

INSPECTION REPORT

Dalmain Primary School
London

LEA area: Lewisham

Unique Reference Number: 100677
Inspection number: 197088
Acting Headteacher: Mrs Elizabeth Booth

Reporting inspector: Mr Graham Haynes
18064

Dates of inspection: 8th–11th November 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	LEA
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Grove Close Brockley Rise Forest Hill London SE23 1AS
Telephone number:	0181-699-2675
Fax number:	0181-291-4546
Appropriate authority:	Governing body
Name of chair of governors:	Mr Kumar Jacob
Date of previous inspection:	June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Graham Haynes, RgI	Music Equal opportunities	Attainment and progress Teaching Leadership and management
Jane Chesterfield, Lay Inspector		Attitudes, behaviour and personal development Attendance Partnership with parents and the community Staffing, accommodation and learning resources The efficiency of the school Support, guidance and pupils' welfare
Maureen Sinclair	Science Geography History Special educational needs	
Mervyn Ward	Mathematics Information technology Design technology Physical education	Curriculum and assessment
Mary Wilkinson	Under fives English Religious Education Art	Pupils' spiritual, moral, social and cultural development

The inspection contractor was:

WES World-wide Education Service
Canada House
272 Field End Road
Eastcote
Middlesex HA4 9NA

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33 Kingsway
London WC2B 6SE

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MAIN FINDINGS

What the school does well

- There is excellent leadership, providing a very clear educational direction for the work of the school
- There is an excellent School Improvement Plan with a strong, and necessary, focus on raising pupils' attainment, supported by very good financial planning
- The overall quality of teaching is consistently good, with no unsatisfactory teaching taking place
- The implementation of school aims, values and policies is reaching an excellent level of consistency, to establish an excellent ethos and caring environment that nurtures the good all-round development of pupils
- There is very good provision for the support, guidance and welfare of pupils
- Pupils' attitudes and behaviour are good
- A good start to school life is given to children in the Nursery
- The whole-school provision for pupils with special educational needs is very good with the result that children make very good progress in relation to their previous attainment levels
- Good assessment procedures in priority subjects, for example, English, are based on a broad, balanced and relevant curriculum that provides good equality of access to all activities for all pupils
- There are consistently good relationships between all members of the school community, which result in strong teamwork, shared values and a good partnership with parents and the community
- The rate and consistency in pupils' progress in all subjects is being raised through the positive impact of the above features
- Pupils do particularly well in art, where progress is good
- The provision of an extensive range of extra-curricular activities is good

• Where the school has weaknesses

- I. In English, Key Stage 1 pupils' speaking skills are unsatisfactory. Key Stage 2 pupils' attainment is below national averages. Their speaking and listening skills need further development. They have insufficient opportunities for writing at length. The library is underused for the development of research work and independent study skills.
- II. In mathematics, pupils' attainment at both key stages is below the national average. They do best in number and mental calculations. Their knowledge, understanding and skills in other aspects of the subject require developing further, for example, in shape, space and measures work. Their use and application of mathematics to everyday situations is limited. They need to develop a greater use of predictions about the outcomes of their work.
- III. In science, Key Stage 2 pupils' attainment is below the national average. Pupils have insufficient knowledge of prediction, forming hypotheses and drawing conclusions from their practical work. There are gaps in their knowledge and understanding of science that have been missed in previous learning. Procedures for assessing their work and using the information to inform future teaching and learning are unsatisfactory. There is a need to improve teachers' knowledge and planning of the subject.
- IV. Pupils' attainment at both key stages in information technology (IT) is below national

expectations. Their skills are improving in communicating and handling information, and in controlling and modelling work, but require further development. The use of IT to research information and support learning in other subjects is unsatisfactory.

Dalmain School has many strengths. These have yet to impact fully on raising pupils' attainment, especially at Key Stage 2. The weakness in pupils' attainment is the key issue for further improvement and has been recognised by the school by the actions already underway. This issue will form the basis of the governor's action plan, which will be sent to all parents or guardians of pupils in the school. It is important that the current improvement actions are maintained and developed further, in order to continue the positive impact of these measures on pupils' attainment and progress.

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• **How the school has improved since the last inspection**

The school has made variable improvement since the last inspection. Falling standards of pupils' attainment, particularly in Key Stage 2 indicate that no improvement has taken place at all. In many respects such a judgement is very far from what has actually taken place. The school has been faced with a series of challenges that have resulted in falling pupil attainment. It has taken stock of the situation and set about managing improvement well, with many successes beginning to become evident. Dalmain is an improving school. Excellent leadership provides a very clear educational direction for the work of the school. Targets and priorities are set with a clear agenda for raising standards. They are being effectively supported by resources, for example, in the setting up of a suite of computers to boost the teaching and learning of information technology. A range of aspects of school life has been maintained well, for example, the high standards in the attitudes, behaviour and the all round development of pupils. This represents a significant achievement in the light of a changing pupil intake. Key issues in teaching have been addressed satisfactorily and the overall quality and consistency has improved along with the use of support staff in classrooms. On a more basic level, refurbishment of windows and doors has much improved the learning environment for pupils.

The school is very well placed to make further improvements and to meet its targets and priorities.

• **Standards in subjects**

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

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

The information shows that standards are well below the national average in English and very low in mathematics and science. In comparison with similar schools, standards in English are below average and well below average in mathematics and science.

Standards in information technology are below national expectations, but improving rapidly. In Religious Education, standards are in line with the expectations of the locally Agreed Syllabus. Standards of work in art are good. In design technology, geography, history, music and physical education, standards are in line with what is expected for pupils of this age.

Quality of teaching

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

Teaching was at least satisfactory in 100 per cent of lessons. There was no unsatisfactory teaching. In 61 per cent of lessons it was good or better. There is a good level of consistency in teaching quality throughout the school.

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	Generally good throughout the school.
Attendance	Satisfactory overall; unauthorised absence is higher than the national average, but has been almost halved since last year.
Ethos*	Excellent; very positive relationships exist between members of the school community; pupils feel valued and enjoy coming to school.
Leadership and management	Excellent; high levels of teamwork between acting headteacher, staff and governors; very clear educational direction for the work of the school.
Curriculum	Good; provides broad and balanced opportunities for pupils' learning; good equality of access and opportunity for all pupils.
Pupils with special educational needs	Very good; pupils receive much support resulting in good progress being made by individuals, especially in language and literacy.
Spiritual, moral, social & cultural development	Good; moral education is promoted well; there are plenty of opportunities for social and cultural development.
Staffing, resources and accommodation	Good; the overall number, qualifications and experience of staff match curriculum demands; good arrangements for staff development; satisfactory overall quality and quantity of resources but library stock requires attention; good adequacy of accommodation.
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

- V. The school encourages parents to play an active part in its life
- VI. The school encourages their children to get involved in more than just daily lessons
- VII. Their children enjoy going to school
- VIII. They are kept well informed about their children's progress
- IX. The work their children are expected to do at home

What some parents are not happy about

- X. The school giving them a clear

Inspector's judgements support parents' positive views.

The concern of a minority of parents is not supported by inspector's judgements.

The school provides good curriculum information to parents through its prospectus, newsletters, termly details from each teacher that summarise topics to be covered and the governors' annual report to parents.

- **KEY ISSUES FOR ACTION**
- **In order to improve standards further the school should**
 - **raise pupils' attainment in English by devising and implementing strategies to**
 - i. plan and provide for consistent opportunities to develop the speaking and listening skills of pupils, especially at Key Stage 2**
 - ii. continue and develop the intensity of actions already taking place to improve reading skills at Key Stage 2**
 - iii. provide more opportunities for pupils to write at length at Key Stage 2**
 - iv. make greater use of the library for the development of research work and independent study skills**

(see paragraphs 6, 9, 37, 95-98, 101, 103, 106 and 107)
 - **raise pupils' attainment in mathematics by devising and implementing strategies to**
 - i. plan and provide for consistent opportunities to develop pupils' knowledge, understanding and skills in shape, space and measures work**
 - ii. increase the use and application of mathematics to everyday situations**
 - iii. encourage a greater use of predictions about the possible outcome of tasks**
 - iv. continue the emphasis on numeracy work and mental calculations**

(see paragraphs 6, 8, 9, 108-120)
 - **raise Key Stage 2 pupils' attainment in science by devising and implementing strategies to**
 - i. improve teachers' knowledge and planning of the subject**
 - ii. increase opportunities for investigative work aiming to improve pupils' knowledge of prediction, forming hypotheses and drawing conclusions**
 - iii. continue building on pupils' previous learning to fill gaps in their knowledge and understanding that should have been acquired earlier**
 - iv. provide rigorous procedures for assessing pupils' work and using the information to inform future teaching and learning**

(see paragraphs 6, 31, 37, 42, 68, 70, 121-124, 126, 130 and 131)
 - **raise pupils' attainment in information technology (IT) by devising and implementing strategies to**
 - i. use IT to research information**
 - ii. support learning in other subjects**
 - iii. continue building pupils' skills in communicating and handling information, and for controlling and modelling work**

(see paragraphs 7, 10, 133 and 136)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan with particular emphasis on continuing the implementation and development of the many strategies already in place, in order to ensure their long-term impact on pupils' attainment and progress.

- ◆ unauthorised absence (see paragraph 22)

- ◆. evaluative marking (see paragraphs 31, 41, 119 and 130)
 - ◆. teachers' confidence in teaching music (see paragraphs 26, 68 and 175)
 - ◆. library stock and use (see paragraphs 72 and 107)
 - ◆. withdrawal of pupils from lessons (see paragraphs 30 and 74)
- ..

INTRODUCTION

“ Characteristics of the school

- 1 The school serves the area of Forest Hill in SE London and draws pupils from the wards of Forest Hill, Crofton Park and Blythe Hill. This area includes a wide range of council and private housing. The socio-economic circumstances of the area are low in comparison to national standards. Forty six per cent of all pupils are known to be eligible for free school meals. The school roll represents a diverse ethnic population and consists of 260 pupils (124 boys and 136 girls) plus 25 full time equivalent children in Nursery. All the children in Nursery and 14 in the reception class are under five years of age. Pupils are admitted to the school in line with Lewisham Education Authority’s admission policy. In recent years, the majority of children entering the Nursery and other classes have done so with below average personal and social development, language, literacy and mathematical skills.
- 2 The pupil population represents a broad mix of nationalities with 42 per cent coming from ethnic minorities. Recent trends include an increasing number of Afro-Caribbean, Muslim and refugee pupils entering the school. Mobility rates are high, being over 10 per cent across the school. There are 85 pupils on the special educational needs register, including four from nursery classes. The main categories of disabilities are emotional and behavioural, and speech and communication. Six children have Statements of Special Educational Need. Fifty-nine pupils are supported in their language work through Section 11 funding.
- 3 Since the last inspection in 1996, the school has suffered a very high level of staff turnover. Twenty teachers have left in three years. The position of headteacher has seen several changes. The incumbent head at the time of the 1996 inspection retired on grounds of health shortly after the inspection and a senior member of staff was appointed on a short-term basis. A new headteacher came into post in April 1997. She has been absent due to ill health since June 1999. The present deputy headteacher (appointed in September 1997) is now acting headteacher with a senior member of staff becoming the acting deputy headteacher. The majority of teachers are relatively new with 15 out of 17 having three years service or less in the school – in essence, an almost completely new staff since the last inspection.
- 4 The school has very clear aims that are set out in its prospectus and School Improvement Plan (SIP). At the heart of its work the school is aiming to raise pupils’ attainment in an atmosphere of equal opportunities and respect for all. The SIP contains clear objectives, set in a three-year timescale, on which the school can focus its energies and apply resources. For example, the development of mathematics teaching and learning is one such focus in the current year. There is a comprehensive target setting strategy in place for pupils throughout the school. Realistic targets for improving pupils’ attainment are set in a range of subjects, in addition to those for literacy, numeracy and national tests.

