject co-ordinators did very little monitoring of their subjects through direct observations of the quality of teaching and learning in the classrooms. As a result of this, and also because there have been many changes in the teaching staff over the past few years, the quality of provision varies considerably from class to class and there are many inconsistencies in the way in which policies are implemented. For example, the way in which pupils' behaviour is managed varies significantly from one class to another.

79. The governors are very supportive and have a very good understanding of the challenges faced in managing a school in which both pupils and staff regularly come and go. They provide help for the school in a number of ways. For example, the governors are currently negotiating with the camp authorities in an attempt to resolve problems caused by the shortage of parking spaces. In many ways, however, the role of the governors is underdeveloped. In previous years the governors have not been active enough in monitoring the work of the school. They have been too reliant on information provided by the school and have not been critical enough in their evaluation of it. The governors have been successful in publishing a wide range of policies to guide the work of the school, but have not ensured that these policies have been consistently put into practice. Spending decisions have been made in response to priorities put forward by the school, but the effects of the spending have not been fully evaluated. Governors had not identified basic weaknesses that have existed in the curriculum for a number of years, because the curriculum had not been scrutinised closely enough. Progress in addressing the key issues identified at the time of the previous inspection has been unsatisfactory. The school prospectus and the governors' Annual Report to parents do not meet legal requirements in respect of the information that they contain.

80. There is effective management of special educational needs. The part-time co-ordinator ensures that all systems are in place and this has a positive effect on the provision for the pupils. There is a governor with responsibility for special educational needs who keeps the governing body informed. All statutory requirements regarding pupils' Annual Reviews are met.

81. With the exception of the prospectus and the governors' Annual Report to parents, all other statutory requirements are met.

82. The school's ethos is satisfactory. Staff work hard to create a learning environment in which all pupils are cared for and appreciated as individuals. The newly appointed headteacher has a strong commitment to raising standards, and has already implemented a number of initiatives. The school now has a good capacity for future improvement.

88. Staffing, accommodation and learning resources

83. The school has a team of hard working teachers who show a high degree of commitment to the pupils in their care. There is an adequate number of teachers and they are appropriately qualified to teach the subjects of the National Curriculum, but staff responsibilities have not always been matched to their expertise. There is a good balance of experience, with some staff having served the school for many years, whilst others, including the headteacher, have recently joined the team. Well trained and committed support staff make a positive contribution to pupils' learning. They have a good partnership with teachers, and work well both with small groups and with individual pupils. The day-to-day running of the school is well supported by the administrative, caretaking, and lunchtime supervisory staff.

84. There are sufficient staff, including a good number of support staff to meet the needs of the pupils with special educational needs. Very recently, the number of support staff has been increased in response to the needs of an increasing number of pupils with behavioural problems.

85. Arrangements for the professional development of all staff are satisfactory overall. There has been a high turnover of teachers in the last two years. Inspection evidence shows that in previous years there has been a lack of guidance and support for staff. Staff development has been linked to the school development plan, but there has been no provision for individual needs. However, the new headteacher has already begun to provide additional support by introducing monthly professional interviews with staff, which will identify these needs. The school is receiving additional support from the local education authority to raise attainment in numeracy and literacy. Current arrangements for the induction of staff are good. A newly qualified member of staff feels very well supported by her colleagues and by a mentor, who offers regular support and advice. All staff, with the exception of the new headteacher and staff newly appointed this term, have job descriptions that are both general, and specific to their individual responsibilities.

86. Overall, there is adequate accommodation for the requirements of the curriculum. The school provides a very safe and attractive environment where there is no evidence of any litter or vandalism. The whole site is clean, tidy and well maintained. The special needs room is bright and spacious, and provides a good learning environment. However, some of the accommodation within the school is rather cramped. Limited space inhibits pupils' progress in information communication technology, because the siting of equipment is very difficult. The new nursery provides an attractive, bright, and airy environment, which makes a strong contribution to the quality of children's learning, though the lack of an outdoor covered area

for the nursery restricts access when the weather is not good. The school grounds are very well maintained, and there are adequate hard playing surfaces and a spacious field. An improvement since the last inspection has been the introduction of a pond and marsh area, a butterfly garden, and a 'trim trail'.

87. The accommodation is suitable for the present school population of pupils with special educational needs. However, adaptations would have to be made if pupils with physical disabilities were to have access to all the building.

88. Overall, the resources for learning in the school are satisfactory. At the time of the last inspection, resources were generally satisfactory and the resources for physical education and information technology were reported as good. Resources for physical education are now adequate, but those for information technology are unsatisfactory. There are barely enough computers, and these are mostly out of date and of unsatisfactory quality. The access to computers is just satisfactory, as the positioning of them in classes is a problem, due to the lack of space. Overall, the quantity and quality of books in the library is satisfactory, but some books are old and there is an urgent need for an audit of the stock. The resources for design and technology are unsatisfactory, as there are no construction kits in Key Stage 2. The design of the school makes it difficult for equipment to be moved between the split levels. There is a lack of artefacts for history.

89. The resources for pupils with special educational needs are satisfactory. There is a wide range of books and materials, but the use of information technology is limited.

95. **The efficiency of the school**

90. At the last inspection, the efficiency of the school was reported as being very good, and the school was judged to be giving good value for money. The findings of this inspection could not support a similar judgement, but the efficiency of the school is satisfactory overall. Given the high turbulence in its pupil numbers, the school manages to plan effectively for the long term and makes sound projections based on good current data and clear priorities. Spending decisions are suitably linked to the school development plan, and a related action plan is fully costed. However, when the budget is prepared, not enough emphasis is placed on considering different ways of allocating funds. Financial decisions are still made on the basis of historical precedent. The school budget is well protected should the school roll rise by 4 per cent or more during the financial year. Subject co-ordinators capably manage their own delegated budgets.

91. At present, the governors are not fully involved in the monitoring and evaluation of the school budget. The governors received details of spending at the termly meeting of the governing body, but the finance committee has met only once during the last academic year. Procedures to evaluate the quality of financial planning and measure the cost-effectiveness of curriculum initiatives have yet to be developed.

92. Overall, the school makes sound use of the resources available, including staff, accommodation and equipment. There is a good partnership between teachers and support staff and this makes a very valuable contribution to pupils' progress. The school makes good

use of its resources for learning in religious education. The school grounds are used well for sporting activities, and a pond and marsh area makes an important contribution to work in science. However, the use of resources in some areas is unsatisfactory. During the inspection, computers were often switched on but were not being used. At present, information technology is not fully integrated into all subjects of the curriculum. Although a commercially produced scheme is a good resource for music, it is not being used by all classes.

93. The governors have provided additional money for special educational needs. This and the money provided through local authority funding is well spent and has a positive effect on the progress made by pupils.

94. The day-to-day financial control is very good. The administrative officer manages financial matters very efficiently. Staff follow procedures to ensure that financial transactions at all levels are checked and balanced. A recent audit report stated that administration procedures were of a high standard.

95. In judging the value for money provided by the school, the following factors need to be taken into consideration:

96. Children enter the reception class with levels of attainment that are well below average. Initially, they make good progress as under fives and then satisfactory progress at both key stages. By the time that they leave the school at the age of eleven, pupils achieve standards that are below the nationally expected levels in English and mathematics, and are in line with nationally expected levels in science. Pupils' attitudes to learning, and their behaviour, personal development, and relationships with others are satisfactory. The quality of teaching is good in the nursery and reception classes and is satisfactory at Key Stage 1 and Key Stage 2. The school's curriculum is sound overall, but procedures for assessing pupils' attainment and the way in which assessment information is used are unsatisfactory.

97. In view of the educational standards achieved, the unsatisfactory progress since the last inspection progress since the last inspection, but the good capacity that the school now has to improve, the school provides satisfactory value for money.

103. PART B: CURRICULUM AREAS AND SUBJECTS

103. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

98. The school's nursery was set up in January 1998 and occupies a purpose-built classroom across the playground from the main school. Forty nine children attend part time in the nursery and continue to attend part time in two reception classes until the term in which they are five, or the term before they are five, when they begin to attend full time. Most children enter the nursery with low levels of skills, particularly in speaking and listening and personal and social development. Their overall skills in literacy and numeracy are also below what is expected for this age. By the age of five, children achieve expected levels in all areas of the nationally recommended Desirable Outcomes for Children's Learning, except speaking and listening.

99. The ethos of support and commitment to provide a very high standard of provision for children under five is outstanding. Children encounter exciting and interesting activities within a secure and very caring environment. Expectations are high and children respond well. The nursery and reception classes provide children with a very good start to their education.

100. Children in the nursery and reception classes make good progress in their personal and social development and, by the time they reach five years old, most achieve satisfactory standards. Good social skills are encouraged by all the staff and applied to every activity. In the nursery, snack times provide useful opportunities for children to sit in a relaxed atmosphere and converse with one another, whilst in small groups they listen to each other and take turns as directed by an adult. While taking part in imaginative play in the role play area or in the playground, children interact with their friends in a constructive manner, for example by taking them as passengers on a range of wheeled vehicles or by joining in an imaginary party. Children are given many opportunities for developing independence, such as the 'tag' system which allows them to take their snack at a chosen time and to record that they have done so. In the reception classes, children often choose to read books to each other and play very creatively in the hospital role play areas. In the afternoons, when only the oldest children remain at school, these children are given time and space to develop their own activities. By the time children are five they are confident and establish effective relationships with other children and adults. They work well both in groups and independently. A small number of children find it difficult not to interrupt when listening to others during class discussion sessions.