4 **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
	99	17	22	39

4	National Curriculum Test/Task		Reading	Writing	Mathematics
Results					
Number of pupils at NC Level 2 or Above	Boys		11	14	14
	Girls		21	21	15
	Total		32	35	29
Percentage at NC Level 2 or above	School		82 (72)	90 (79)	75 (88)
	National		82 (80)	83 (81)	87 (84)

4	Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys		11	14	12
	Girls		21	16	16
	Total		32	30	28
Percentage at NC Level 2 or above	School		83 (72)	77 (88)	95 (72)
	National		82 (81)	86 (85)	87 (86)

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5 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
	99	26	16	42

1	National Curriculum Test		English	Mathematics	Science
Results					
Number of pupils at NC Level 4 or Above	Boys		14	8	8
	Girls		8	7	7
	Total		22	15	15
Percentage at NC Level 4 or above	School		49 (43)	37 (29)	44 (32)
	National		70 (65)	69 (59)	78 (69)

1	Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys		11	8	14
	Girls		12	10	10
	Total		23	18	24
Percentage at NC Level 4 or above	School		54 (49)	42 (27)	57 (43)
	National		68 (65)	69 (65)	75 (71)

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

1

Attendance

Percentage of half days (sessions) missed			%
Through absence for the latest complete Reporting year:	Authorised	School	5.8
	Absence	National comparative data	5.7

Unauthorised	School	1.4
Absence	National comparative data	0.5

1

1 **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	3
	Permanent	0

1 **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	21
	Satisfactory or better	100
	Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

- 1999 Key Stage 2 national tests showed that pupils' attainment in English is well below the national average. In mathematics and science pupils' attainment is very low. In comparison with similar schools pupils' attainment is below the national average in English and well below in mathematics and science. Test scores over time in all three subjects have fallen away from the national average, particularly in mathematics and science.
- Inspection findings show that by age eleven pupils' attainment in English, mathematics and science is below national standards. In all three subjects there are clear indications that standards are rising from a low level. Speaking skills remain below national standards, but are being developed through reading and writing activities with some success. Listening skills are developing well. Pupils read with enthusiasm, searching for meaning and gaining increasing enjoyment from the reading process. They are increasingly gaining mastery of spelling and punctuation. The oldest pupils are beginning to develop their abilities to write extended pieces of prose with some good quality examples beginning to emerge. In mathematics, an increasing number of pupils can successfully develop effective strategies for problem solving. For example, Year 6 pupils are using multiples up to 100 to find easy ways of calculating multiplication problems involving larger numbers. In science, pupils' attainment, as seen in workbooks and in displays, varies in quality but is just below national standards. Year 6 pupils have few opportunities to make predictions, form hypotheses and draw conclusions from investigations. They do not know the more complex aspects of fair testing and do not have the ability to decide independently when observations and measurements need to be checked.
- Inspection findings also show that pupils' attainment in information technology (IT) is below national expectations but improving due to concerted recent efforts being made by the school, for example, by setting up a computer suite. The majority of pupils throughout the school are able to work with increasing confidence and independence using a range of developing skills. In religious education (RE) pupils are attaining in line with expectations set by the locally Agreed Syllabus. Work seen in art is of a good standard. In design technology, geography, history, music and physical education, standards are in line with what is expected for pupils of this age.
- 1999 Key Stage 1 national tests showed that pupils' attainment in writing is above the national average. Their attainment in reading is in line with the national average. Pupils' attainment in mathematics is well below the national average. In comparison with similar schools, levels of pupils' attainment are very high in writing; above the national average in reading; and below this standard in mathematics. Over time, test scores have shown some variation: writing and reading standards have risen while those in mathematics have fallen away, particularly over the last year.
- Inspection findings show that by the age of seven pupils' attainment is below the national average in English and mathematics. The discrepancy between pupils' attainment seen during inspection and that indicated by national tests is due to the inspection taking place at an early part of the school year whereas tests are taken towards the end of the year. Pupils are on course to reach the national average by the end of the school year. In science their attainment is line with the national average. Pupils' listening skills are developing well. Speaking skills do not fully meet National Curriculum requirements, often being of short duration and limited response. Pupils' attainment in reading is in line with the national average with all pupils reading with expression, handling books well, being keen

to read and enjoying a good story. Pupils' attainment in writing is currently below the national average but standards are rising. Many pupils are using capital letters and full stops with satisfactory accuracy and their handwriting is increasingly well formed and consistent in size. In mathematics, three quarters of pupils are able to develop their own strategies for problem solving. In science, pupils' attainment is in line with the national average. They know about basic requirements for life and recognise that living things are found in different habitats.

- 11 Inspection findings show that pupils' attainment in IT is below what is expected for this age group, as indicated above. In RE, pupils are attaining in line with the expectations of the locally Agreed Syllabus. Work in art is of a good standard. In design technology, geography, history, music and physical education, standards are in line with what is expected for pupils of this age.
- 12 The attainment of children entering the Nursery is below what might be expected for children of this age. The majority have limited experience of language, literacy and mathematics. Most will not reach the desirable learning outcomes by the age of five in language and literacy, mathematics, knowledge and understanding of the world, personal and social, creative and physical development. Their attainment is below what might be expected for this age group.
- 13 All children make good progress in the Nursery. They continue to work well towards the desirable outcomes expected for children at age five. Children in Reception make satisfactory progress.
- 14 This satisfactory level of pupils' progress is continued through both key stages in all subjects with two exceptions: good progress is made in art while in IT progress is unsatisfactory, but improving rapidly. Pupils with special educational needs (SEN) and those for whom English is an additional language (EAL) make very good progress in relation to their previous levels of attainment. The differing progress between boys and girls, noted in the national English tests from 1996-1998 is no longer evident at the time of inspection.
- 15 The school makes an increasingly effective use of the analysis of end-of-key stage test results and teacher assessments. This practice is extended to other year groups, the performance of new entrants, SEN and EAL pupils and all pupils by gender. Extensive and comprehensive target setting activities are used to good effect with all pupils. The activities enable the school to identify and highlight improvement in pupils' learning. An analysis of this information shows many recent increases in the pace of pupils' progress. Pupils of all ethnic groups and across the range of abilities are afforded good equality of opportunity to reach their potential and to make progress in their learning.
- 16 From lesson observations, pupils' overall progress was satisfactory in 97 per cent of lessons. Good or very good progress was noted in 57 per cent of lessons seen. At Key Stage 1 all progress was satisfactory or better with 57 per cent being good or very good. At Key Stage 2, 98 per cent of progress was satisfactory or better with 66 per cent being good or very good. This is clear evidence that teaching is promoting good levels of pupils' progress.
- 17 Overall levels of pupils' attainment in literacy at Key Stage 1 are improving, with reading standards being broadly in line with national standards. Pupils' attainment in numeracy at both key stages is below national standards but developing well, for example, in mental calculations. Good work in the nursery makes an early and significant impact on raising the low entry attainment levels. This improvement is sustained satisfactorily through the school. Very good support and good quality teaching provide further impetus to the raising of basic standards for SEN and EAL pupils of all ages. The school has set realistic targets for improving pupils' attainment in both literacy and numeracy.
- 18 A number of factors account for the current levels of pupils' attainment and rate of

progress, and for changes in both, since the last inspection. Pupils' attainment has fallen, especially in Key Stage 2 since last reported in 1996. The school has gone through a period of turmoil and considerable change since that time, particularly in personnel. The pupil intake has been changing with new and recent entrants presenting challenges to the school in terms of their academic and social backgrounds. Pupils' mobility rates are high at over 10 per cent. The group of Year 6 pupils who took national tests in 1998 contained a high percentage of children with special educational needs. The school has taken stock of the situation, recognised its strengths and areas for further development and is now on an improvement pathway. At the time of inspection the school is being led and managed to a very high standard by the acting headteacher, acting deputy headteacher and the governing body, ably supported by staff with management responsibilities. The support and guidance offered to pupils is of a very good standard. There is a large number of good qualities evident in the school which include, for example, the attitude and behaviour of the pupils; the consistency and quality of teaching; and the breadth, balance and relevance of the curriculum being offered to the pupils. In short, the school is enjoying a period of relative stability during which the hard work of the staff is being implemented with increasing effect and clear focus on raising pupils' attainment and rate of progress. These improvements are more noticeable in Key Stage 1, but are beginning to build through the school. Dalmain is an improving school with a very good capacity to sustain improvement in the future.

17 and Personal Development

Attitudes, Behaviour

- 19 The school has successfully maintained high standards in this area since the time of the last inspection. Throughout the school, pupils have good attitudes to learning. They are interested in their work, listen attentively to their teachers, and answer questions eagerly. They focus well on their tasks and work with enjoyment. This was demonstrated in the school's singing assembly, where the pupils' passion for music was clearly apparent. They are keen to succeed, and persevere with their work until they are satisfied with it. Pupils rarely show independence and initiative in their learning, but this is generally due to a lack of opportunities being offered to them.
- 20 Most pupils' behaviour in class and around the school is good. Most settle quickly in lessons so that little time is wasted on establishing order. Occasionally a few pupils lack the self-discipline to sustain their concentration, but they are usually managed effectively by teachers and support staff. Pupils move around the school sensibly and wait patiently in assemblies for others to arrive. At lunchtimes they display good manners and social skills in the dining hall. In the playground, they generally show consideration for others and play safely, although the behaviour of some pupils can become rather boisterous. Pupils have respect for the school building and handle resources with care. There have been three fixed term exclusions in the last year, reflecting the school's firm approach to unacceptable behaviour.
- 21 Relationships in the school are good. Boys and girls work and play well together. They are respectful towards adults and get on well with them. Pupils are polite and open, and talk readily about their work. They listen willingly to others' ideas and beliefs, and are appreciative of one another's achievements. Pupils from a wide range of ethnic backgrounds are well integrated into the school, and it is a happy and harmonious community. This was evident in the Remembrance Day assembly, which was a unified and moving occasion.
- 22 Pupils respond well to the opportunities they are given for taking responsibility in class and around the school. They take registers to the office, for example, organise lunchboxes and

put out chairs for assembly. They take these duties seriously and carry them out with enthusiasm.

21

Attendance

23 The level of pupils' attendance at the school is broadly satisfactory. It is just below the national average and has consistently remained at a similar level since the time of the last inspection. Most absence is caused by illness, or holidays taken during term-time. The rate of absence for unacceptable reasons is higher than the national average but this has been almost halved since last year, due to the efforts of the school.

24 Pupils' punctuality is also satisfactory. They are keen to be at school and most arrive on time each day so the morning lessons can begin promptly. However, there are a few families who regularly fail to ensure that their children come to school in good time every morning. The school is working hard to overcome this. These satisfactory standards of attendance and punctuality have a positive impact on pupils' attainment and progress.

23

QUALITY OF EDUCATION PROVIDED

Teaching

25 The overall quality of teaching throughout the school is good. In the lessons seen there was no unsatisfactory teaching. 61 per cent of lessons were good or better quality with 21 per cent being very good or excellent.

26 These figures represent a consistently good quality of teaching across the whole school and a good improvement since the last inspection in 1996. At that time, 13 per cent of lessons were unsatisfactory and only 6 per cent were very good or excellent. It was also noted that a significant proportion of good or very good teaching was evident especially in Reception and at Key Stage 1. Presently, there is a much better consistency in quality throughout the school. There has been a huge change in teaching staff since 1996 – 20 teachers have left. The evidence suggests that this change has been beneficial in terms of improving the overall teaching quality.

27 The last inspection raised two key issues for the school to address. Firstly, an improvement was required in the match of task to the different abilities of pupils. The school has made sound progress in addressing this matter and all teachers are planning competently to make a satisfactory match between the task set and pupils' abilities. Secondly, an improvement in teachers' knowledge, understanding and skills was required, particularly in IT, DT and music. The situation has improved satisfactorily with teachers now having a sound grasp of subjects in almost all cases. There is still room for improvement, for example, in music where staff knowledge and confidence, although improved, are still inconsistent.

28 The teaching of children under five is always of a satisfactory, and often of better quality in Nursery. The teacher has a good knowledge and understanding of the needs of early years children. Activities are planned well. The management of children is good. The good quality and use of day-to-day assessment is very evident. These teaching strengths help to produce a well planned and stimulating environment for the children, that promote their all round development well. The strength in this area has been maintained since the last inspection. The teaching in the reception class is consistently sound. Children receive an appropriate range of activities that promote their skills, knowledge and understanding towards a satisfactory level, to prepare them adequately for work in Key Stage 1.

29 In Key Stage 1 the quality of teaching is good. All teaching was of a satisfactory or better

standard with 57 per cent being good and four per cent being very good. Areas of particularly good quality include teachers' planning, the way the classroom and work are organised, the teaching methods used and pupil management. The combination of these strengths produces lessons that contain a good mixture of individual, group and whole-class teaching; clear learning objectives understood by pupils; and a positive atmosphere where learning can take place effectively.

- 30 In Key Stage 2 the quality of teaching is good and often better. All teaching was at least satisfactory and 34 per cent was good, 27 per cent very good and five per cent excellent. There are several strong features of lessons. Throughout the key stage, but particularly in Year 6, there is consistently good, and sometimes very good, management of pupils. This results in lessons being purposeful and conducted to produce a conducive learning atmosphere for all. The methods and organisation employed by all teachers are good in ensuring a balance between whole-class, group and individual work for the pupils.
- 31 Teachers throughout the school have a good awareness of the needs of pupils with SEN and EAL. They have comprehensive information about the pupils, which is used to good effect in planning, and results in the provision of focused support in class. Lessons promote positive views of a multi-racial society and the self-esteem of all pupils. Special educational needs teachers and assistants provide good support to classteachers through in-class and withdrawal work with groups and individual pupils. The withdrawal of pupils from their classroom activities would benefit from being reviewed periodically to ensure that any disadvantages that may occur can be recognised and remedied.
- 32 Teachers are conscientious and follow the school's policy when marking pupils' work. The best examples of marking contain evaluative statements that help pupils to develop their work and to meet targets for improvement. The use of evaluative marking is not yet consistent throughout the school. Teachers are providing good quality oral feedback to pupils in the course of, and at the end of, lessons. This is frequently carried out through the effective use of praise and the constructive use of criticism, resulting in a positive atmosphere for teaching and learning. Teachers' subject knowledge and understanding are generally satisfactory, but varied across the staff and the many subjects that they teach, for example, in science. In this subject teachers are unable to develop their own expertise through a shared understanding of the exact meaning of assessment criteria and specified learning objectives. Homework is set regularly and comprises tasks that help to reinforce what pupils learn at school.
- 33 The quality of teaching of literacy and numeracy directly reflects the overall good and consistent standards of teaching throughout the school. Teachers have a very good understanding of the national strategies and the implications for how they structure their teaching. The teaching methods employed match this quality of understanding, to produce a very effective implementation and delivery of literacy and numeracy work. The effectiveness is indicated by the rate of pupils' progress in their lessons. In Key Stage 1 pupils' progress was satisfactory or better in 96 per cent of lessons, being good or better in 52 per cent. In Key Stage 2 pupils' progress was always satisfactory and good or better in 62 per cent of lessons. There is good in-class and withdrawal support for pupils with SEN and EAL to promote their learning of basic literacy and numeracy skills.
- 34 Classroom support staff are used effectively to assist teachers' work. Some examples of very skilled support were seen in nursery and reception classes. Assistants, parents and specialist sports and professional musicians all provide a considerable and beneficial input to the quality of teaching taking place. Many of these people bring additional expertise and experience into the school, for example, as seen when three members of a London orchestra work on composition with Year 3 pupils.

- 35 The school provides a broad, balanced and relevant curriculum for the pupils, which meets the requirements of the National Curriculum. There is a sound provision for sex, health and drugs education. Subjects are timetabled separately and appropriate amounts of time are allocated to each subject, according to the guidelines laid down nationally. Time is used effectively in lessons. The youngest children at Dalmain enjoy an appropriate width of happy experiences that establish a firm emotional and academic basis for future learning. The nursery and reception class teachers plan jointly and this helps to ensure equality of opportunity and the continuity and progression of children's learning experiences.
- 36 The curriculum offers good equality of access to all pupils, including those pupils with special educational needs and for whom English is an additional language. The school meets the requirements of the Code of Practice for special educational needs. There is very good provision for these pupils when they are withdrawn from class for support activities, and when they are involved in group work matched to their level of attainment.
- 37 The school prepares pupils well for the next stage in their education. It has established very good links with the local secondary schools, which most pupils will attend.
- 38 The national literacy strategy (NLS) and national numeracy strategy (NNS) have been introduced well and there is a generally satisfactory and, in some classes a good, provision. The strategies are proving to be effective in raising pupils' skills, but some aspects need to be developed further: for example, the use of literacy in other subjects and opportunities to develop extended writing. Number tasks are strongly promoted in numeracy lessons, which are planned to the nationally recommended format. Mental arithmetic is now a particular feature of lessons. There is a need for more opportunities for pupils to develop investigational skills, whilst exercising more initiative and responsibility in their learning in science especially, but also in other subjects.
- 39 There are satisfactory policies and schemes of work for all subjects. They provide a sound basis for the planning and teaching of the National Curriculum. This situation represents an improvement since the last inspection, when a lack of schemes of work was reported. There have been recent major developments in the planning, teaching and learning of information technology, with the result that a complete curriculum is now being delivered.
- 40 Planning methods are good. Subject plans show clear learning objectives, which in turn help the assessment of pupils' work. The best examples of clear objectives being given for different activities and matched to differing levels of pupils' attainment are seen in the teaching of literacy and numeracy. There is a consistent approach to daily planning, which is organised and based on the agreed medium-term plan. Planned assessment opportunities are shown with best clarity in literacy and numeracy planning. The 1996 inspection report stated that planning was providing continuity and progression for teaching and learning activities. The school has maintained this standard. Planning is of a very good standard in the school's focus curriculum areas of English, mathematics and information technology. Each subject co-ordinator monitors planning, ensuring that it follows the outline termly plan and identifies which activities and learning objectives are set.
- 41 An extensive range of extra-curricular activities is offered to the pupils by the staff. For pupils in Key Stage 1 these include art, information technology and literacy clubs. For pupils in Key Stage 2, the range is more extensive and includes drama, art, information technology, recorders, choir, school magazine, French, and cooking. There are netball and football clubs. There are high pupil participation rates and most teachers are involved in the extra-curricular programme. Pupils undertake competitive sport during football matches and sports day. Throughout the school year the pupils are involved in a number of educational visits, including a residential activity holiday for Year 6 pupils, that add

value to the school's curriculum. Nearly seventy percent of parents expressed their satisfaction at the level of extra-curricular activities in school.

- 42 The school's procedures for assessing pupils' attainment in priority subjects, such as English, mathematics and information technology, are good in extent and accuracy. Teachers know their pupils' stage of development through the results of formal and informal assessment activities. Formal assessment takes place in English, mathematics, and science. More informal means take the form of testing spelling lists, multiplication tables and at the end of a topic. These results are consistently recorded in a uniform way. The information is used effectively to help teachers plan tasks for the differing attainment levels of the pupils, particularly in English and mathematics lessons. They are also used, after discussions with pupils, to set targets for individual pupils each half term. Co-ordinators and their colleagues have a good understanding of how best to use the results of assessments in curriculum planning to inform the next stages of learning. Very good use is made of assessment information in identifying the special needs of individual pupils and monitoring their progress. Methods used to carry out day-to-day assessments are good. Pupils' work is marked regularly and to a satisfactory standard with complimentary comments, but informative and supportive comments are inconsistently used. Homework is used effectively to extend and reinforce skills, especially in English and mathematics.
- 43 Testing of learning takes place regularly. These results, plus those from SATs tests, are being employed to indicate pupils' levels of attainment. The results are analysed effectively to indicate progression in pupils' attainment. The progress of pupils with special educational needs is assessed accurately using a well-developed whole-school approach. The 1996 inspection noted that the evaluations of pupils' work were accurate and an integral part of learning. This good practice has been continued well. Following the recent introduction of new schemes of work, good quality assessment documents and procedures are being developed. In English, mathematics and information technology, good quality assessment procedures have been implemented effectively. In science, the unsatisfactory assessment procedures are in need of further development.

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

- 44 It was noted in the previous inspection report that the school is committed to providing for pupils' spiritual, moral, social and cultural development and in this it is successful.
- 45 Provision for spiritual development is satisfactory in assemblies and religious education lessons. The school has a short and simple act of worship involving a silent time for reflection at the end of each daily assembly. This is open to, and appropriate for, pupils of all faiths. Provision is exemplary in the relationships of care and trust built up in the everyday life of the school and in the way in which each individual is valued. Pupils benefit from this provision, as was evident in an art lesson when the teacher asked her class why every drawing would be different, one pupil firmly replied, 'Because we are all unique.'
- 46 There is little deliberate intervention in lessons to enhance pupils' spiritual awareness, but when teachers plan for such experiences, as in that same art lesson, pupils respond with interest, wonder and excitement which motivates them to work to even higher standards.
- 47 Partly as a result of in-service training for staff and partly due their own integrity, teachers and all the other adults working within the school provide supportive role models for pupils. They make positive efforts to respect pupils' feelings and they help children care for each other. It is because all staff make this joint commitment to mutual respect that pupils are genuinely tolerant, thoughtful and kind in their dealings with each other.

- 48 There is a strong sense of morality and respect for each person in the policies and practices of the school. Pupils are clear about what they may and may not do and they know right from wrong. They are told off roundly when they misbehave and given well-considered acknowledgement and praise when they behave well or do good work. Pupils gain positive advantages from doing the right thing and value their certificates and 'golden time'. Provision for moral development is good.
- 49 There is a genuine equality in all the school's good provision for social development. Everyone is involved in the school community. Pupils have responsibilities for routine class tasks and some take wider roles, like helping in the weekly bookshop. The quality of relationships is good and pupils are constantly helped towards a mature self-discipline. A strong and supportive ethos pervades the school.
- 50 The provision of drama and other clubs contribute to a widening cultural appreciation and give opportunities for improvisation, understanding of the views and feelings of others and insights into relationships. Participation in 'black history month' has deepened everyone's cultural awareness. There is a genuine sense of welcoming all peoples, all faiths, all backgrounds, and all insights. Pupils behave in an open way and there are many examples of cross-ethnic friendships. The provision for cultural development is good.

49 **Support, guidance and pupils' welfare**

- 51 Provision for support, guidance and pupils' welfare is very good and mirrors the quality of the relationships throughout the school. Staff know their pupils well and are very sensitive to their needs. Great emphasis is placed upon the well being of the children and their all round development, although staff sometimes miss opportunities to encourage initiative and the acceptance of responsibility. A caring and emotionally secure environment results in an atmosphere in which personal and academic growth are now strong. Personal and social education lessons and the use of circle time reinforce this trend although these approaches are not yet common to all classes.
- 52 This thrust is supported by the very good procedures for monitoring and recording pupils' progress in English, mathematics and IT, as well as their personal development. These activities inform the setting of individual targets in which the pupils are involved. The special needs provision is very good with individual education plans of a high quality. The short-term targets for these pupils are appropriate and have a specific focus. Progress is carefully recorded so that adjustments to the learning programme can take place. The one-to-one teaching and small group work results in very good support for these pupils, including those with emotional and behavioural difficulties. Specialist support staff make a significant contribution to the development of these pupils. Pupils with English as an additional language also benefit from good provision.
- 53 There is a very effective whole school implementation of a highly structured behaviour management policy, with a system of recording actions, rewards and consequences. This has enhanced the school's ability to offer very good support and advice as well as promoting good behaviour. A positive, pervasive ethos emphasises the value of the individual pupil, and the example set by all adults creates a climate within which bullying and other forms of harassment are not accepted or acceptable. Pupils know what to do if such incidents occur and are secure in knowing they will receive a positive response from staff. Policies are put into effective practice.
- 54 Increasing attendance has been a major focus of the school and strategies for monitoring and promoting good attendance are good, with attention to recording and follow up procedures. Pupils know the routines and are aware that letters are sent home. There are close and developing links with the local Education Welfare Officer and an increasing use of a more sophisticated analysis of patterns of absence.

55 The child protection policy is very good and the acting headteacher, as the named staff member, implements it well. All staff have the main points written in their teaching files and support staff are also knowledgeable. New staff receive training in this pastoral role. A particular feature of the school is the very good communications between all adults involved in such issues, both within and outside the school.

56 Pupils' general health and safety are very well monitored and catered for. There are very good links with a range of external staff and agencies. There is a good, detailed health and safety policy and a number of staff are trained in first aid. Staff frequently receive training relating to medical matters. All accidents are carefully logged. There is a weekly building check and Health and Safety inspections that have just begun. The maintenance manager has attended appropriate courses and risk assessment takes place. Successful fire drills are carried out periodically. The school is a safe environment.