101. Both the nursery and reception classes place a very high emphasis on developing language and literacy skills, and children make good progress overall. Most children enter the nursery with speaking, listening and literacy skills that are well below average. Staff take every opportunity to draw out language and literacy skills, and appropriate elements of the 'Literacy Hour' are taught on a daily basis. By the time children are five they achieve standards expected for their age in reading and writing, although many children's diction is still immature for their age. In the nursery, children show an interest in books and clearly enjoy listening to taped stories through headphones. They handle books respectfully.

Through stimulating story telling on the part of the staff, such as shadow puppet plays of ‘The Three Bears’ and ‘The Billy Goats Gruff’, children experience the excitement and magic that fiction can create. In the reception classes children display developing skills and can state which words rhyme with simple words such as ‘cat’, ‘hat’ and ‘snake’, following up this activity by making their own rhyming word books. Some children can accurately read simple sentences. All children recognise their names and many children write their names, either from memory or by copying from a name card. Children are in line to achieve expected levels for their age in reading and writing, but, despite making good progress in speaking and listening, their attainment in this aspect of English is still below expected levels at the age of five.

102. From a low attainment level upon entry to the nursery, children make good progress in mathematics. In the nursery, children develop confidence in using mathematical language through games, number rhymes and stories. They become familiar with the number shapes through activities such as chalking over the shape of the large numbers painted on the tarmac. In small groups, most children are able to place objects in front of, behind and underneath other objects upon request. Many children know basic shapes such as circle, triangle and square, whilst higher attaining children know ovals and rectangles. In the reception classes good progress is made in ordering, sorting and counting objects through the medium of songs and making books. Most children recognise numbers up to five and learn to put these into the correct order during the first few weeks in reception. There is a general enthusiasm for mathematics, and children are eager to join in the innovative and stimulating number activities. Most children are in line to achieve expected levels in mathematics by the time they are of statutory school age.

103. Children make good progress in their knowledge and understanding of the world around them and achieve expected levels by the age of five. In the nursery a visit from the local firefighters has formed an excellent basis for work around the theme of water, fire engines, and imaginative play as firefighters and police. Children talk simply about their observations and make pictures of fire engines from collage material. Through their regular cookery sessions and through activities such as exploring the changing nature of a cornflour and water mixture, they confidently look at similarities and differences, patterns and change. An appropriate progression to more structured sessions occurs in reception, where discussions on particular themes, such as asthma and the health problems resulting from smoking, involve children in relating their own experiences and listening to those of others. The beautifully decorated ‘treasure boxes’ in reception provide an excellent opportunity for children to talk about the favourite things they have included and to learn about the lives of their friends. Children make satisfactory progress in designing and making models with construction kits, although more boys than girls take up the opportunity to play with these when they have a free choice of activities. In both the nursery and reception, children extend their learning through the use of the computer, mainly to further their knowledge of signals and commands.

104. Children make satisfactory progress in physical development and achieve standards expected for their age. Very good use is made of the playground area to provide an area where specific climbing and balancing activities are carried out and an area with free play activities on various wheeled vehicles. Children learn to use this equipment with increasing skill, and by the time they start in reception most children move confidently with an increasing awareness of space and of others. In reception classes children have the

opportunity to use the nursery equipment and the climbing frames in the playground on a daily basis, which gives an appropriate balance to their curriculum. By the time they are five, children can run at different speeds, twist and turn, and work with hoops in physical education lessons. Their ability to handle malleable materials, such as clay, to form different shapes of different sizes, is accurate and well above expected levels for their age.

105. Children make very good progress in their creative development and achieve expected levels for their age. In the nursery the permanent art and craft area, where children can freely experiment with a range of materials and suitable tools furthers their natural urge to explore and to use their imagination. The 'party room' in which children can dress up and have imaginary birthday parties with their friends forms an excellent environment for them to initiate their own play and to observe others doing the same, as does the 'themed' outdoor play. Combined with more 'formal' group activities such as sticking their photographs on the front of their scrapbooks and cutting out shapes to make fire engine books, the nursery provides a wonderful opportunity for children to develop their creativity. In reception, children make very good progress in using their imagination through story and dance. For example, throughout a drama lesson on 'Going on a Bear Hunt', children interpreted the story well and successfully communicated their feelings through movement and expression.

106. The overall quality of teaching in both the nursery and reception is good. In almost 10 per cent of lessons teaching is excellent, in 33 per cent of lessons it is very good, and in 24 per cent of lessons it is good. Only one unsatisfactory lesson was observed. Where teaching is at its best, excellent interactions between the teacher and reception class, combined with excellent demonstrations of techniques and explicit teaching, result in exceptional progress for the children. Relationships between staff and pupils are very good, and the continual use of praise and encouragement contributes to an ethos where children feel highly valued. Activities are always stimulating and very well prepared and lessons are well planned, with excellent attention to detail. Resources are very well used. For example, children in reception have their own sessions for using the nursery play equipment and a separate playtime where they use the climbing apparatus in the playground. Very clear routines are established early in children's nursery experience, and this enables them to work with increasing independence as they progress through reception. Behaviour management techniques are usually very good, but in a few lessons in reception children are allowed to call out during class sessions without being reminded to wait for their turn or listen to others. In the single unsatisfactory lesson, the lack of a clear structure to the session, combined with poor management of some disruptive children, led to a lack of progress for the group observed.

107. The management and curriculum development for under fives are very strong features of the provision. The newly appointed Early Years' co-ordinator works hard to ensure close links between the nursery and reception classes and a smooth transition into school. The Early Years' policy indicates very relevant aims, and clear curriculum and organisational guidelines which are linked to the nationally recommended Desirable Outcomes for Children's Learning. Planning is consistently of a high standard, and teachers are very clear about their aims for individual lessons and over time. Assessment of children's prior attainment is a very good feature of both nursery and reception classes, and this information is continually being updated during teaching sessions and used for further planning. The nursery makes very useful individual scrapbooks about each child to build up a profile of their skills, whilst a more

structured 'baseline assessment' of children's ability is carried out on entry to reception classes. Children who give cause for concern are quickly identified, and appropriate strategies for support provided. All children, including those with special needs, enjoy full access to the under fives' curriculum. Parental involvement in children's education is strong at this stage and contributes effectively to promoting good progress. There is excellent teamwork between all teaching and support staff, with the latter being included in training and providing good quality interaction with children at all times. The continuing efforts to improve high standards in literacy and numeracy are a reflection of the commitment of the staff to ensure that children are well prepared for their next stage of education. Accommodation is spacious and well used, although use of the full range of outdoor activities in the nursery is limited by the lack of an outdoor covered area.

113. ENGLISH, MATHEMATICS AND SCIENCE

113. English

108. Overall, attainment at the end of both key stages is below national expectations.

109. Results of the 1998 national tests at the end of Key Stage 1 show that the percentage of pupils achieving the national target of Level 2 or above in reading was close to the national average. The percentage of pupils reaching Level 2 or above in writing was well below the national average. Data provided by the school shows that the results in the 1999 tests for both reading and writing show a slight improvement over those of 1998, although no national comparisons can yet be made.

110. The 1998 test results at the end of Key Stage 2 show that the percentage of pupils achieving the national target of Level 4 was well below the national average and that no pupils attained the higher Level 5. Data provided by the school indicates that achievement in the 1999 tests was significantly lower than that in 1998, although again no national comparisons can yet be made.

111. When these results are compared to those of schools with similar proportion of pupils eligible for free school meals, standards are very low. However, the unusual circumstances of the pupils at Kiwi School have to be taken into account when these comparisons are made. While the majority of pupils are from families of members of the armed forces, and therefore do not normally qualify for free meals, many are also from homes in which a parent is absent for significant periods of time while on a tour of duty. There are also very high numbers of pupils joining and leaving the school, and this turnover can make tests results unreliable when used to compare a school's performance with that of others. For example, the group tested in 1998 included a large proportion of pupils who had recently returned from Northern Ireland and who had not been taught English in the way set out in the National Curriculum. Furthermore, by the time these pupils reach the end of primary schooling, the cumulative effect of the many moves that they make between different schools and different teaching systems can lead to pupils becoming confused and underachieving.

112. When results over the previous years are compared, the trend in reading at Key Stage 1 is of a slight decline from 1996 to 1997, with results climbing sharply from 1997 to reach the national average in 1998. In writing, results have remained well below the national average from 1996 to 1998, with the lowest results being in 1997. The trend in the Key Stage 2 results over the previous years is for standards to remain well below average since 1996, with virtually no improvement in the overall English results.