57 Senior management is supported by well-informed, committed and involved governors who make a positive contribution to this aspect of school life. The monitoring of pupils' academic and personal development has been extensively fine-tuned since the last inspection. Monitoring now includes individual targets for the pupils. Support and guidance are now very good. Provision for pupils with SEN and EAL has also improved markedly. Teachers and support staff work well together and their planning and records indicate very good provision for these pupils. This is borne out by classroom observations of their work.

56

56 **Partnership with parents and the community**

58 The school has been successful in building upon and improving its relationships with parents and the community since the time of the last inspection. Parents are kept well informed about the school's daily life and work through its prospectus, the governors' annual report to parents, and regular newsletters. These are clear and comprehensive documents. Curriculum information is good. Parents are provided with an outline in the prospectus, plus termly details from each class teacher summarising the topics to be covered and the ways in which parents can help. Informative meetings and workshops on aspects of the curriculum are also held.

59 Reports to parents on their children's progress are good. They contain all the information required by law, and focus appropriately on what the pupils know, understand and can do in the core subjects. A particular strength of the reports is the way in which pupils' attainment in the core subjects is linked to national standards, so that parents know exactly how well their children are doing for their age. Reports for the children in the nursery are very good. They cover all the areas of learning and the desirable learning outcomes in great detail to give parents a full picture of how their children are progressing. They also set good targets for the children's further development. Parents of pupils with special educational needs are closely involved with their children's individual education plans and with their annual reviews, where applicable. Parents of pupils who have English as an additional language are also well informed about the work their children are doing.

60 The school makes very good efforts to involve parents with its work and with their children's learning, and parents appreciate this. They are full of praise for the school's approachability and the way in which it encourages them to get involved. Teachers are accessible to parents at the beginning and the end of each day. Parents are consulted on important matters, such as the school improvement plan and the home - school agreement, and their help in the school is welcomed. Many parents support their children's learning at home by hearing them read regularly and ensuring that homework is completed. Some are able to work with pupils in class on a variety of tasks. The thriving Dalmain Home School

Association is very active, not only in raising funds, but also in its practical contribution to developments around the school, such as the wildlife garden and, in particular, the playground improvement project. Their hard work here is making a significant and positive impact on the environment of the school and the daily life of the pupils by transforming what was a bleak and featureless area into one which is stimulating and exciting. It is a very good example of the way in which the school is harnessing the talents and enthusiasm of its parents to create something of lasting value. The school is very grateful for the parents' efforts and support.

61 There is a good range of links with the local community, which help to enrich the curriculum and enhance pupils' personal development. Visits and visitors are used to support topic work, for example, in the nursery where contact was made with the local paper and a local historian in order to trace the history of the school. Work in religious education is extended by visits to places of worship for a variety of different faiths. English, music, history and art are enlivened through visiting theatre groups and musicians, and by visits to museums, galleries and concerts. The school takes full advantage of its nearness to central London and its world-class cultural facilities by organising frequent trips to these locations. These good links with parents and the community have a positive effect on pupils' attainment and personal development.

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

60 **Leadership and management**

62 The school benefits from excellent leadership that provides a very clear educational direction for its work. There is a sharp focus on raising pupils' attainment and rate of progress through setting priorities and taking actions to improve the quality of teaching and learning. The leadership is provided by the governing body who have a clear overarching view which is put into excellent practice by the acting headteacher, acting deputy headteacher, ably supported by staff with management responsibilities. A feature of the leadership and management group is the very effective and collaborative teamwork that exists between all members.

63 Teaching and curriculum development are monitored, evaluated and supported to a good overall standard. These actions are carried out by members of the governing body, acting headteacher, acting deputy headteacher and co-ordinators. Subject co-ordinators provide good support for their colleagues. Other than the mathematics co-ordinator, at the present time they do not monitor teaching but the staff's team approach means that colleagues discuss their teaching methods on a regular basis. Development is particularly strong in those areas highlighted as a priority in the School Improvement Plan (SIP) for example, in mathematics. In this case, the school channels human and financial resources very effectively to bring about improvements, which include raising pupils' attainment in mental and number tasks. Target setting activities are comprehensive and extensive. The very good monitoring and evaluation procedures provide valuable information about pupils' attainment and progress.

64 The school achieves excellence in the way its aims, values and policies are reflected through all its work. Written statements express high expectations for what pupils can achieve. The staff work with a clear sense of shared purpose to establish, monitor and develop the aims, values and policies into consistent practice throughout the school. They provide good role models for pupils who understand the vision of mutual respect, achievement and the valuing of individuals. This vision and its everyday application and practice are implanted in all aspects of school life and seen in lessons, playtimes and

assemblies. The acting headteacher leads by example, maintains a high profile around the school to make an excellent contribution in setting and maintaining these high expectations. She is very well supported in return by staff, parents and governors.

- 65 The school identifies relevant priorities and targets through its development planning. These are stated in the current SIP, which is an excellent document in terms of its relevance and clarity, providing an effective overall strategy for improvement. The improvement plan has been drawn up since July after a period of exemplary consultation with all members of the school community. The results of this extensive consultation mean that the plan contains targets and priorities that are relevant to the current needs of the school. The plan sets out a clear programme of action, supported by resources, in manageable time scales. There are sound procedures for monitoring and evaluating outcomes. The relative newness of the document means that there has been little time for these monitoring and evaluation procedures to be enacted. However, there are already some indications of these procedures being undertaken successfully through the written reports presented by teams charged with taking early actions.
- 66 The school has a very positive ethos that reflects the commitment to high achievement, an effective working environment, very good relationships and equality of opportunity for all pupils. The commitment to high achievement is exemplified by the hard working staff who are focussing considerable efforts on improving the quality of teaching and learning. The effective learning environment is shown through such means as the high standard of displays throughout the school. Very good relationships are seen consistently between members of the community. Pupils feel valued. They enjoy coming to school and possess a strong sense of pride and belonging.
- 67 The governing body conducts its business in exemplary fashion. The committee structure works very effectively, whilst ensuring the involvement of all governors in the process of decision making. Statutory requirements are met. The special needs co-ordinator (SENCO) staff and governors have established a very good policy for special educational needs. The governing body reports annually to parents about the implementation of its policy and the correct information about special educational needs provision is printed in the school brochure. Statutory requirements for annual reviews and the Code of Practice are met. The governors are active in ensuring that they have a strategic overview. The SENCO is involved in the effective monitoring of provision.
- 68 Since the last inspection in 1996, the school has suffered a tremendous amount of staff turmoil, including frequently changing circumstances regarding the post of headteacher. Nevertheless, the quality of leadership and management has strengthened and this represents a very considerable achievement. The acting headteacher and acting deputy make a very effective team. They have not only maintained many aspects of school development but have been pro-active and instrumental in bringing about considerable improvements, for example, in team work and the creation of the SIP. The quality of the SIP has improved in the process of its creation, focus and execution. The quality of target-setting activities that monitor and evaluate pupils' attainment and progress has been developed further. Other qualities have been maintained well: the positive ethos remains; aims continue to permeate the actions of the school; and equality and access of opportunities for all pupils remain a strength. The school is very well placed to make further improvements and to meet its targets and priorities.

67

Staffing, accommodation and learning resources

- 69 The school is well staffed with a good number of teachers to meet the needs of the curriculum for pupils of all ages and abilities. All classes have thirty or fewer pupils, and there are specialist teachers for information technology, special educational needs and

English as an additional language. Teachers are well qualified for the primary and nursery age groups, and have qualifications that cover most of the curriculum subjects taught. They have a broad range of teaching experience, although few have been at the school for very long. At the time of the last inspection, teachers' subject knowledge in music, information technology and design technology was in need of improvement. The expertise of the current teaching staff in these areas is at least satisfactory overall but with some inconsistencies still evident in staff knowledge and confidence, for example, in science and music.

70 The school also has a good number of support staff to assist teachers in their work. Some are very experienced and have worked at the school for many years. They have gained relevant qualifications during this time, for example, in special educational needs or information technology.

71 Arrangements for staff development are good overall. The school provides professional development interviews for all staff while it awaits new national guidelines on appraisal. Induction procedures for newly qualified teachers are good, and they feel well supported in their role. There are suitable procedures to enable other teachers who are new to the school to settle quickly into its routines. Provision for professional development is well linked to the school improvement plan. There is a programme of staff meetings covering the different areas of the plan, and whole school training covering the focus areas of the curriculum. Recent focus areas have been the national literacy and numeracy strategies. Training has taken place based on areas of the strategy that staff have identified as needing to be developed. Co-ordinators have carried out an audit of staff needs to enable training to be closely targeted to relevant issues. This has had a marked impact on the quality of teaching in these areas. The school is also keen to ensure that training motivates and inspires teachers, and with this in mind provided a professional development session on art at the beginning of the term. Otherwise, training in subjects outside the SIP priorities is limited, and greater emphasis is currently needed on improving staff's scientific understanding. The high turnover of staff since the last inspection has been an issue for the school in trying to draw up a systematic programme for professional development. The situation is now stabilised.

72 The school's accommodation is good and allows the curriculum to be taught effectively. Classroom size is adequate, and there are specialist rooms, for example for art, information technology and English as an additional language. There is plenty of space available around the school for withdrawal groups. Standards of display are high, and serve to motivate and stimulate pupils as well as celebrating their achievements. Work on the history of the school is particularly stunning. Playground space is sufficient and the playground project is successfully improving the outdoor environment. The building is well cleaned and maintained, and is in satisfactory condition. The concerns about the poor state of the window and door frames noted at the time of the last inspection have been well addressed. The replacements make a great improvement to the appearance and the fabric of the building. The ground floor toilets are now in need of urgent attention of which the school is aware.

73 Resources across the curriculum are satisfactory overall. In information technology they are excellent, due to the recent investment in the computer suite, and have had a significant impact in beginning to raise standards this term. Resources are good for special needs, but more computer software is required to support learning in this area. Resources for religious education are also good, although dependent on loan material. English as an additional language too relies on loan facilities. In mathematics, more pupil texts are needed to support numeracy, and more equipment is necessary for data handling. Resources for carrying out investigations in science are very poor, and this affects standards in this area. At the time of the last inspection, resources for design and technology were inadequate, but the shortages here have now been rectified. The library is

well stocked, but has not been overhauled for a while. As a result, the best new books are in danger of becoming lost amongst the many old and outdated texts on the shelves. These are often in poor condition and do not foster a love of reading or a respect for books. Many also contain misleading information, or present inappropriate images of gender and race. The school makes good use of visits and visitors to extend the curriculum and support learning.

72

The efficiency of the school

74 The school makes very good use of its financial planning to support educational development. There are very good procedures for setting and monitoring the budget and for linking expenditure to the school's priorities, as set out in the SIP. The bursar plays a key part in this process, providing the necessary data and reports to enable the school's management to make informed decisions. Recent target areas for improvement in standards have been the development of the information technology suite and the increase in numbers of support staff, and these are reflected in the budget setting. Governors are well involved in the financial planning cycle, and evaluation of decisions is now an established part of the process, an improvement since the last inspection report. The school has well reasoned contingency plans for cutting back on expenditure if necessary to ensure that its budget always balances. It makes good use of its funding for special educational needs, for example, by providing finances to support the needs of pupils with statements of special educational need through staffing and resources allocation. Standards funding is targeted appropriately to such areas as numeracy, literacy and information technology development.

75 Teaching and support staff are well deployed across the school. Specialist teachers' skills are employed to great effect in special needs and information technology. Support staff are now effectively targeted to support those children who need them most. This is an improvement since the time of the last inspection, although there are some potential weaknesses in the timing of withdrawal sessions that mean pupils miss other lessons. The nursery makes very good use of its nursery nurse to offer very good quality support to the children there.

76 Good use is made of the school's accommodation. The school takes full advantage of all the space available to provide specialist subject rooms wherever possible, and these are used fully. The library is an exception to this. At the time of the last inspection, it was not effectively used to promote independent research skills and reading for pleasure, and this is still the case. It is mainly used as an area for teaching withdrawal groups. Resources are satisfactorily used to support learning across the curriculum. Computers are now being used more effectively to develop information technology skills. This is an improvement since the last inspection. They are not yet fully used to support learning in other subjects.