113. Inspection findings indicate that at the end of Key Stage 1 the proportion of pupils in line to achieve Level 2 in reading and speaking and listening is broadly in line with national expectations. However, the range of attainment in writing is generally below national expectations, and the low standards in handwriting are likely to contribute to the fact that very few pupils will achieve the higher Level 3. At the end of Key Stage 2, approximately 40 per cent of pupils are currently on course to achieve Level 4 in writing. This figure is well below the national average for 1998 and, when set against a national pattern of gradual improvement, indicates that standards remain well below average. Attainment in reading and speaking and listening at the end of Key Stage 2 is also on course to remain below national expectations.

114. Progress in speaking and listening is good at Key Stage 1. Pupils' skills develop rapidly, building on the firm foundations laid in the nursery and reception classes. By the end of the Key Stage, pupils listen intently, follow instructions, and respond well to questioning. Pupils read aloud to the rest of the class and become increasingly confident in using a developing vocabulary. Progress in speaking and listening is unsatisfactory in Key Stage 2. Whilst pupils can describe observations and answer questions in whole class sessions, they have few opportunities to participate in the wide range of oral activities and group discussions required to achieve national expectations. Pupils in Year 5 and Year 6 displayed particularly poor listening skills in lessons observed. The impact of the National Literacy Strategy on pupils' skills in both speaking and listening is greater in English lessons at Key Stage 1, where whole class reading sessions are kept relatively short and concentration is maintained. More opportunities for pupils to read aloud from their own work are given during the 'Literacy Hour' at Key Stage 1, although pupils have fewer opportunities to read aloud during assemblies. Throughout the school, 'circle time' is not effectively used to develop pupils' ideas, insights and opinions, and the teaching of drama is underdeveloped.

115. Progress in reading is satisfactory at Key Stage 1. Pupils have a very positive attitude to reading and often choose to read for their own pleasure. They know how to use the contents page in simple non-fiction books and are confident in talking about characters and events in the stories they read. They use their knowledge of letters and sounds, as well as clues from the pictures, to make informed attempts at unfamiliar words. At Key Stage 2 progress is unsatisfactory. Although pupils maintain their enthusiasm for reading, their critical reading skills are less well developed. Their ability to find information in books and by using information technology is limited. Inconsistent use is made of the pupils' 'CRASH' books (Children Read At School and Home) to monitor progress and to ensure that pupils read at home.

116. Progress in writing is unsatisfactory at both key stages. Children make a good start to writing in the early years, but this good rate of progress is not maintained. By the end of Key Stage 1 pupils are independent in their writing and can write for a limited range of purposes. Punctuation and spelling are satisfactory, but few pupils use a joined handwriting style, and this contributes to the fact that no pupils achieved the higher Level 3 in the 1998 National Curriculum tests. By the end of Key Stage 2 the quality of pupils' writing is poor. Although pupils can structure their writing using 'story planners' and are familiar with drafting and redrafting their work, many are unclear about how to punctuate their writing and are inconsistent in their use of capital letters and full stops. In all year groups pupils do not produce enough 'extended' writing. Handwriting practice is irregular, and although pupils make some progress in specific handwriting exercises, their handwriting does not improve at a satisfactory rate. Progress in spelling is satisfactory, with pupils responding well to the consistent manner in which it is taught throughout the school. Spellings are regularly taught and tested, with good progress displayed in Years 5 and 6 in response to the careful match of words to ability levels. Progress in grammar and punctuation is satisfactory at Key Stage 1, but poor at Key Stage 2, where many basic mistakes are left uncorrected. Insufficient links are made with other curriculum areas, and word processing skills are under developed.

117. Pupils identified as having special educational needs generally make good progress. Progress is best where teachers provide work that enables these pupils to play a full part in all stages of a 'Literacy Hour'. Skilled classroom assistants support these pupils very well, both within the classroom and in individual or group work outside the classroom. The programme of literacy 'booster' classes is having a positive effect on the progress of pupils with special educational needs.

118. Pupils' attitudes to English at Key Stage 1 are good. They are eager to contribute and generally very attentive. Thoughtful responses are given to teachers' questions, and pupils sustain their concentration through class and group sessions. At Key Stage 2 pupils' attitudes vary widely, but are satisfactory overall. Many pupils sustain good levels of concentration, whilst the attention of others wanders when whole class question and answer sessions last too long.

119. The quality of teaching is good at Key Stage 1 but is barely satisfactory at Key Stage 2. At Key Stage 1 teaching was satisfactory or better in all lessons, and teaching in half of these lessons was good or better. At Key Stage 2, almost 60 per cent of lessons were satisfactory or better, and half of these lessons were good. However, about 40 per cent of lessons were unsatisfactory, but these were limited to just two classes. In the most successful lessons teachers work towards the clear lesson objectives stated in their daily plans, and strive towards producing work of quality, with an effective balance struck between speaking, listening, reading and writing. These lessons take place in reception and at the end of Key Stage 1. In the unsatisfactory lessons, which all occur at Key Stage 2, expectations of pupils' ability to concentrate for long periods of time in whole class discussions are not appropriate. In these lessons teachers' inconsistent application of the school's behaviour policy, together with over-long introductions, results in low levels of attention for many pupils and an unacceptable level of disruption by a small number of pupils. Resources are always well prepared. 'Big books' are particularly well used in Key Stage 1. At Key Stage 2 the

overhead projector can be a very useful tool for whole class reading sessions, but on some occasions its effectiveness is reduced by over lengthy sessions and poor class management. Teachers' subject knowledge is generally good, and lessons closely follow the recommended framework for the 'Literacy Hour', including the reception classes. However, although the half-termly plans are clear and detailed, the quality of individual teachers' daily planning varies. The best example of classes in the same year group working together to ensure equality of access to the curriculum occurs in the reception classes. Classroom assistants are a valuable resource, and teachers deploy them very well to work with pupils in the classroom or with groups of pupils withdrawn from lessons. On the few occasions when classroom assistants are not efficiently used, opportunities are missed to use their skills to carry out observations of pupils' responses during whole class teaching periods.

120. After a year's absence, the subject co-ordinator returned to her post this term and has quickly identified areas for development, such as handwriting. The school has made considerable efforts over the past year to train all staff in the use of the National Literacy Strategy, and the recommended lesson structure is properly implemented in all classes. In the reception classes the 'Literacy Hour' is timetabled every day, and appropriate elements of the strategy are effectively taught. The National Literacy Strategy forms an effective framework for progression throughout the school. However, little has been done to address the lack of a whole school framework for assessment, a failing that was raised at the last inspection in 1996. As a result, teachers are often insecure in their knowledge of individual pupils' progress through the English curriculum, and teachers' expectations, especially in Key Stage 2, are low. The school does not have an up-to-date portfolio of pupils' work with agreed National Curriculum levels, a factor which contributes to the poor match of teacher assessment to actual test results. The school's English policy is linked to the National Literacy Strategy, but makes no reference to assessment, record keeping or provision for pupils with special needs. It is, however, clear on the school's spelling and reading policies, and this contributes to pupils' progress in these aspects of English. The range of books is satisfactory. The school has invested in appropriate resources for teaching the National Literacy Strategy, such as 'big books' and sets of books for group reading. However, the library is under-used as a resource and includes many titles which are either outdated or in poor condition.

126. **Mathematics**

121. The results of the 1998 National Curriculum tests at the end of Key Stage 1 show that the percentage of pupils attaining the national target of Level 2 was well below the national average. Attainment at the higher Level 3 was also well below the national average, with few pupils achieving this level. At this key stage, girls generally achieved higher standards than boys. Test results at the end of Key Stage 2 show that pupils' attainment was above the national average in terms of the proportion of pupils reaching the expected standard of Level 4. Attainment at the higher Level 5 was well below the national average. Boys and girls achieved similar standards. An inspection of assessment results from previous years indicates that standards are slowly improving in Key Stage 1 and have improved more rapidly in Key Stage 2. When compared with schools with a similar proportion of pupils eligible for free school meals, the school's performance in 1998 was well below average in both key stages.

122.Data provided by the school shows a significant improvement in the scores achieved in the 1999 Key Stage 1 tests, with almost 90 per cent of pupils achieving Level 2. However, preliminary results from the 1999 tests at the end of Key Stage 2 indicate that standards have significantly declined, with just over 40 per cent of pupils reaching the expected standard. At present these results cannot be compared, since national comparative information is not available. Results in Key Stage 2 have been adversely affected by very large numbers of pupils joining and leaving the school, many of whom have limited experience of the National Curriculum.

123.Evidence from the inspection indicates that attainment at the end of both key stages is below the nationally expected level. There is no significant variation in attainment or progress between pupils of different gender, ethnicity or background. Pupils with special educational needs achieve standards that are appropriate for their ages. Since the last inspection, standards have slowly improved in both key stages.

124.Overall, pupils make satisfactory progress at both key stages. By the time they are of statutory school age, the majority of children achieve the targets set out in the nationally recommended Desirable Outcomes for Children's Learning and are making good progress. This rate of progress is not maintained in Year 1, but it improves and is good in Year 2. Teachers place appropriate emphasis on numeracy. Many lessons begin with a short, but purposeful, numeracy session that focuses pupils' minds, develops their mental agility, and prepares them well for the next stage of the lesson; these sessions are particularly good features in Years 2 and 4. This approach is having a positive impact on pupils' numerical skills. The development of numeracy skills through other subjects is satisfactory, such as when pupils are using 'time lines' in history and weather studies in geography. However, opportunities are sometimes missed for pupils to use and apply a wider range of mathematical skills in practical situations.