77 Financial control and school administration are good. There are proper procedures for dealing with orders and payment of invoices, and these are well documented and recorded. The recommendations contained in the school's recent audit are in hand. School administration is well organised, enables the school to run smoothly on a day- to-day basis, but the use of IT systems is underdeveloped. The school's entrance area is a particular advantage. The reception desk is always manned and parents, children and visitors are greeted and dealt with promptly and cheerfully, both in person and on the telephone.

78 Excellent leadership and management are enabling the school to improve and to continue improving. Pupils' socio-economic circumstances are generally unfavourable and their attainment on entry to the school is below average. Although their standards of attainment are still below average when they leave the school, the evidence from the inspection is that they are often making good progress because of the good quality of teaching throughout

the school. Pastoral care and support in the school are very good, and pupils behave well and have good attitudes to learning. Taking all these factors into consideration, and despite the high costs per pupil, the school offers satisfactory value for money.

77 PART B: CURRICULUM AREAS AND SUBJECTS

77 AREAS OF LEARNING FOR CHILDREN UNDER FIVE

79 Overall childrens' attainment on entry to Nursery is lower than that of other three year-olds. They are assessed against the desirable learning outcomes. There is a wide range of achievement. On entry to the reception class, children are assessed using the local education authority criteria. Attainment is above the local levels in language and literacy and at the same level in mathematics while being at a lower level than most four year-olds nationally. Pupils' reading attainment is close to national expectations.

80 The 1996 inspection report stated that children reached sound standards in the areas of learning for under fives. Current standards are somewhat lower due to a different group of children and after a period of unstructured organisation. The present school management team has set procedures in place to raise standards and these are proving to be effective.

81 An appropriate balance between directed and pupil-selected activity was also noted in the previous inspection and a similar happy balance is found now. There is greater pupil choice in the nursery and in the reception activity room. The reception teacher gives more direction, especially during the literacy hour. The 1996 report also found that under fives were given a 'firm foundation for the future' and this continues to be true. The youngest children at Dalmain enjoy an appropriate width of happy experiences that establish a firm emotional and academic basis for future learning.

82 Pupils with special educational needs are very well cared for and much encouraged in both reception and in nursery. They make very good progress, within their abilities, because they are secure in the early years environment and know who to turn to for help.

83 The children's personal development is given great emphasis and all adults treat the children with respect, care and affection. The children enjoy being in their classes. They share the feelings of a friend who falls or a story character that loses a dog. Children talk confidently about the activities they are engaged on. They take turns, listen to teachers and friends, tidy up when told and are gaining skills and confidence from the supportive atmosphere of their classes. Children always behave well and co-operate with their teachers.

84 The nursery and reception class teachers plan jointly and this helps to ensure equality of opportunity and the continuity and progression of children's learning experiences. The day-to-day planning in nursery is exemplary and a contributory factor to the good progress which children make towards reaching the desirable learning outcomes. The planning is very specific about the learning objectives associated with each activity. Teaching and learning objectives are sometimes less clear in reception. On-going assessments in nursery (related to their entry achievement) and in reception (related to reading and other aspects of learning) are good. Early years teachers write thorough and clear reports on children's achievements. The Nursery teacher is well organised and has a clear vision of how the education of early years children can develop.

85 A notable feature of the early years classes is the skilled work of the knowledgeable nursery nurses. They make a strong contribution to the quality of education the children receive by being efficient, warm-hearted and well informed. By the clear guidance they give children and the supportive relationships they form with both children and their parents, they are effective co-workers with the teachers.

86 Resources for the education of the under fives have been increased from the school budget and through the generosity of parents. It is difficult for the head of Nursery to plan the necessary resource improvements without a good budget.

- 87 Pupils' attainment is lower than average for their age. Though nursery children have limited vocabulary and speaking skills, they make good progress in language and literacy. Reception children make overall satisfactory progress. Nursery pupils talk happily with their friends and relate very well with their teachers. They listen well to stories and respond in a range of languages, while quickly picking up English in this environment so well adapted to their learning needs. Children realise that print and pictures in books carry interesting messages and can thoughtfully 'read' and retell a story from a familiar, well illustrated text. Teachers provide stimulating opportunities, which encourage children to 'write', for example, lists for shopping. A particularly good quality of nursery provision is the relaxed and effective way in which teachers engage children in role-play.
- 88 Reception children talk clearly and listen, absorbed, to stories. In discussions, they make appropriate contributions, which the teacher extends well by questioning to stimulate childrens' thinking and confirm their ideas. The children form letters correctly and know some of the associated sounds. Many children recognise familiar words and can give opinions about their reading books. Writing is at the emergent stage with the less able producing long strings of letter-like characters. The majority can read back the menus they have written for their celebrations.
- 89 Language and literacy skills are taught well in the nursery and taught satisfactorily in the reception class. In reception the expectation of what children can do and learn is too low. The timing and quality of tasks, especially for the brighter pupils, is not sufficiently challenging.

88

Mathematics

- 90 Pupils' attainment is lower than average for their age. In both Nursery and Reception classes children make satisfactory progress, building on their previous knowledge. Nursery children recognise a circle; some know numbers in a variety of contexts, a few to 10. After a group session on favourite sandwiches, in which staff modelled collecting data and making a graph, some children went around collecting and recording information about their favourite sweets. Many reception children can name a triangle, count to 10, know that one and another, and another, is 3. Working with a videoed programme, they begin to practise bonds for the number 8.
- 91 The teaching of mathematics is satisfactory. Teachers' knowledge and understanding is sound and they set appropriate levels of work for the children. Pupils are managed well to keep them on task and to engage their interest. The quality of day-to-day assessment of pupils' work is good.

90

understanding of the world

Knowledge and

- 92 Children make good progress towards knowledge and understanding of the world because this aspect is taught well. In nursery, appropriate tasks are engaging children and helping them to concentrate for suitable lengths of time. They explore materials, study melting ice-cubes and regularly look at the mini-beasts out in their play area. They know that plants need sunlight to grow. Cooking in nursery is an exciting time and rich in learning in many areas, due to the way it is conducted by the experienced nursery nurse. Along with the whole school, nursery teachers and children are learning about the history of Dalmain School. When using the computer, they handle draw programmes with great efficiency

being able to change colours and 'rub out'. Nursery pupils had taken part in a very good project which looked at the history of the school. They had written to a local newspaper for help and listened as a local historian answered their questions. They remembered this activity well and were keen to explain what happened using such words as "years ago." They had a very good sense of past events and had become really involved in the activity. Pupils' achievement in this aspect of their knowledge of the world was well above national expectations.

93 Children in the reception class have the advantage of an activities room offering a variety of suitable experiences. The area for tactile and malleable experience, with dinosaur models, is particularly attractive and interesting to these younger learners. Children manage their computer software masterfully and enjoy watching the antics of the alphabet characters on the screen. Teachers are extending children's experience of the world through carefully chosen stories.

92 **Creative development**

94 Children's creative skills are generally satisfactory and they make sound progress. The nursery children model beautiful little Divali lamps, which involve careful forming of plasticene and matching the candles to the number of candleholders. Reception children have carried out some very sensitive colour mixing. Nursery children have insufficient opportunities to sing and make music. Though no music was observed in the reception class they have three opportunities each week to enjoy and develop musical skills.

93 **Physical development**

95 Pupils' physical skills are developing satisfactorily. Nursery children get good and regular opportunities for physical development in the open air in their own enclosed space. Reception children have a physical education lesson twice each week and play at the same times as the older pupils, sometimes looking overwhelmed by their size and proximity. All children have increasingly satisfactory fine motor skills. They can cut paper and material, arrange shapes, balance toys and construct using the bricks which they place carefully. Children pour sand and water and manage to keep it more, or less, inside the trays.

94

ENGLISH, MATHEMATICS AND SCIENCE

94 **English**

96 Overall attainment in English is below the expected levels, although inspection evidence indicates that standards are rising throughout the school. The last inspection report said that pupils' attainment in English was above national averages.

97 The national tests from 1996 to 1998 show standards at Key Stage 1 well below average but, year-by-year, steadily approaching the national averages. 1999 results reflect this improving situation with writing levels being above the national average and pupils' attainment in reading being in line with the average. From comparisons based on the national tests, pupils' attainment in reading at Key Stage 1 is above the level reached by pupils in similar school while their attainment in writing is very high. At Key Stage 2, 1999 national test results show that standards are well below what is expected for pupils of their age. From the evidence of the previous report, standards have fallen since the last inspection. This is also evident from national test results taken from 1996 to 1998, which

indicate a gradually widening gap between school results and the national average. Inspection evidence indicates that current standards are improving but remain below the national average.

- 98 Most children speak clearly and confidently, though pupils for whom English is an additional language are sometimes understandably shy when approached by visitors. Pupils largely speak in response to teachers' direct questions and do not have sufficient opportunities to discuss, express opinions or challenge ideas. Listening skills are developing well.
- 99 Key Stage 1 pupils can make suggestions from their life experiences about lines for their class poem, 'Things I've Been Doing Lately'. These short contributions indicate that speaking skills are below the standard expected of most seven-year olds. Speaking and listening at Key Stage 2 is below the expected standards, largely due to the fact that teachers are developing other areas of the English curriculum and speaking skills have not been a focus of attention. One good example of developing speaking and listening skills (along with reading and writing) was seen in a lesson where pupils shared their views and insights on a classic text. They responded with genuine interest to their teacher's questions and ideas about Stig's relationships with his new friend and spoke movingly about their own experiences of friendship. Because these were meaningful exchanges, pupils genuinely enjoyed the session and learned a great deal about language and life, all at the same time. These pupils are exploring ideas and communicating effectively at the required National Curriculum levels.
- 100 Reading is improving fast due to good teaching, support from parents, who read regularly with their children, and pupils' desire to come to grips with the interesting literature that the school provides.
- 101 Pupils' attainment in reading is in line with national standards at Key Stage 1. Able pupils read quickly and accurately and with understanding, supported by the school's scheme. Less competent readers are struggling to read simple words and to learn the sounds of letters. Everyone handles books well, is keen to read, enjoys a good story and reads or tells it with expression. Pupils sensibly use a range of clues; one boy worked out the word 'sandwich' by looking at the illustration and combining that with his knowledge of letter sounds.
- 102 Key Stage 2 pupils read with enthusiasm and though Year 6 as a whole has not reached national standards, pupils' attainment is rising. Even if they struggle with difficult texts, pupils are searching for meaning and enjoy discussing their books and favourite authors. Some of the able, older readers are beginning to scan for information, read rapidly, pick out key characters and demonstrate an understanding of relationships and the intricacies of the plot. Pupils benefit from taking books home. One boy started on his book after school one night, 'and I could not stop'.
- 103 Pupils' attainment in writing at Key Stage 1 is in line with the national average. This difference in standards from that obtained from test results is due to inspection taking place during the first term of the school year, whereas testing takes place at a later time. Many Key Stage 1 pupils are beginning to punctuate with capital letters and full stops in the right places. Their handwriting is increasingly well formed and consistent in size. They are composing short pieces of imaginative text in narrative form and spelling monosyllabic words correctly.
- 104 Pupils at Key Stage 2 are increasingly gaining mastery of spelling and punctuation. Their overall attainment in writing is below the national average, but standards are rising. They are learning about the use of descriptive words from the joint study of interesting texts, and value the opportunity to compare a text and a film version of the 'Wizard of Oz'. Pupils in the older classes are being introduced to the processes of extended writing. This has resulted in some writing of good quality but, as yet, few pieces of substantial length.