125.By the end of Key Stage 1, almost three-quarters of pupils satisfactorily acquire mathematical knowledge, skills and understanding. Most pupils can count to a hundred and are able to mentally add and subtract numbers to ten and beyond. They have an increasing understanding of place value. The majority understand halves and quarters and can identify common two- and three-dimensional shapes. Pupils are beginning to understand the uses of non-standard units of weight, capacity and length, for example in a Year 2 lesson on predicting and measuring the length of a large model caterpillar. They are able to record information and draw graphs about how they come to school. Higher-attaining pupils are able to use a number square to identify number patterns and sequences. Lower-attaining pupils use apparatus well to help solve simple numerical problems.

126.By the end of Key Stage 2, pupils have an increasing knowledge and understanding of the facts of mathematics. They are developing an appropriate mathematical vocabulary, for example when talking about equivalent fractions. Higher-attaining pupils have a good knowledge and understanding of more complex fractions and number patterns. Pupils have appropriate computational skills and can recall multiplication tables accurately, particularly when halving and doubling two-digit numbers. They are beginning to develop strategies for problem solving, which is being encouraged by the recent introduction of the 'Numeracy Hour', where oral and mental skills are a part of each lesson. Numeracy skills are being

satisfactorily developed in other curriculum areas, particularly in science and geography, where data is collected and presented in tables and graphs.

127. While progress is satisfactory overall in both key stages, it is good in Years 2 and 4. In Year 1, pupils are consolidating their knowledge of numbers up to 20 and show gains in their recording skills. Year 2 pupils are making good progress in the skill of predicting number patterns and are improving their measuring skills. Higher-attaining pupils make good gains in adding two-digit numbers. The progress of lower-attaining pupils is slowed by the lack of secure reading skills, but improves when they are using apparatus to assist them in adding and subtracting numbers up to ten. Year 3 pupils improve their numerical skills when adding tens and units and counting on, using number lines. More able pupils make satisfactory gains by using the correct vocabulary when counting money. In Year 4, lower-attaining pupils show gains in their measuring skills, particularly when given help by educational support staff. Higher-attaining pupils make very good progress in understanding complex number patterns, particularly when their thinking is challenged and extended by the teacher. Overall, Year 5 pupils make satisfactory progress when recording information and drawing bar charts. However, more able pupils are not sufficiently challenged by the tasks set, and pupils of lower ability do not receive sufficient support to consolidate their skills. Overall, Year 6 pupils are acquiring a satisfactory knowledge of equivalent fractions. Higher-attaining pupils make good progress in solving number problems, particularly when given the opportunity to check their answers by using a calculator. Lower-attaining pupils lack confidence and make slow progress in using two-digit numbers. Pupils with special educational needs make good progress in improving their numerical skills.

128. Pupils' attitudes to learning are satisfactory in both key stages. The majority of pupils work with sustained interest and concentrate well on the tasks set, but their work is not always presented well. As they grow in confidence they respond well to teachers' questions. The behaviour of most pupils is satisfactory. It is good where class routines are securely established, such as in Years 2 and 4. When given the opportunity, pupils work together in pairs or groups and successfully share information and ideas. When lessons have clear learning objectives, and have a good pace and varied activities, pupils' interest is maintained. However, when the introductions to lessons are lengthy and insufficiently planned, pupils become restless. This occurred towards the end of Key Stage 2 in a lesson about fractions. Again, towards the end of Key Stage 2, the unsatisfactory management of behaviour during a lesson about bar charts adversely affected the progress of some of the pupils.

129. Overall, teaching is satisfactory in both key stages; it is often good in Years 2 and 4. In a half of lessons teaching is good or better and no lessons are unsatisfactory. Most teachers have appropriate subject knowledge and lessons are planned well, particularly since the introduction of the 'Numeracy Hour'. The tasks the pupils are set meet their differing needs, and good attention is given to pupils with special educational needs; this enables all the pupils to make progress. In the best lessons, a good balance is achieved between exposition, discussion and practical work. Teachers have clear aims, which they share with the pupils; they provide a variety of good quality experiences, and lessons progress at a brisk pace. A good example of such teaching was observed in a Year 2 lesson about number squares. When teachers have high expectations of pupils' behaviour, progress is good, as it is in Years 2 and 4. In a Year 6 lesson, pupils were actively involved from the introduction onwards; suitable tasks were given to each ability group and all pupils worked sensibly, thus allowing

the teacher to discuss work with others and assess their particular needs. In Year 4, teaching is effective and higher attaining pupils are motivated well by the challenging tasks they are set. However, in some classes, at the end of some lessons, teachers do not give sufficient time for assessing pupils' knowledge, skills and understanding to inform the next stage of learning. Some teachers do not have high enough expectations of their pupils, and this can lead to restless behaviour when pupils are not challenged enough. The scrutiny of work from the previous year indicates that work is not always marked consistently and there are few written comments to extend pupils' learning and understanding.

130. The leadership and management of the subject are satisfactory. The new co-ordinator is beginning to give colleagues a sense of direction and appropriate support to achieve the aims of the mathematics policy, but in previous years not enough time has been spent in monitoring the quality of provision in the subject. A published scheme of work has recently been introduced to guide teachers' planning for the systematic development of pupils' knowledge, skills and understanding as they move through the school, but this is not yet fully in place. Teachers have received appropriate training to implement the National Numeracy Strategy. Resources are adequate, accessible and used well.

131. Assessment is unsatisfactory. The school does not have an up-to-date portfolio of examples of pupils' work matched against National Curriculum levels which can be used as a reference point for teachers' judgements. The use of assessments to inform short term planning is weak. This is particularly significant because of the very high number of pupils leaving and joining the school. National Curriculum test results are carefully analysed in order to identify weaknesses, guide future planning and develop strategies to raise standards. The co-ordinator is very aware of the strengths and weaknesses of the subject. The agreed target for 1999 of forty percent of pupils achieving Level 4 by the end of Key Stage 2 has been successfully met.

137. **Science**

132. Results of the 1998 teacher assessments at the end of Key Stage 1 indicate that pupils' attainment was close to the national average in terms of the percentage of pupils reaching the expected Level 2. However, attainment at the higher Level 3 was below the national average. The results of the 1998 National Curriculum tests at the end of Key Stage 2 show that pupils' attainment was above the national average in terms of the percentage of pupils reaching the national target of Level 4. Attainment at the higher Level 5 was below the national average. Boys and girls achieved similar standards. A scrutiny of assessment results from previous years indicates that standards are slowly improving in Key Stage 2. However, when results are compared with those of schools with a similar proportion of pupils eligible for free school meals, performance in 1998 was well below average in both key stages.

133. In 1999, teacher assessments at the end of Key Stage 1 indicated that 80 per cent of pupils reached the expected standard; this is similar to the figure for previous years. Preliminary results from the 1999 tests at the end of Key Stage 2 indicate that standards have declined, with 65 per cent of pupils reaching the expected standard. However, these results cannot be compared with those of other schools since no national comparative information is currently available. Results in Key Stage 2 have been adversely affected by very large

numbers of pupils joining and leaving the school, many of whom have limited experience of the National Curriculum.

134. Evidence from the inspection indicates that attainment is broadly in line with national expectations at the end of both key stages. There is no significant variation in attainment or progress between pupils of different gender, ethnicity or background. Pupils with special educational needs achieve standards that are appropriate for their ages. Since the last inspection, standards have slowly improved.

135. Overall, pupils make satisfactory progress at both key stages. At Key Stage 1 pupils make the best progress in Year 2. Pupils in the reception classes start their National Curriculum work by developing their natural curiosity in the world around them. They are able to talk about their senses and their experiences of hot and cold objects. They know that blood moves around the body and they are becoming aware of the importance of healthy living. Year 1 pupils can identify the different parts of the human skeleton, using correct vocabulary. They are able to sort materials into groups, for example by deciding whether or not light passes through them. Pupils are familiar with words such as 'shadows', 'translucent' and 'opaque'. Year 2 pupils can predict the similarities and differences between a range of light sources, such as candles, electric lights and torches. They are able to record their findings accurately. Higher-attaining pupils understand about bright and dull objects. By the end of Key Stage 1, pupils can conduct a fair test, and their understanding and knowledge of life and living processes is satisfactory.

136. In Key Stage 2, pupils understand in more detail the properties of different materials and the flow of electricity. Year 3 pupils can construct a working electrical circuit. They are able to test a range of materials to investigate their ability to conduct electricity by lighting a bulb in the circuit. Most pupils can identify whether materials are metallic or non-metallic and record their findings accurately. Year 4 pupils are able to group materials according to their properties. They understand that the thickness of the fibres and the texture of the surface of materials contribute to whether each sample is or is not a good insulator. Year 5 pupils understand how to plan an investigation and conduct a fair test. They are able to name materials that are good insulators or conductors of heat. In Year 6, most pupils can use a thermometer to record the rate of cooling of warm water. The majority of pupils understand that insulating a flask with different materials can slow the rate of cooling. Most understand the importance of a fair test.