- 105 Pupils throughout the school make good progress in reading and writing activities, which are the areas of learning being targeted by teachers at present. The notable difference between the performance of boys and girls in national tests from 1996 to 1998 is not evident from inspection findings. Pupils enter Year 1 with elementary reading skills. Children of all abilities make good progress due to good teaching associated with a carefully structured approach to reading. They make good progress in the guided writing sessions of literacy lessons, which are carefully managed. Some lessons have little room for the more creative aspects of talking about texts and good quality writing. Because their well-informed teachers are introducing Key Stage 2 pupils to interesting and stimulating texts (like *The Hobbit*), and because children are working hard, they are making steady progress in every aspect of English.
- 106 In all English lessons, pupils display good behaviour and positive attitudes to learning. They have an enthusiasm for knowing more and doing more, a keenness to please their teachers and a growing sense of self-respect for what they are achieving. Sometimes their approach to work is very good and at times even excellent. Pupils generally work hard, so that in a Key Stage 1 class a group was much too busy writing to stop and talk to the inspectors.
- 107 Teaching is always good at Key Stage 1 while at Key Stage 2 it ranges from satisfactory to excellent with the majority of lessons being good or very good. Teachers are well informed, establish very good working relationships with pupils and organise focused activities, which help children build on past learning. This effective teaching is impacting favourably on pupils' progress. Because teachers keep pupils occupied and interested, classes are always well behaved. Activities are set which match pupils needs because teachers have a clear understanding of what pupils know and of what they need to learn. As lessons are tightly organised, there are only a few instances when pupils are able to exercise any initiative in their work or control over their own learning.
- 108 The national literacy strategy is firmly in place and being supported with additional resources. The effective implementation of the strategy is assisting the current improvement in pupils' competence in literacy skills, as noted above. There is an increasing use of these skills in other subjects. The library is currently an under-used resource because there is no clear policy established with regards to its role as a place for research, especially in relation to its proximity to the new computer suite. The new co-ordinator is keen to establish a strong policy for extending the school's attainment in language and literacy. She is planting on fruitful soil.

107

Mathematics

- 109 Pupils' attainment at the end of both key stages is below the national average. At the time of the last inspection, attainment was in line with national expectations. Test results in the years from 1996 to 1998 showed that pupils' attainment was well below the national average.
- 110 At the end of Key Stage 1, national test results between 1997 and 1999 have fluctuated, but in 1999 they fell to below average. When 1999 test results are compared with similar schools, pupils' attainment is below average. The percentage of pupils attaining level 3 in 1998 was well below the national average and in 1999 it declined further.
- 111 At the end of Key Stage 2, the results of 1998 national tests showed that the percentage of pupils achieving level 4 or above was well below the national average. These results showed a decline in the proportion of pupils achieving this level of attainment when compared to the 1997 figures. In 1999 there was a significant increase in the proportion of pupils reaching level 4, but very few reached level 5. The test results in the years from 1996 and 1998 show that pupils' attainment is well below the national average. The

percentage of pupils that achieved level 5 in both 1998 and 1999 was well below the national average. However, through the use of good monitoring procedures, the school is noting some substantial improvements in pupils' attainment in other year groups than Year 6.

- 112 Inspection evidence indicates that pupils' attainment is below the national average in both key stages. Mathematics is being developed throughout the school with extra resource provision, staff training, and the very good leadership of the co-ordinator being behind this drive. This has meant that there has been a significant improvement in standards in a short time, especially in number and mental tasks.
- 113 This improvement is indicated by three quarters of the pupils at the end of Key Stage 1 successfully developing their own strategies for problem solving. For example, Year 1 pupils are able to sort numbers into order. They add and subtract confidently, identify and use halves and quarters. Pupils are able to name and describe the properties of common two and three-dimensional shapes. When measuring, they begin to use standard units for length, mass and time. Year 1 pupils were successfully reading and writing o'clock times, with some pupils moving onto half past times. They are also able to sort objects using a variety of classifications. Very few pupils are achieving above average standards.
- 114 The recent improvement in standards is shown at the end of Key Stage 2 where a significant minority of pupils can successfully develop effective strategies for solving problems. Year 5 pupils are investigating the relationship between the four methods of computation in solving number problems. They use all four operations with whole numbers up to 1000 and beyond and which involve decimal notation to two places. They can recall multiplication facts up to 10×10 and recognise patterns in the multiplication processes. Pupils in Year 6 are using multiples up to 100 to find easy ways of calculating multiplication involving larger numbers. Fractions and percentages are used in calculations. In Year 3, a majority of pupils are showing a clear understanding of the basic fractions. Co-ordinates are used to locate position. These pupils can construct and know the properties of two and three-dimensional shapes. They are able to recognise symmetry in shapes and find the perimeter, area, and volume of simple shapes. Year 5 pupils are successfully investigating the relationship between finding the perimeter and the area of a rectangle. They collate and present data using a variety of different types of graph. Occasionally they use the computer to record their data handling results. There is little evidence of pupils using and applying their mathematics to everyday situations. Very few pupils are achieving above average standards.
- 115 Pupils throughout the school are constantly developing numeracy skills. By the time they leave the school a majority of pupils are numerate. As they progress through the school, they consolidate and develop their skills and consequently they have a sense of number size, systems, and fact. In Year 1 a majority of pupils are counting to twenty. By Year 6 the majority are readily calculating using four and five digit numbers. These pupils can calculate accurately and efficiently both mentally and with pencil and paper. They use a calculator appropriately and efficiently. Sense is made of number problems and they can solve them using the correct operations. Recognising if an answer is reasonable and checking efficiently is not always evident. Apart from a very well taught lesson in Year 6, there is little evidence of pupils making predictions about the outcome of their tasks.
- 116 Pupils develop their mathematical skills in other areas of the curriculum. This was exemplified well in science, where Year 5 pupils are showing results in graph form in their investigation into forces. The pupils in Year 6 have also developed a particular kind of graphical representation, by constructing a branch diagram in science. Year 5 pupils use shapes and symmetry effectively to form Islamic patterns during an art lesson. Literacy skills are developed by the correct usage of terminology by both staff and pupils during discussions and when work is underway.

- 117 Attainment on entry to the school is below national averages, and this level is being maintained as pupils move through the school. Pupils are beginning to make steady progress throughout the school. This is particularly evident in number work at both key stages. However, pupils make inconsistent progress, in the differing aspects of mathematics, from year to year with the best progress again being made in number and mental arithmetic work. Good quality teaching, positive pupil attitudes, the setting of demanding but achievable tasks result in a large majority of pupils, normally those with a high or average level ability, making satisfactory or better progress in lessons. Those pupils with lower levels of ability make satisfactory progress. Pupils with special educational needs make very good progress towards the targets set for them. Assessment procedures are supportive to help pupils achieve their full potential; assessment is carried out regularly through tests at the end of a topic, and by the use of national tests for Years 2 through to 6. Test results are used well, for example, in the organisation of ability groups within classes based on pupils' levels of attainment. The assessments are used fully to inform planning and to set individual targets for each half term, for every pupil. In the previous report it was noted that progress was satisfactory. Currently that situation is being matched and improved upon.
- 118 Since the last inspection there has been a change in the mathematics curriculum with an increasing emphasis being placed on developing mental calculations and numeracy skills. The school, in its improvement plan, has placed a monitoring focus on developing these very important skills. A recent staff audit indicated that development in shape, space and measures is in need of review. As a consequence, pupils' knowledge, skills and understanding in number work are in line with national levels and these other areas are below these standards.
- 119 Pupils' attitudes towards mathematics are good. This is a slight improvement on the situation found at the time of the last inspection. Within both key stages, pupils' response ranges from satisfactory to good, with seven out of the ten lessons observed being good. All pupils listen attentively, sustain concentration, and work hard to complete tasks. They work well on their own and, when given the chance, in pairs and small groups. The presentation of work is generally satisfactory, but there are a few examples of poor work being accepted and not checked. Currently, there are some good displays around the school. In a Key Stage 1 class this is of liquorice allsorts, showing measuring and comparing of shapes. There are displays of triangle types in Year 4 and symmetrical designs in Year 6. Homework is used satisfactorily, but all pupils are not engaged in personal study to enhance and develop their learning.
- 120 Teaching is of a good quality. This is an improvement on the last inspection where teaching was only sound. In Key Stage 1 the quality of teaching ranged from two out of three lessons being good to the other being satisfactory. Whilst in Key Stage 2 three lessons were of satisfactory quality, two were good and two were very good. Good teaching was observed where pupils were undertaking tasks matched to their level of attainment, where the lessons were well planned and organised and conducted at a good pace. Good lesson planning is based effectively on the national numeracy strategy. A large majority of the teachers have secure subject understanding and knowledge. These teachers are competent in using questions to check and extend pupils' mathematical understanding, invariably bearing in mind the pupils' levels of attainment. Relationships are good and the large majority of the teachers set very high standards of behaviour. Pupils' work is marked regularly to a satisfactory standard, but constructive and informative marking, by the teacher, is evident only in a few instances. Observational task sheets are used effectively to provide feedback to pupils in addition to ongoing oral feedback during lessons.
- 121 A useful policy and scheme of work have been produced, based on the numeracy strategy. These documents help to ensure that all statutory requirements are met. From the

scrutiny of work there is evidence of all elements of the subject being taught, but the volume of work and the delivery of tasks set are inconsistent from year to year. Laudably, the school has addressed the issue of the teaching of numeracy and mental calculations. It now needs to ensure that there is a consistent delivery of all the subject elements. Long and medium term planning are good. They provide a good basis for the development of pupils' mathematical experiences from year to year. Short term planning is of a satisfactory quality. It could be improved further by a greater consistency of approach in the inclusion of assessment opportunities to inform future teaching and learning. The co-ordinator has been in post for two years. She provides very effective and enthusiastic subject leadership. She is fully involved in monitoring teaching and planning, and provides good support to colleagues. She has attended extensive in-service courses that are proving beneficial to the development of the subject. Resources are easily accessible and of satisfactory quantity and quality. Resource provision is an area for further development that has been recognised by the co-ordinator.

120 **Science**

122 The 1996 inspection report indicated that pupils' attainment at the end of both key stages was broadly in line with national averages. This judgement was confirmed by national assessments and tests results. In the ensuing years, pupils' attainment at the end of Key Stage 1 remained broadly at this level, although the science results at the end of Key Stage 2 fell sharply.

123 In 1998, pupils' attainment in the Key Stage 2 National Curriculum tests were well below those obtained in all schools, and in comparison with similar ones. These pupils were a year behind their contemporaries. In 1999, there was an improvement in attainment with a thirty three per cent increase in those achieving the average National Curriculum level, although overall the school results were very low.

124 These latest results are broadly mirrored in the inspection findings, although at the beginning of each key stage there are classes where attainment is good. This reflects changes in the school, which are beginning to have an impact on educational standards. Staffing problems that resulted in a lack of subject leadership have been resolved. The school now has sound documentation in place and a good long-term plan for science, based on a national approach, which is followed by all staff. Gaps in resources have been identified and filled. The school's insistence on high standards of behaviour has resulted in an atmosphere more conducive to learning. Although attainment is still well below the national average, the situation is beginning to improve.

125 Pupils' attainment is satisfactory in forty per cent of Key Stage 2 lessons and good in twenty per cent. In a further forty per cent of lessons it is unsatisfactory. Year 3 pupils are aware of forces between magnetic materials and magnets. They use vocabulary correctly and they are good at making predictions about scientific outcomes. Unsatisfactory attainment is related to a lack of knowledge and conceptual understanding that should have been acquired earlier. Thus a Year 6 class, whilst able to demonstrate a simple understanding of the needs of plants can only make tentative links between the requirements of animals and plants. Attainment in pupils' books and on the wall varies but is rising to be just below the standards expected nationally. Pupils have an inconsistent knowledge of investigative science. For example, there is little evidence of Year 6 making predictions, forming hypotheses, drawing conclusions from investigations and relating these to scientific concepts. They do not know the more complex aspects of a fair test or independently decide when observations and measurements need to be checked.

126 By the end of Key Stage 1 pupils' attainment is in line with national expectations. A good range of scientific topics has been studied. They know about basic requirements for life

and recognise that living things are found in different habitats. Pupils are able to record measurements and present results in a simple format, mainly in pictures. Writing is limited. Achievement in a Year 1 class is good. Pupils knew that some materials exist naturally and that some are man-made. They have a good vocabulary, using words such as “manufactured.”