137. While progress is satisfactory overall in both key stages, rates of progress vary widely between classes. When progress is at its best, it is the direct result of teachers' very good knowledge of the subject, and skilled questioning that challenges and extends pupils' thinking. This is particularly the case with higher attaining pupils, as observed during a Year 4 lesson on the insulating properties of materials. Year 2 pupils made very good gains in their knowledge and understanding of light. They are improving their investigative skills, particularly higher attaining pupils who work systematically. Year 3 pupils show appropriate gains in their ability to make an electrical circuit. In Year 1, pupils' progress was limited by the unsatisfactory behaviour of a few pupils when studying light and the human skeleton. Older pupils made unsatisfactory progress when studying insulators and conductors because of the lengthy introduction to the lesson. At the end of the key stage, pupils' progress was unsatisfactory in one of the lessons observed. Not enough attention was given to assessing

pupils' prior knowledge, skills, and understanding of materials and their insulating properties. The teacher introduced too many ideas during the lesson, which became fragmented.

138. Overall, pupils' attitudes to work are satisfactory in both key stages, but responses vary widely between classes. Most pupils enjoy their science lessons and are keen to improve. A good example of this enthusiasm was observed in a Year 6 lesson on measuring temperature. Pupils are willing to demonstrate their knowledge in answer to questions, such as when talking about light in Year 2. Pupils work co-operatively in small groups and share resources and ideas, as observed in a Year 4 lesson about materials. In Years 2 and 4, pupils are motivated well and respond with enthusiasm to the challenging questions asked by teachers. In most lessons, pupils work with sustained interest and concentration, but become restless when the tasks set are not demanding, such as in Year 1. Older pupils are keen to participate, but become unsettled when the teacher does not develop their interesting observations.

139. Overall, teaching is satisfactory in both key stages but varies widely between classes. Teaching is good or very good in Years 2 and 4, unsatisfactory teaching is limited to a small number of classes in Year 1 and towards the end of Key Stage 2. Most teachers are confident in the subject matter being taught. When teaching is at its best, the work challenges pupils, the vocabulary used is demanding, and explanations are very good. This quality of teaching was particularly effective in enabling pupils with special educational needs to understand the work and play a full part in a Year 4 lesson about insulators. Most teachers have good knowledge of scientific definitions and key ideas, such as in work about physical process and materials. In Years 2, 4 and 6, teachers have high expectations of their pupils, but in Year 6 they are not always realistic. Lessons are planned well, of good pace and challenge, and extend pupils' thinking. Relationships are good and pupils are managed well. When the quality of teaching is unsatisfactory, pupil management is weak and explanations do not sufficiently captivate pupils' interest. In some lessons, too much time is given to organising pupils, teaching lacks a clear focus, and lengthy introductions at the beginning of lessons adversely affect pupils' progress.

140. The leadership and management of the subject are satisfactory. The co-ordinator is working hard to develop science and raise standards. The policy and scheme of work give good guidance to teachers for planning work but are not being implemented consistently. The school does not have an up-to-date portfolio of examples of pupils' work matched against National Curriculum levels, which can be used as a reference point for teachers' judgements. The use of assessments to inform short-term planning is weak, particularly with the very high number of pupils leaving and joining the school. The co-ordinator has limited time to monitor the effectiveness of teachers' planning or to share effective practice with colleagues. Resources are adequate, accessible and used well. The grounds and environmental study areas are beginning to be used well for teaching science. The co-ordinator is very aware of the strengths and weaknesses of the subject.

146. OTHER SUBJECTS OR COURSES

146. Information technology

141. At the time of the last inspection, standards in information technology were '*At least satisfactory and often good*'. However, attainment in information technology is now below national expectations at the end of both Key Stage 1 and Key Stage 2. This occurs because pupils are not systematically developing their skills, knowledge and understanding in all aspects of the subject year by year, and because in some classes teachers' expectations are too low.

142. There were very limited opportunities to see direct teaching of information technology during the inspection. In many classes, the computers were switched on, but were not in use for long periods of the day. In some classes, no pupils were observed using their class computer during the entire period of the inspection. Very little evidence of pupils' achievements in information technology was on display, or in the samples of work from the previous academic year which were scrutinised as part of the inspection. The evidence gathered was obtained through some observations of pupils using information technology equipment, from scrutiny of pupils' work and teachers' plans, and through discussion with pupils. There was insufficient evidence to enable a judgement to be made about the quality of teaching.

143. At the end of Key Stage 1, pupils in Year 2 enter text into simple word processing packages and produce sentences that communicate meaning. They can successfully select different icons, using a mouse. At the end of Key Stage 2, pupils in Year 6 can enter text into word processing packages, successfully select appropriate fonts, and change the properties of text, including size, style and spacing. In many cases, pupils have developed skills as a result of their use of computers at home, but are unable to practise these at school because the machines used are not fully compatible with home systems.

144. Progress is unsatisfactory because pupils have limited opportunities to practise and develop their skills. This occurs because much of the equipment used by the school is old, and some of it is unreliable. For example, in one of the reception classes, the teacher had a very limited choice of software for her pupils and needed to use a very old machine with large 'floppy discs'. A further reason for the unsatisfactory rate of pupils' progress is that some teachers lack the depth of knowledge of information technology required to enable them to feel confident in teaching the subject. Inspection evidence points to a lack of good quality curriculum development in this subject over a number of years. Given the high turnover of teaching staff, greater emphasis needs to be placed on ensuring that teachers' skills are regularly updated. Better rates of progress are not possible because the computers available within the classrooms are not used efficiently.

145. In Year 1, pupils confidently control the screen cursor and use 'drag and click' techniques to move items of clothing around on screen to dress a teddy. However, use of this program is most commonly associated with much younger groups of pupils. In Years 3 and 4, pupils successfully use a graphics program. Most know how to create and enlarge

shapes and know how to use techniques such as 'flood fill' to fill in sections of the screen with colours selected from a palette. By the time pupils are in Year 5, many can successfully manipulate text on screen and can merge text and graphics. However, there are limited opportunities for pupils to systematically develop modelling, monitoring and control skills across the key stages and to experience the use of spreadsheets to analyse data.

146. Pupils with special educational needs are well supported by teachers, and have the same access to computers as their classmates. They make similarly slow progress because they do not regularly practise and develop skills. Opportunities to use information technology to support pupils with special needs are generally missed.

147. In the two lessons observed at Key Stage 2, pupils' attitudes to information technology were good. On the very small number of occasions when pupils were observed using computers, they worked well either individually or in small groups. They sustained satisfactory levels of concentration on their tasks and treated equipment sensibly.

148. The scheme of work is in need of review. It covers the breadth of the National Curriculum requirements and provides a sound balance between the different elements of the subject. However, it does not provide teachers with clear guidance in the step-by-step development of pupils' skills and gives no clear indication of what is expected of different year groups. As a result, teachers with insecure subject knowledge do not know to what level they have to teach. The lack of fully developed assessment systems and the lack of monitoring in previous years make this situation more difficult. Opportunities to integrate information technology into other subjects are generally not taken.

149. Within the time available to him, the subject co-ordinator does his best to provide support and guidance to colleagues, and has a clear understanding of what needs to be done to raise standards.

150. The design of many classrooms makes it difficult for teachers to find space for their class computer. The number of computers available to pupils falls well short of what is normally expected. Although the school does have the equipment to enable skills of control technology to be taught at both key stages, no evidence of its use was provided at the time of inspection. The school has no policy for the systematic replacement of hardware.

Religious education

151. The school has not maintained the good and often very good standards of attainment reported at the time of the last inspection. This is due in part to the large changes in the pupil population, including the admission of a number of pupils who have attended schools outside England.

152. The school has very recently started to introduce the local authority's new Agreed Syllabus for religious education. At the end of both key stages pupils are broadly in line to attain the levels that will be expected when the syllabus is fully implemented, and they make satisfactory progress.

153. In Key Stage 1 the younger pupils talk about people who are special to them, including their parents and teachers. They understand that there are special times of the year such as birthdays and know that many people celebrate some special occasions such as Christmas. By the end of the key stage, pupils are able to say why people are special and can recall the key features of the story of the nativity. The pupils understand that the Bible is a special book for Christians and know that Bible stories, such as the story of the Lost Sheep, have a meaning. When studying the story of the creation the pupils discuss their own beliefs and effectively explain why they feel the way they do. For example, a Year 2 pupil explained that she found it difficult to believe in God because she has not seen him. Knowledge and understanding of Christianity is well developed. The pupils currently have little knowledge of Judaism, but this is to be studied later in the year.

154. All pupils, including those with special educational needs, make satisfactory progress through the key stage. They have a growing awareness of the importance of special people and places and are starting to relate religious stories and beliefs to their own lives.

155. In Key Stage 2 the pupils build on the knowledge they have previously acquired, and continue to make satisfactory progress. Through their study of Christianity the pupils know that Christians believe that Jesus was crucified and came back to life at Easter. In discussions about caring for others, such as giving money for children in the Third World, the pupils discuss their own attitudes to caring. They understand that belonging to a faith group has obligations; for example, many Christians attend church and read the Bible. Through their study of Judaism the pupils know that Moses is very important to Jewish people. They understand that Jews believe that God chose Moses and that Moses received the Ten Commandments. The pupils can make connections between Jewish teachings and festivals, for example the festival of Hanukkah. By the end of the key stage the pupils are able to compare customs between Christianity and Judaism, such as the Baptism of Christian children and the circumcision of Jewish boys and the naming of Jewish girls. The study of a third religion, as required in the new agreed local syllabus, is planned for later in the year.

156. All pupils, including those with special educational needs, make satisfactory progress through the key stage. They are developing a clear understanding that religions have both similarities and differences.

157. Religious education makes a satisfactory contribution to pupils' literacy development. Pupils listen to and read stories, and they develop their writing skills and their understanding of the meanings of religious words and phrases. Opportunities for extended writing and for independent research are underdeveloped. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. They are given opportunities to reflect on issues, and they learn about the wonder of creation. They learn about and discuss social and moral issues, and learn about faiths and cultures other than their own.

158. Pupils have satisfactory attitudes to religious education, and this aids progress. The majority of pupils listen carefully during the introductions to lessons. However, a minority of pupils call out and constantly demand the teachers' attention. In discussion sessions almost all the pupils are willing to contribute and to express their views and beliefs. In general, pupils enjoy religious education lessons.

159. The quality of teaching is satisfactory overall, and this has a positive effect on the progress that pupils make. There are occasional lessons where the quality of teaching is very good, and this contributes well to the very good progress made in these lessons. In the lessons where the quality of teaching is very good, there are precise learning objectives linked to the locally agreed syllabus. The work set challenges the pupils, and resources are well used to develop learning. Praise is effectively used in most lessons, although occasionally more emphasis is placed on pupils' unsatisfactory behaviour. In some lessons the learning objectives are not precise and introductions are too long, which results in pupils becoming restless. Assessment of pupils on a day-to-day basis is through questioning and marking work. However, there is little evidence of this assessment being used to develop future learning.

160. There is satisfactory co-ordination of the subject. There is a policy document in place and the school is using the very recently introduced agreed syllabus as its scheme of work. This has not yet been adapted to meet the specific needs of the school, and as a result the school cannot identify what pupils should know, understand and do at particular points in their education. The new agreed syllabus includes assessment sheets, but these are not yet in use. The resources for the subject are just satisfactory. The school has recognised that to teach the new syllabus effectively the number of artefacts needs to be increased. The subject is enhanced by visits to local churches and by visits from Christian clergy.

166. **Art**

161. At the end of both key stages, pupils generally achieve standards normally expected of pupils in Years 2 and 6, and they make satisfactory progress. Standards are not as high as those at the time of the previous inspection, where inspectors noted that '*Attainment is generally good and most children progress well.*'

162. During the course of the inspection, few art lessons were observed because of the way in which the timetable was arranged. Judgements are based on the lessons seen, a scrutiny of pupils' work from the previous academic year and of work on display in classrooms and around the school, discussions with staff, and a close examination of planning and other documents. There is insufficient evidence to make secure judgements about the quality of teaching or pupils' response.

163. Art is very well integrated into most other subjects, and is particularly well used as part of pupils' work in history. However, many opportunities are missed to make more use of information technology in art, and few examples of pupils' use of graphics programs were evident.

164. The curriculum for art is currently being developed, and is based around planning devised by the local education authority, together with commercially produced materials. Work in all classes is based upon common themes, and at the time of inspection all classes were exploring the theme of 'colour'. Pupils in Year 1 produce some good quality colour mixing, precisely matching the colours that they make against items such as fabric samples or leaves. Skills are further developed in Year 2, where pupils carefully produce work showing gradual changes in

colours, inspired by a photograph by Tony Cragg. At Key Stage 2 the rate of progress slows, but is satisfactory overall. Sound work on painted 'colour wheels' in Year 3 in which pupils practise colour mixing skills develops to work using crayons and felt pens in Year 4. Here, art is linked into work in mathematics as pupils carefully colour abstract patterns created by drawing horizontal, vertical and diagonal lines.

In Year 5, pupils again experiment with colour mixing, but this time effectively use watercolours, while in Year 6 art is linked to science as pupils carefully produce colourful work based on the colours of the spectrum. At present, the step-by-step development of pupils' skills in colour mixing is not clearly defined. Teachers need to use their evaluations of this work to further refine the draft scheme of work.

165.Evidence from previous years shows that pupils generally develop sound skills in the use of a variety of media as they progress through both Key Stages. Skills in art appreciation are not currently developed in a systematic way, with examples of the work of famous artists matched to the stages of pupils' development. However, some good examples of the work of famous artists were well used. For example, in Year 6, a monochromatic colour mixing exercise was effectively based on Rembrandt's 'Titus in a monk's habit'.

166.The scheme of work under development ensures that pupils will experience all elements of the subject, and provides for a good balance between these elements. The co-ordinator provides sound leadership and has a clear view of future development in the subject. Resources are adequate and in good condition, and they are generally well stored and easily accessible. There is no kiln, and although the school has an arrangement to use a kiln at a local secondary school, this option is infrequently taken up because of the difficulties involved in transporting pupils' work.

172. **Design and technology**

167.Owing to the way in which the timetable was organised, it was not possible to observe teaching at the end of Key Stage 2. Judgements are based on evidence from a scrutiny of pupils' work, lesson observations, examination of documentation, and discussions with pupils and teachers.

168.At the end of both key stages, pupils attain standards that are below what is normally expected of pupils in Years 2 and 6, and progress is unsatisfactory. Inspection findings conflict with those of the previous inspection, although at the time of the previous inspection only one lesson was observed and judgements were made within '*a limited context*'.

169.Progress is inhibited because there is no clear scheme of work. Curriculum materials provided by the local education authority and from the national Qualifications and Curriculum Authority have been combined into a document that will form a useful basis for a scheme of work once it has been adapted to the needs of the school.

170.Design and technology assignments are closely integrated into work in other subjects, such as science and mathematics. This integration enables teachers to plan design and technology activities across the breadth of the curriculum. However, the degree of integration is such that teachers do not always have a clear understanding as to what elements

of their planning are part of the design and technology curriculum. Teachers generally do not know at what level they have to teach design and technology skills, and have no clear guidance as to how pupils' skills are to be progressively developed. As a result, in some classes the design and evaluation elements of the curriculum are underdeveloped. Where all elements of the subject are in place, lack of clear subject guidance results in pupils working at levels below those normally expected. For example, in a Year 3 lesson closely linked to mathematics and based upon the task of designing a container for a decorated biscuit, pupils referred to their sketchbooks in which they had planned out their design. However, many of the elements of the design process normally expected were absent from their work, and skills in constructing their intended containers were at a low level. In a Year 5 lesson based on work in science and music, pupils were given the task of producing musical instruments from a selection of materials prepared by the teacher. No designs had been produced, and pupils enthusiastically set about their tasks and experimented with various ways of achieving the fastening techniques that were needed. Their low levels of skills became evident, and the results of their efforts were of a standard more normally associated with pupils at the end of Key Stage 1.

171. Pupils identified as having special educational needs are well supported by teachers and classroom assistants. They enjoy full access to the curriculum but make unsatisfactory progress, because they do not get enough opportunities to systematically develop their skills in all areas of the subject.

172. Pupils enjoy their work in design and technology. They sustain concentration on their tasks and share equipment with one another without argument. They generally listen attentively and make thoughtful suggestions for ways of improving their work.

173. The quality of teaching is satisfactory and no unsatisfactory lessons were observed. In the best lesson, in Years 1 and 2, the teacher organised the class well and gave very clear instructions so that all pupils knew precisely what they had to do. A good working atmosphere was created, and the teacher's good control of the class meant that all pupils were able to work productively. In a lesson at Key Stage 2, the teacher's introduction was over-long and frustrated the pupils, who were anxious to begin their assignment. As a result, behaviour deteriorated as pupils became restless.

174. Shortages of equipment, particularly construction kits for pupils at Key Stage 2, limit teachers' options in planning activities. Lack of systematic monitoring of provision in previous years has resulted in inconsistent teaching of skills. This inconsistency in teaching is also the result of a high turnover of staff, with new teachers being given insufficient guidance from the school's curriculum documents. Further inconsistencies occur in the use of the recently introduced sketch books for work in art and design and technology.

180. **Geography**

175. As a result of the timetable structure, only a small number of geography lessons were observed during the inspection week. Evidence from a scrutiny of pupils' work, from examination of teachers' plans, and from talking with pupils shows that all pupils, including those with special educational needs, make satisfactory progress through both key stages.

The standards attained in knowledge of other areas, comparing and contrasting localities, and river development are at the levels expected of pupils at the end of both key stages. Standards are broadly similar to those found at the time of the previous inspection.