- 127 Pupils made satisfactory progress in fifty per cent of Key Stage 2 lessons seen and good or very good progress in the rest. Although they start from a low baseline of scientific understanding, many are now briskly acquiring new knowledge and deeper understanding. The pace of learning since the beginning of term has been at least satisfactory and good in some classes. Over the key stage, the new scheme of work, with an increased focus on learning outcomes, has had a positive effect on pupils’ progress. The lack of involvement in good quality investigative work is curtailing progress. The standard of written work is variable and is not always a good basis for later revision. Key ideas are not always sufficiently stressed.
- 128 Pupils’ progress in Key Stage 1 lessons is satisfactory overall. Reception pupils investigate sinking and floating. The best progress is seen in Year 1, where pupils enthusiastically build on what they have previously learned about materials as they explore, in greater depth, the properties of natural and man made materials. Pupils in Year 2 are making satisfactory progress.
- 129 Throughout the school, pupils with special educational needs and those with English as an additional language make good progress, helped by the very good support system that the school has in place and the practical nature of some of the tasks. There are some opportunities for the more able to do more difficult tasks. There are no appreciable differences in the performance of boys and girls.
- 130 In both key stages, pupils have a satisfactory attitude towards science. They are keen to answer questions and most concentrate and listen well. Practical activities result in enjoyment and motivation to learn. Most pupils act in a responsible manner. The lessons where pupils are most attentive include good investigative work, based on real life situations.
- 131 The teaching of science is satisfactory overall. At least a quarter of the lessons in each key stage was good or better. The good teaching is exemplified by high expectations of academic standards and good subject knowledge, which enables the learning outcomes, and key concepts to be clearly explained. Time targets for the completion of work are set and teachers work hard, questioning and prompting to encourage achievement. All teachers plan well, in accordance with the structured scheme of work that is now in place. Teachers use ongoing assessments well during lessons in order to help pupils learn, but marking in some classes is ineffective. There is too little independent writing and research and the use of a range of recording strategies is underdeveloped. The use of ICT as a tool to aid learning is just being extended.
- 132 The science co-ordinator has been appointed recently and there has been insufficient time for her to go on training to enhance her understanding of the role of subject leader. Since being appointed, she has produced a good collection of teaching aids. Assessment of science is unsatisfactory and is limiting the schools ability to analyse in detail the success, or otherwise, of teaching and to plan accordingly. Teachers are unable to develop their own expertise through a shared understanding of the exact meaning of assessment criteria and specified learning objectives. The medium and short-term plans are adequate, but lack detail, breadth and depth.

131 **OTHER SUBJECTS OR COURSES**

131 **Information technology**

133 As was previously reported, by the end of each key stage, pupils' attainment is below national expectations. At first glance it would appear that the school had not made any improvements in addressing the key issue of raising standards. This would be far from the truth. Since the introduction of the new computer suite, pupils have made spectacular progress in developing their confidence and competence in all aspects of the subject. Pupils with special educational needs have made similar progress, with teacher support. Since the last inspection, the curriculum, and the prominence of information technology has changed. The school has made radical improvements in its approach to the subject that are beginning to have a highly beneficial effect. More computers and software have been bought; a new scheme has been produced; staff have received training; a grant for further training has been sought; time has been designated for the development of information technology skills within the timetable; and the school has an internet connection.

134 A majority of pupils throughout the school are able to work with confidence and independence using a range of skills. This is a significant development since the beginning of the year when a majority of pupils did not know how to switch on a computer, and many did not have personal access to one. In all year groups, basic skills are being taught and pupils' knowledge, understanding and skills are developing quickly. Year 2 pupils are using the major keys on the keyboard to produce a completed text about pets. They are beginning to save and retrieve information without support. Word processing skills are in evidence, especially in the Year 6 where pupils are rearranging the text using cut and paste techniques. The use of programmable control devices, for example, a simple robot, was not evident at the time of the inspection, but there is evidence of work in this area. Pupils are becoming competent in the skills of entering, analysing and presenting data. The use of information technology to support and enhance other areas of the curriculum is also evident. Year 6 pupils are using a paintbrush program to develop pointillist pictures in the style of Seurat. There are examples of graphs being produced in mathematics and in presenting scientific results. Key Stage 1 pupils are developing skills in representing data in graph form on the computer. Use of information technology to research information and support studies in other areas of the curriculum is an area that is recognised for future development.

135 Pupils show an extremely enthusiastic attitude towards information technology. They work very well collaboratively when they are using the equipment in the computer suite. They show respect for the computers and use them correctly and safely. Instructions are listened to and they concentrate and persevere on their tasks. A very positive relationship between the class and the specialist teacher further helps pupils' progress.

136 Several lessons were observed. In Key Stage 1, the class teachers taught two lessons, of satisfactory and good quality. The specialist teacher taught the lessons in Key Stage 2. Here there were two lessons of good and three of very good quality. In all lessons, through very effective planning, pupils are challenged to extend their knowledge, skills and understanding, in a wide variety of aspects of the subject. There is a very good rapport with the pupils, and, despite their over enthusiasm at times, they are very well managed. Questioning of pupils whilst on task is of a high standard and this further promotes their learning. Class teachers have a developing subject knowledge and awareness of the requirements of the National Curriculum.

137 The co-ordinators for information technology provide very effective leadership. They are working extremely hard to develop the subject, recognised as a priority focus by the school. The school policy and scheme of work, adapted from a nationally recognised syllabus, provide a sound basis for teachers' planning. Assessment procedures, of the highest quality, have been instigated to ensure that all pupils are taught effectively in all the

elements of the curriculum. Two over-subscribed clubs provide further support for the pupils' learning in both key stages. The rapid development of this subject now means that its delivery is a strength of the school.

136

Religious Education

138 Attainment is in line with the expectations of the locally Agreed Syllabus. This matches the level of attainment noted at the last inspection.

139 Whereas at the time of the last inspection there was no timetabled religious education at Key Stage 1, now all classes have regular lessons. Pupils make satisfactory progress in lessons and sometimes good progress in their knowledge of the faiths they are required to study. Pupils know about practices of different religious communities and their places of worship. They know some of the creation stories and understand that Muslims may not depict their God.

140 Pupils at Key Stage 2 study the story of the annunciation. They use their knowledge to explore what being chosen feels like in their own lives. They learn about the four stages of Hindu life and try to understand the different responsibilities, which belong to people at each stage. They realise that they are at the student stage and have the duty of study. Pupils are gaining an overall sense of the values found in world religions and are establishing their own personal values.

141 Pupils present their written work well and take a justifiable pride in their efforts.

142 The teaching of religious education is at least satisfactory and often good. Teachers have a good understanding of what is to be taught and are good at sharing ideas with pupils. They hold children's interest. Many teachers help pupils to see what the truths of religion can mean to them personally. Teachers are beginning to reflect the full richness of the aims of the Agreed Syllabus in their lessons. Most issues are studied over a period of weeks and teachers often enhance their lessons with carefully selected videos, extracts of texts, visits to places of worship, pictures and religious artefacts.

143 Religious education successfully reflects the school's ethos of care. The subject co-ordinator has set up a new policy and scheme of work, which is proving effective in ensuring curriculum coverage and continuity. The school's own resources are limited but are supplemented from teacher's possessions and from the local centre which makes loans to schools.

142

Art

144 Standards of work at Key Stage 1 are in line with what is expected for pupils of this age. In Key Stage 2 standards are better than would be expected. Pupils' progress in art was found to be satisfactory at the last inspection and now it is good in both key stages.

145 Key Stage 1 pupils experiment with a range of media and evaluate the different effects that may be achieved, for example, by the marks made by charcoal held sideways. Key Stage 2 pupils gaze at plants and interact imaginatively as they set about describing them. They use words such as soft, smooth, exotic, spiky, lush green, fantastic. After looking closely, pupils go on to produce drawings in a diversity of individual styles. These styles include delicate, elegant, powerful and the nearly surrealistic results. Year 6 pupils engage minds, senses and feelings to concentrate on post-war artefacts. They choose between a radio, sheepskin coat, hand whisk or record sleeve and proceed to write down the features of each object that seem most relevant to them. They are able to gain a high level of concentration before starting to draw. Pupils produce drawings of high quality, which they find very satisfying.

- 146 Strong features that make a positive impact on pupils' progress include the use of experimentation and evaluation, selection and working up a design (the process of art). There is a good quality of art, craft and design produced by pupils with special educational needs. Work is planned well over a period of weeks so that pupils accumulate skills to engage on a larger project, for example, the plant drawings are a preliminary exercise to sculpturing plants. There is good leadership of the subject.
- 147 Art is very well taught. In Key Stage 1 the quality of teaching was consistently good. At Key Stage 2 teaching was of a very good quality. The quality of pupil management and teachers' planning, combined with high expectations being set, are particularly strong features of these lessons. As a result, pupils engage confidently with their tasks, enjoy painting and drawing and get great satisfaction from seeing the good results they produce.
- 148 Art makes an effective contribution to literacy as seen when pupils find a variety of adjectives to describe a plant. Some pupils naturally turn to suggesting similes, like a jungle, like a firework, and like the top of a pineapple. Sketchbooks are used for a variety of purposes. Their use supports literacy when pupils write titles and descriptions and record their impressions of the artefact they are going to draw. Art supports the development of numeracy and the application of mathematics when pupils have to divide a square into four for their Islamic patterns; they know there will be four quarters and they recognise rotational symmetry and hexagonal patterns. Some older pupils used a new software programme to make pointillist pictures after the style of Seurat.
- 149 The coordinator is well informed, enthusiastic and has a clear vision of how to develop good standards of pupils' work.

Design technology

- 150 During the previous inspection it was noted that the school needed to raise standards in the subject and that there was inconsistent progress. The school has addressed this key issue with some success. The standard of pupils' work throughout the school is improving to approach what is expected and pupils make satisfactory progress. There has been a lot of effort on the part of the school, especially by the co-ordinator, to improve the situation; more development is still required, but the subject is not a priority at present. Since 1996, the curriculum and the level of importance for the subject have changed. In light of this, the school has adapted and has worked hard to produce a new scheme that will ensure that all areas of the subject will be covered. A new record of pupils' attainment is being developed.
- 151 In the inspection week there were two lessons being taught in the subject, both were observed. In addition, limited photographic evidence, work in displays around the school along with a scrutiny of teacher's planning, and a discussion with the co-ordinator formed the basis of inspection judgements.
- 152 From wall displays there is evidence of a gradual progression in the designing and making process in both key stages. These examples include puppets in Year 1 and toys with working mechanisms in Year 2. There is a Year 4 display that is linked with history, on Greek pots. A further display in Year 5 shows the construction of Jink's corners.
- 153 Currently, Key Stage 2 pupils do not use a range of construction kits with mechanical components. Pupils in both key stages do not investigate, take apart and appraise simple products. When designing, there is very limited evidence of them using models and sketches to produce plans, identifying stages involved, and the materials, processes and tools required. There is limited evidence of pupils using information sources to support their designs, and relating an object's performance to its function. Pupils are given minimal opportunities to show initiative and take responsibility for their own learning. However, there is evidence of a development in food technology skills, led by a volunteer.
- 154 In the lesson observed, where pupils were making initial designs for houses based on photographic evidence; the teaching was very good. In the other lesson, where pupils were making popup cards of various designs, the teaching was satisfactory. Teachers show a secure knowledge and understanding of the subject. Overall the quality of teaching is good, and this is an improvement on the previous report. In both key stages particular strengths include the good quality of teachers' planning, pupil management and the teaching methods used.
- 155 Pupils' attitudes towards the subject and their behaviour were also very good. They discussed their task with enthusiasm and concentrated well on the task set. Pupils work well together on the tasks set.
- 156 The subject is not a current priority for development but the co-ordinator supports staff effectively, when required. Staff have yet to undertake in-service training. There is now a set time throughout the year for teaching the subject guided by a scheme of work and long term planning. This is a good improvement on the previous situation. Consequently, there is now a sound basis for teacher's planning which assists the development of pupils' knowledge and skills.
- 157 The quantity of resources is adequate. Their quality is satisfactory, but there is a lack of construction kits in school. Tools and other equipment are easily accessible. Facilities for food and textile technology are good. There is a cooking club for Key Stage 2 pupils that provides useful additional experience for the children. Pupils have been extensively involved in the major project to redesign their playground space. The variety of materials for use and the accommodation available for teaching and learning is an improvement since the previous inspection took place.