176. At Key Stage 1 the pupils satisfactorily develop skills in following simple maps. They progress from drawing their own imaginary maps to identifying buildings such as churches and houses on local maps by the end of the key stage. The pupils have a simple understanding that there are different types of weather at different times of the year, for example that it is hot in summer and cold in winter. In work on the local area of Bulford the pupils identify features such as the shops and playground that visitors to the area would need to know. The higher-attaining pupils explain what they like and dislike about the area. For example, they dislike litter at the playground and feel that a nearby road is dangerous. By the end of the key stage the pupils are able to use their knowledge of the local area and compare and contrast it with the Isle of Struay. The pupils of all attainment levels make satisfactory progress in showing an awareness of areas beyond their own.

177. In Key Stage 2 the pupils build on the skills and knowledge they have already acquired and continue to make satisfactory progress. The pupils have a better understanding of the weather and climate. They understand that winds are caused by changes in air pressure and they accurately measure rainfall and record temperatures. When studying Baffin Island the pupils understand that extreme climate has an effect on the life of the people and animals that live in an area. As they move through the key stage, the pupils make satisfactory progress in developing their knowledge and understanding of different climatic regions, including rainforests and the savannah. Skills in comparing and contrasting areas develop soundly through studies of countries such as Egypt. In their work in physical geography, pupils know that a river has a source and a mouth, and by the end of the key stage they use the correct terms when writing about river erosion and deposition.

178. Geography makes a satisfactory contribution to pupils' literacy development. The pupils read and write about their own area and about other countries, but opportunities for extended writing, for example in independent work, are limited. The subject makes a satisfactory contribution to numeracy development through activities such as the recording of rainfall and temperature and the use of co-ordinates in map work.

179. The pupils have satisfactory attitudes to geography, and this has a positive effect on progress. The majority listen carefully in introductory sessions, although a minority call out and are restless and the teacher has to spend time dealing with them. When given the opportunity, the pupils work very well in groups, for example when they compare photographs and objects from the local area and from the Isle of Struay. The pupils enjoy geography.

180. The quality of teaching is satisfactory overall, and this has a positive effect on progress both over time and in lessons. In one lesson the quality of teaching was very good, and this directly contributed to the very good progress that pupils made in the lesson. In this lesson, the planning was of a high standard, with appropriate learning objectives. The teacher had high expectations of behaviour and these were clearly understood and respected by the pupils. The use of resources was excellent, and the pupils showed a sense of awe and wonder when they looked inside the boxes containing a wide range of articles, objects and photographs to be used in work on comparing and contrasting localities. In the other lessons

seen, planning was satisfactory, but learning objectives were too general and difficult to evaluate. The teachers' knowledge of the subject is secure, and this enables them to use the pupils' own knowledge satisfactorily to develop learning when discussing such issues as the local areas and the facilities. All teachers use resources well. They use questioning effectively to develop learning and develop answers by asking further questions. For example, after asking 'What was special about the tankers on Baffin Island?' the teacher followed this up by asking 'Why are the tankers heated?'

181. The geography curriculum is satisfactorily enhanced by the use of the school grounds for activities such as a photo trail, by use of the local area, and through visits further afield.

182. Curriculum planning is sound overall but needs further development to give teachers clear guidance on the levels at which they need to teach.

History

183. Only one history lesson at Key Stage 2 was observed during the inspection week. Evidence from a scrutiny of pupils' work, from teachers' plans, and from talking with pupils shows that all pupils, including those with special educational needs, make satisfactory progress through both key stages. Attainment is broadly in line with what is expected of pupils in Years 2 and 6. These findings correspond with those of the previous inspection.

184. Pupils at Key Stage 1 develop a sound sense of the passing of time as they compare when they were a baby with how they are now. They understand that things were different when their parents and grandparents were children, for example that toys have changed. When discussing transport, the pupils correctly identify changes in bicycles from the 'Penny Farthing' to modern bicycles. They know the names of famous people from the past including Samuel Pepys, Queen Victoria and Florence Nightingale, but are not all able to explain why these people are famous. The average and higher-attaining pupils know that Pepys kept a diary and that Florence Nightingale was a nurse. The most able pupils are starting to understand why people acted in the way they did, for example when learning about Guy Fawkes' attempt to blow up the Houses of Parliament. All pupils, including those with special educational needs, are making satisfactory progress in their understanding of the past. They have a growing historical vocabulary, and as they move through the key stage they show an increasing awareness of the sources of historical evidence.

185. At Key Stage 2 the pupils build on the knowledge and understanding they have acquired in Key Stage 1. The pupils satisfactorily develop their knowledge of the past as they look in more detail at the work of Samuel Pepys and produce a communications 'time line'. A study of Ancient Egypt develops pupils' knowledge of other times. They know that the Egyptians had a number of gods and goddesses, and higher-attaining pupils write reasonably detailed accounts of the process of mummification. As they move through the key stage the pupils learn about the Ancient Greeks, but knowledge of this period is not as well developed as that of Ancient Egypt. Work about the local area, particularly its military history, gives the pupils an understanding of the importance of the area both locally and nationally. In their work about the Victorians, pupils are able to compare and contrast life in a Victorian school with life at Kiwi School today.

186. All pupils, including those with special educational needs, make satisfactory progress. They compare the past with the present, using their historical knowledge, and study an increasing number of societies from the past, but they are not yet able to identify links across the different periods.

187. The subject makes a satisfactory contribution to pupils' literacy development. Pupils use their skills to read and write about other times. There are some opportunities for extended writing, for example when higher-attaining pupils write about 'A day in the life of an Egyptian slave', but these opportunities are generally limited because photocopied worksheets are often used as the basis for recording information. History makes a small contribution to developing pupils' numeracy skills through activities such as the study of 'time lines'.

188. The pupils' attitudes to history are satisfactory, and this has a positive effect on their progress. Most pupils concentrate on their work, but a small number need constant reminding about behaviour during introductory sessions, and this slows the rate of progress in the lesson. The pupils work well in pairs, for example in a Year 5 lesson when looking at pictures of a Victorian schoolroom. The response and attitudes of pupils interviewed in Key Stage 1 were very good. The pupils replied very well and were eager to answer questions.

189. Although only one lesson was observed, inspection evidence indicates that the quality of teaching overall is satisfactory. In the lesson observed the planning was sound. There was an appropriate balance between direct teaching and pupils' work. The photograph of a Victorian school room was used well to develop pupils' understanding of what school was like in Victorian times. Mixed ability pairing of pupils ensured that at least one of the pupils could record the similarities and differences observed. Class control was satisfactory, but there was some inconsistency in dealing with pupils who misbehaved.

190. The history curriculum is enhanced by activities such as visits to a local Victorian schoolroom and a hill fort. Resources are currently inadequate to meet the demands of the topics studied. The curriculum is sound overall and is based on guidelines produced by the local education authority, but it has not yet been fully matched to the needs of the school.

196. **Music**

191. At the end of both key stages attainment overall is below what is normally expected of pupils in Years 2 and 6. This is because in some areas of the curriculum skills are not being regularly taught. Attainment in the listening and appraising elements of the subject is in line with what is normally expected, but attainment in the performing and composing elements is less well developed. These inspection findings contrast with those of the previous inspection, when attainment in all components of the subject was reported as being in line with expectations.

192. At the end of Key Stage 1, pupils sing well in a two-part round. They work effectively in groups, using percussion instruments to make rhythmical sounds, and use these simple compositions to work imaginatively towards a class performance of a story. Pupils sing a variety of songs, and in their accompaniments show an awareness of pulse. They know the names of a range of instruments. By the end of Key Stage 2, pupils listen with attention to detail and recognise whether a melody ends with notes moving upwards or downwards. They can interpret a piece of music from the past and describe differences between two different styles of music.

193. Pupils make satisfactory progress in their lessons, but their progress over time is unsatisfactory. In Year 1, pupils make good progress in clapping and drumming to a steady beat. In Year 3, this work on rhythm is continued through pupils' learning a sequence of clapping, slapping and clicking fingers in response to a piece of traditional German music. Other pupils in Year 3, and pupils in Year 4, can explain the difference between the beat in two different songs and give to the rest of the class their own interpretations of a sailor's hornpipe. Although pupils in Year 2 compose simple music as a class, progress through the composing element of the music curriculum is limited. This results from the lack of lessons on this aspect in the school's commercial music scheme, a failing which has been recognised but not yet addressed by staff. Pupils' progress over time is limited by an inconsistent use of the school's commercial music scheme.

194. Pupils' response to music is good. Throughout the school they are enthusiastic in their music lessons and are eager to participate in singing and performing in class. They work well together both in whole class sessions and in small groups. Pupils develop a positive attitude towards music and particularly enjoy the stimulating music that accompanies the school's commercial music scheme.

195. The quality of teaching is satisfactory overall. In half the lessons observed, teaching was good and in the other half it was satisfactory. Teachers' management of the pupils and use of resources is good throughout the school. In the best lessons pupils are used to the musical routines set by the teachers, and there is a clear structure to the lesson. However, there is no consistency in the format or quality of teachers' plans for individual lessons, some of which are very clear and detailed whilst others are extremely brief.

196. A new music co-ordinator was appointed this term. She has carried out an audit of music resources and drawn together all the musical instruments in the newly designated music room. She has also drawn up a 'composer of the month' schedule which includes composers from different ages and cultures. Music by these composers is played in assemblies during the allocated month, and this is improving pupils' awareness of music from different traditions and their general appreciation of a range of musical styles. This partly addresses the issue of the lack of music in assemblies, which was raised by the last inspection report. A commercially produced music scheme is now in place at the school, a recommendation made in the previous inspection report. However, this scheme is not being used in a consistent manner and the music policy does not indicate which lessons are being taken from it. The curriculum map does not correspond to the music scheme. This lack of clear guidance to teachers, combined with the absence of any effective assessment of pupils' music skills, results in an insecure framework to the music curriculum.

197. A peripatetic music teacher gives piano lessons to 15 pupils in school, and plans are in place to widen the scope of individual music tuition in school time. At the time of the previous inspection there were two recorder groups at the school, but these are no longer in existence. The previous school inspection report noted that: '*The range of opportunities for pupils to sing together and perform within the school and in the community are extremely limited.*' Whilst pupils do sing in the annual school nativity plays and other traditional Christmas productions, opportunities for performing, for example in daily school assemblies, are still limited.

198. The range of musical instruments is satisfactory and includes some large instruments such as keyboards, xylophones and drums. However, some instruments are in poor condition and they are not appropriately stored. Resources for teaching non-western music are limited.

Physical education

199. Pupils' progress is satisfactory in both key stages, and the majority achieve the standards normally expected by the ages of seven and eleven. Inspection findings are similar to those of the last inspection. Pupils are able to plan, perform and evaluate their movements. Most pupils have an understanding of what happens to the body during exercise and of the importance of warming up and cooling down at the beginning and end of lessons.

200. Progress is slow in Year 1 but is good in Year 2. In gymnastics, Year 1 pupils can control their body movements by forming stretched and curled shapes. They generally make satisfactory use of the available space when running at different speeds and directions. However, pupils are given no opportunities to evaluate and refine their movements or improve their sequences, and progress is unsatisfactory. Year 2 pupils make good progress in planning, performing and refining simple sequences of movements when using the floor and apparatus. They show improving balancing skills. Higher-attaining pupils evaluate and refine their movements well, showing full extension of body positions when performing increasingly complex sequences. Lower-attaining pupils improve their skills of rolling safely. Year 3 pupils are able to move apparatus safely. They show gains in body control, particularly when working on apparatus, but have limited understanding of how to refine their movements. Year 4 pupils can plan and perform sequences using different parts of the body. They move with control, adjusting their weight well whilst using apparatus. Pupils understand the importance of safety, especially when working in pairs performing counter balancing movements. They make very good progress in refining their movements, particularly higher-attaining pupils. In games, pupils show appropriate gains in catching and throwing skills, using a medium size ball. They are able to hit a ball with increasing accuracy at a target hoop, using a tennis racket. Most understand the advantage of a sideways stance when hitting a ball. Year 6 pupils display greater ball handling skills when using a rugby ball, and their progress is good. They are able to catch, chase, twist and turn, using space well while carrying a ball. Pupils have a good understanding of the rules of 'mini games', which they all obey. Higher attaining pupils are becoming skilled in developing tactics for attack and defensive plays.

201. Most pupils show positive attitudes to physical activities. They behave well in all lessons. Pupils listen carefully and respond to the teachers' instructions with enthusiasm. They are able to move equipment with skill, and show an awareness of safety issues. Pupils work together well in pairs, particularly in gymnastics, and are keen to improve their performance. In games, they respond with enthusiasm when given the opportunity to experience competitive activities, supporting each other in a sensible way. However, some of the youngest pupils are noisy, their listening skills are poor, and they do not follow instructions. Some boys behave in an inappropriate manner, have not learnt the routines to be followed, and lack the ability to change properly for lessons.

202. Overall, teaching is satisfactory in both key stages. It is good in Years 2, 4 and 6, but unsatisfactory for the youngest pupils. In the best lessons, teachers have good subject knowledge and are able to analyse pupils' movements and give them sensitive feedback, particularly in gymnastics. Lessons are structured well, are of brisk pace, and challenge pupils intellectually and physically. Teachers have high expectations and manage pupils well. They use demonstrations to good effect to illustrate teaching points and give pupils good advice on how to improve, such as in a gymnastics lesson in Year 4. Teachers plan most lessons as part of a unit of work to develop pupils' skills. They make the lessons exciting and rewarding for the pupils. When teaching is unsatisfactory, too much time is given to organising pupils at the beginnings and ends of lessons. Teachers' expectations are low and the tasks set do not challenge pupils to refine and improve their movements.

203. The leadership and management of the subject are satisfactory. The new co-ordinator is aware of the strengths and weaknesses of the programme. The time allocated for teaching PE is good. The policy and scheme of work gives good guidance to teachers for planning all aspects of a year's work. However, it is not being implemented consistently, particularly the step-by-step development of skills for each year group. The use of assessment to inform the next stage of learning is underdeveloped.

204. Physical education contributes effectively to pupils' social development and to their understanding of healthy living. Resources are adequate and are used well. Staff training has improved the teaching of games and gymnastics. Athletics is taught in the summer term, and orienteering in the school's grounds and visits to outdoor education centres cater for the outdoor and adventurous activities. Good opportunities are given for pupils to learn to swim. Pupils have appropriate opportunities to experience competitive sport. The many extra-curricular activities are attended well, are open to boys and girls, and add significantly to the education of the pupils. Effective use is made of a professional coach for judo, and pupils make very good progress.

210. PART C: INSPECTION DATA

210. SUMMARY OF INSPECTION EVIDENCE

1. The school was inspected for four days by a team of five inspectors, one of whom was a lay inspector.

2. During the inspection, 19 inspector days were spent in gathering firsthand evidence. The total time spent in direct observation of lessons, sampling pupils' work and talking to pupils was 71 hours, 30 minutes.

- Eighty four lessons or parts of lessons were observed;
- Time spent in direct observation of lessons for the under fives was 11 hours, 30 minutes; other time spent in other observations of learning in the under fives was one hour, ten minutes;
- Time spent in direct observation of lessons at Key Stage 1 was 14 hours, 50 minutes; other time spent in observation of learning at Key Stage 1, through scrutiny of work in books and on display, plus reading interviews, totalled eight hours, 50 minutes;
- Time spent in direct observation of lessons at Key Stage 2 was 20 hours, 35 minutes; other time spent in observation of learning at Key Stage 2, through scrutiny of work in books and on display, plus reading interviews and interviews with pupils in some subject areas, totalled 14 hours, 35 minutes;
- Discussions were held with pupils in all classes as part of observations, to ascertain their understanding in all areas of the curriculum;
- The quality of pupils' reading was sampled in each year group;
- Work completed by a sample of pupils was scrutinised;
- Pupils' work displayed in classrooms and around school was examined;
- Teachers were interviewed regarding their curricular and other responsibilities;
- Registration sessions, assemblies, break times and meal times were observed;
- Test results and pupils' records were examined;
- School 'baseline' assessment data was scrutinised;
- National Curriculum test data was scrutinised;
- Teachers' planning was examined;
- Teachers' records were examined;
- Policy statements, schemes of work, financial documentation and the school development plan were scrutinised;
- Discussions were held with parents;
- Members of the governing body were interviewed;
- The headteacher was interviewed
- The school clerical assistant was interviewed;
- A pre-inspection meeting was held for parents;
- The opinions of parents were also surveyed through the use of questionnaires.

213.
INDICATORS

DATA AND

• **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	258.5	5	69	4
Nursery Unit	24.5	0	0	0

• **Teachers and classes**

• **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	10.2
Number of pupils per qualified teacher:	25.3

• **Education support staff (YR – Y6)**

Total number of education support staff:	9
Total aggregate hours worked each week:	162

• **Qualified teachers (Nursery unit)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	24.5

• **Education support staff (Nursery unit)**

Total number of education support staff:	2
Total aggregate hours worked each week:	62.5

Average class size:	30
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Financial data

Financial year:	1998-9
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	£
Total Income	390,448.00
Total Expenditure	379,413.00

Expenditure per pupil	1,650.00
Balance brought forward from previous year	33,998.00
Balance carried forward to next year	45,033.00

PARENTAL SURVEY

Number of questionnaires sent out:	316
Number of questionnaires returned:	33

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	21.2	51.5	24.2	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	42.4	54.5	3	0	0
The school handles complaints from parents well	22.6	38.7	29	6.5	3.2
The school gives me a clear understanding of what is taught	18.2	57.6	12.1	9.1	3
The school keeps me well informed about my child(ren)'s progress	21.2	51.5	18.2	6.1	3
The school enables my child(ren) to achieve a good standard of work	29	58.1	9.7	3.2	0
The school encourages children to get involved in more than just their daily lessons	18.2	57.6	21.2	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	15.6	43.8	15.6	15.6	9.4
The school's values and attitudes have a positive effect on my child(ren)	27.3	45.5	24.2	3	0
The school achieves high standards of good behaviour	21.2	45.5	15.2	18.2	0
My child(ren) like(s) school	39.4	57.6	0	3	0