Geography

- 158 Throughout the school, pupils' attainment is in line with what is expected and their progress is sound over time. Pupils' progress was good in the majority of the lessons that were seen during the week of inspection. They can increasingly describe features of the subject as they move through the school.
- 159 Key Stage 1 pupils can look at maps and find street names. They are able to judge whether a specific location is nearer or further away. They can compare the seaside to other areas and can highlight some distinctive aspects. They have studied several aspects of their school.
- 160 Key Stage 2 pupils can use maps of varying scales. They are able to make comparisons between written descriptions and photographs of a locality. Knowledge and understanding is consolidated and extended. Good progress is made in lessons when the activity is strongly linked to personal interests. This occurred in a Year 4 class who were involved in researching the state of the school wildlife site and suggesting improvements. Good progress is also associated with good teaching that insists on the correct use of vocabulary and an understanding of keys in map work. Pupils are able to compare and contrast their own locality with a farming area.
- 161 The practical activity of the tasks enable pupils with special needs and English as an additional language to make good progress. They are ably helped by support staff.
- 162 Pupils' attitude to work is good in nearly all lessons. They are involved in their work and keen to discuss their ideas. Pupils are motivated when presented with problem solving activities and the practical aspect of some of the lessons. They show a high level of interest when faced with topics that relate to their own experiences.
- 163 The quality of teaching is good in the majority of lessons and never less than satisfactory. Teachers of the good lessons have sound subject knowledge. Lessons based on the school scheme are well planned and have clear learning objectives. Tasks are short and interesting and interspersed with challenging questions. There are high expectations for behaviour. With one exception, resources are well managed. Although there were occasions when teachers carefully matched the tasks to the pupils' ability, this was not always the case. In some classes, lessons were organised so that pupils could develop their ability to use fieldwork and their investigative skills, but there were missed opportunities for this aspect of geography. Good progress in subject development has been made since the last inspection.
- 164 Geography has been without a co-ordinator for the last year. A teacher new to the school has just been appointed to fulfil this role. There has been insufficient time for this appointment to impact on standards. The school is now following national guidelines for the teaching of geography, which will help facilitate the systematic increase in knowledge about places, themes, features and the environment. The subject is not a focus for development at present. Resources are not extensive but adequate in supporting teaching and learning. Assessment opportunities lack structure and need further development. Information technology is only just beginning to be used to support geographical learning.

163

History

- 165 Many pupils have a good experience of history before they enter Key Stage 1. The standard of pupils' work is in line with what is expected for pupils of this age at both key

stages. The progress of the majority of the pupils is satisfactory throughout the school. This is based on the observation of one lesson, scrutiny of past and present work, teachers planning, conversations with pupils and a meeting with the co-ordinator. Overall, the school provides a satisfactory curriculum, which has a reasonable balance in terms of themes and key elements.

166 Key Stage 1 pupils have made sound progress and write about people from the past, such as Florence Nightingale. They learn about famous people from black history such as Martin Luther King and link this with the work of current black poets and writers. There are some opportunities to develop literacy skills. Pupils make comparisons between seaside holidays now and those in earlier times. They use timelines to illustrate the spread of the Great Fire of London.

167 Key Stage 2 pupils have made satisfactory progress. On occasions, they consider the use of primary sources to investigate history, such as the contribution that archaeology can make to an understanding of life in Anglo-Saxon England. Throughout the key stage, there are missed opportunities for pupils to practice independent research skills and to consider a range of source materials. They have begun to use the computer as an aid to learning. There are some examples of extended writing, but the quality of these is not consistently good, as the pupils' work on children in World War II shows. Pupils can empathise with the evacuees, but there is little evidence of an in-depth understanding of the complexity of human motive and endeavor.

168 Pupils who were questioned about their work remembered it well and expressed enjoyment for the subject. The response in the one history lesson seen was good and the pupils enjoyed the challenge of finding the correct answers from a class textbook. They were keen to answer correctly.

169 Overall, teaching is sound. Good use is being made of the national scheme to plan across the key elements. Planning contains sound references to the use of resources. Medium and short-term plans lack detail and assessment is underdeveloped.

170 Staff changes meant that the subject has been without a co-ordinator. A teacher new to the school has just been appointed to fulfil this role. There has been insufficient time for this experienced and well-qualified teacher to have had a significant impact on standards. The school is now following national guidelines for the teaching of history and the new scheme of work provides good guidance for the progression and continuity of learning.

169

Music

171 Standards are in line with what is expected for pupils at both key stages. Music is an important feature of school life. There are many high quality displays of pupils' work around the school featuring a number of famous musicians, for example, Edward Elgar. Music is used as an integral part of assemblies and celebrations to enrich the pupils' experience.

172 Key Stage 1 pupils can sing a variety of songs in tune. They are able to play untuned percussion instruments with some confidence. Pupils are developing a satisfactory awareness of pitch, dynamics and tempo. They make a satisfactory response to short pieces of recorded music and sounds made by their peers. They are capable of listening attentively with the result that comparisons between pieces of music and sounds can be made effectively. In a Year 1 lesson pupils were able to identify instruments by name before experimenting with the sounds that may be produced.

173 Key Stage 2 pupils can perform with confidence and satisfactory accuracy. Many pupils are learning to play the descant and treble recorder with some success. Pieces of music are played competently with an awareness of the other performers. They are developing and

extending their listening and appreciation skills to be able to recognise and describe how music is used to express moods. In a particularly impressive lesson involving tuition by professional musicians, Year 3 pupils were making a successful whole class composition with a satisfactory use of dynamics.

- 174 Throughout the school, pupils are making steady progress in developing their knowledge, understanding and skills. The very effective use of musical expertise brought into the school is having a positive effect on pupils' progress.
- 175 Pupils' response is always satisfactory and often good. They are attentive and interested, which results in some good levels of concentration and application being made. A particularly lively response was seen in a singing assembly where pupils of all ages sang with great enjoyment and gusto. In a lesson involving instrument playing, the pupils were able to share and cooperate well.
- 176 The quality of teaching is always satisfactory and good in a number of lessons. These better lessons are characterised by focussed teaching of skills, for example, as seen in a Year 4 music appreciation lesson featuring the music of Ravi Shankar. Very good quality teaching was achieved by visiting musicians. They managed whole class teaching, and pupils in general, with very good effect. Teachers' planning is always to a satisfactory standard, being particularly well supported by the Key Stage 1 scheme of work. Overall teachers' subject knowledge is satisfactory although discussions with some staff indicates a varying, but improving degree of confidence amongst the teachers.
- 177 The curriculum is providing a satisfactory breadth and depth of experience for pupils' learning. There is some variation in the consistency of experience for pupils. The Key Stage 1 scheme of work, drawn up by the co-ordinator, is a very good document that provides good support for the non-specialist teacher. With the co-ordinator taking over the role of acting headteacher, she is unable to devote the same degree of time to her subject work. However, the subject is being maintained satisfactorily after a period of steady development.
- 178 The development since the last inspection in 1996 has seen overall standards improve with pupils' progress being of a better consistency throughout the school. Schemes of work are in place with the one for Key Stage 1, being a very useful document in assisting the quality of teaching. Resources have been improved to sufficiency. Teachers' knowledge, understanding and skills have improved and been supported at a better level.

177

Physical education

- 179 Pupils' work is reaching an overall average standard throughout the school. Pupils make satisfactory progress in individual lessons and from year to year. This is an improvement since the last report when progress was inconsistent across the key stages. Key Stage 1 pupils are steadily developing skills in dance, gymnastics and small games. These areas are further developed in Key Stage 2, where pupils also undertake swimming, athletics and outdoor adventure activities. In Years 3 and 4, pupils undertake swimming lessons. During their two terms attending a local pool, pupils make good progress from a majority being non-swimmers to a majority being able to swim 25 metres or more. Pupils with special educational needs play an active part in all lessons and they also make satisfactory progress.
- 180 Pupils respond well to their physical education lessons. Most are well motivated, working energetically at the set task. They warm up purposefully, concentrate on the tasks set, involve themselves enthusiastically, enjoy the activities, and persevere in order to improve their skills. Their attitudes to learning are mostly good and never less than satisfactory. Pupils work purposefully on their own and when working with partners in small and large

groups. They treat and use equipment with respect. This attitude was very well illustrated in the swimming lesson observed and in the Year 5 dance lesson. These qualities were also well-illustrated in Key Stage 1 lessons where pupils were bouncing and catching balls. This was also evident in the interpretation of music in dance lessons in both key stages, and in the football lesson organised by a specialist teacher.

181 Teaching is satisfactory overall. In Key Stage 1 it ranges from satisfactory to good, whilst in Key Stage 2, it ranges from satisfactory to very good. This range is an improvement on the last report. Very good teaching was seen in a lesson, where Year 5 pupils were initially interpreting Latino music and then interpreting, in pairs, a slower piece of music. This good quality of teaching was also observed in the swimming lesson for Year 3 and 4 pupils taken by the local instructor and the class teacher. In the best teaching, teachers are clear about what they want pupils to achieve. They give opportunities for demonstration, and time for constructive evaluation by themselves and pupils. In a majority of lessons teachers move amongst the pupils encouraging and supporting; expectations of the pupils are good and they are suitably challenged; the pace of lessons is at least satisfactory. A few teachers do not change into appropriate clothing for physical education lessons, which does not set a good example to the pupils. Pupils, with a few exceptions, move sensibly from one activity to another with due consideration for safety. Health and safety matters are fully addressed in the activities undertaken.

182 The subject is led by an enthusiastic co-ordinator but is not a priority in the school improvement plan so further development is on hold. The scheme of work for Key Stage 1 and Key Stage 2 is based on nationally recommended schemes. These ensure a full entitlement for all pupils and a progressive development of skills. In the last report a scheme was not in evidence. Resources are adequate. The accommodation is satisfactory for the teaching of physical education with two school halls, complete with large apparatus. There is no field attached to the school, but a local park is used for sports day. The available space is fully utilised and the school provides an adequate range of extra-curricular sporting activities for the pupils, for example, football and netball clubs are open to both boys and girls. There are high pupil participation rates and most teachers are involved in the extra-curricular programme. Pupils are involved in football as a competitive sport with other schools.

181

PART C: INSPECTION DATA

181 SUMMARY OF INSPECTION EVIDENCE

183 In addition to an initial visit, a team of five inspectors spent a combined total of nineteen and a half days in the school. The team observed 76 lessons in whole or part, spending over fifty-three hours on this task. Additional time was spent talking to pupils, reviewing their books and work around the school. Assemblies were attended as well as a selection of registration periods to see the start of sessions. Pupils' behaviour was observed in the playground and around the school. A sample of pupils was heard reading aloud and asked about their books, their interest in reading and books read recently. A comprehensive range of work was scrutinised from a sample of pupils in each year group. Individuals and groups of pupils were questioned about their work.

184 The team conducted interviews with staff and members of the governing body. They scrutinised the previous inspection report and its associated action plan, minutes of governing body meetings, curriculum documents, teacher' plans, financial information, pupils' records, reports and attendance registers. A parents' meeting was conducted before the inspection team began its work in school. An analysis was made of 33 questionnaires returned, the results of which were discussed with the school, and are appended to this report.

183

183 **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	260	6	81	120
Nursery Unit/School	25	0	4	0

183 **Teachers and classes**

183 **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):	13.5
Number of pupils per qualified teacher:	19.26

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

Total number of education support staff:	14
Total aggregate hours worked each week:	196

183 **Qualified teachers (Nursery school, classes or unit)**

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

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

Total number of education support staff:	1
Total aggregate hours worked each week:	32.5
Average class size:	25

183 **Financial data**

Financial year:	1999
	£
Total Income	657885
Total Expenditure	678402
Expenditure per pupil	2466
Balance brought forward from previous year	42040
Balance carried forward to next year	21523

Number of questionnaires sent out: 310

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	36	61	0	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	39	52	6	0	3
The school handles complaints from parents well	24	39	27	6	3
The school gives me a clear understanding of what is taught	17	63	9	12	0
The school keeps me well informed about my child(ren)'s progress	18	67	6	3	6
The school enables my child(ren) to achieve a good standard of work	24	55	12	6	3
The school encourages children to get involved in more than just their daily lessons	36	55	6	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	24	58	12	3	3
The school's values and attitudes have a positive effect on my child(ren)	33	45	18	0	3
The school achieves high standards of good behaviour	18	48	30	3	0
My child(ren) like(s) school	36	52	9	3	0

Inspector's judgements support parents' positive views.

The concern of a minority of parents is not supported by inspector's judgements.

The school provides good curriculum information to parents through its prospectus, newsletters, termly details from each teacher that summarise topics to be covered and the governors' annual report to parents.