

INSPECTION REPORT

Queens Park Lower School
Bedford

LEA area : Bedfordshire

Unique Reference Number : 109437

Inspection Number : 186829

Headteacher : Mrs. K. McFarlane

Reporting inspector: Alison M. Cartlidge
OIN23609

Dates of inspection: 1st - 4th November 1999

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INFORMATION ABOUT THE SCHOOL

Type of school :	First
Type of control :	County
Age range of pupils :	3 - 9
Gender of pupils :	Mixed
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Appropriate authority :	Governing Body
Name of chair of governors :	Rev. N. Elder
Date of previous inspection :	January 1996

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Roger Williams, Lay inspector		Attitudes and Behaviour Attendance Support and Guidance Partnership with Parents
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Main Findings

WHAT THE SCHOOL DOES WELL

- Teaching is good in the nursery and in Key Stage 1.
- Children make good progress in the nursery and in English, mathematics and science in Key Stage 1.
- Pupils with English as an additional language make good progress in gaining confidence in speaking English.
- All members of staff are very hard working and dedicated. They provide a caring and safe environment in which pupils develop good self-esteem.
- Relationships and racial harmony are very good.
- The school has good links with the local community.
- The school is well resourced.

WHERE THE SCHOOL HAS WEAKNESSES

- I. The school does not have a clear, shared sense of direction for further improvement.
- II. Teaching is unsatisfactory in half the lessons for pupils in Year 4
- III. The monitoring of the quality of teaching and pupils' attainment is insufficiently rigorous in identifying strengths and weaknesses.
- IV. There is insufficient planning for the use of the large, accumulated surplus of money.
- V. Attendance is poor.

The school has more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan will be sent to parents or guardians of pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made unsatisfactory progress since the last inspection. Several issues raised at that time have not been addressed. Rates of attendance continue to be poor, Year 4 pupils are given insufficiently challenging work and the governing body is not evaluating the achievements of the school sufficiently. However, pupils' attainment and behaviour remain broadly the same. The school has maintained high standards in English and mathematics when compared with all schools. It has successfully reviewed the time allocated for the curriculum and improved pupils' ability to read for meaning and research purposes. Members of staff are committed to further raising attainment and improving the quality of education provided and as a result the school is in a satisfactory position to make the necessary improvements.

STANDARDS IN SUBJECTS

The table shows the standards achieved by 7 year olds in 1999 based on the National Curriculum tests:

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

Inspection findings are that by the age of five, children do not achieve the nationally expected 'desirable learning outcomes' in language and literacy, mathematics and knowledge and understanding of the world. They achieve the desirable learning outcomes in personal and social development, physical development and creative development. Pupils under five make good progress in all areas of learning with very good progress being made in gaining confidence in speaking English.

By the end of Key Stage 1 and in Years 3 and 4, pupils are in line with the national averages in English and mathematics and below the national average in science. They are in line with national expectations in information technology and in line with the expectations of the locally agreed syllabus in religious education. Pupils throughout the school attain satisfactory standards in art, design and technology, music and physical education. They achieve unsatisfactory standards in geography and history.

In Key Stage 1, all pupils including those with special educational needs and those for whom English is an additional language, make good progress in English, mathematics, science and religious education. They make satisfactory progress in all other subjects. In Years 3 and 4, all pupils make satisfactory progress over time. However, during the inspection the progress of pupils in Year 4 was unsatisfactory in half the lessons observed.

QUALITY OF TEACHING

Teaching in:	Under 5	5 – 7 years	7 – 9 years
English	Good	Good	Satisfactory
Mathematics	Good	Good	Satisfactory
Science		Good	Satisfactory
Information technology		Satisfactory	Satisfactory
Religious education		Good	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

The quality of teaching was satisfactory or better in 90% of lessons, of which 37% were good and 7% very good. Teaching was unsatisfactory in 10% of lessons. Most of the unsatisfactory teaching occurred in Year 4 when work provided for the pupils was insufficiently challenging.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory;

unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Good. Most pupils are attentive in class and behave well. Some pupils in Year 4 do not concentrate fully on their work.
Attendance	Poor. Many pupils arrive late for school and the rate of absence is well above average, with many pupils taking extended leave during term-time.
Ethos*	Good. Pupils are keen to learn and there is good encouragement from the school to help pupils to be successful.
Leadership and management	Overall, satisfactory. The school has established appropriate aims and policies for its work.
Curriculum	Satisfactory. All pupils receive a broad and balanced curriculum.
Pupils with special educational needs	Satisfactory. Pupils benefit from the low class sizes.
Spiritual, moral, social & cultural development	Overall good. Moral values are well taught through stories, songs and discussions. Pupils are given good opportunities to learn about their own and other peoples' cultures.
Staffing, resources and accommodation	Overall good. The school is spacious and attractive and is well resourced. Members of staff are experienced and have good training opportunities.
Value for money	Sound.

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

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
VI. Pupils like school VII. Members of staff are approachable and helpful	

Parents are very supportive of the school and have no major concerns. Inspection findings support the parents' positive views.

KEY ISSUES FOR ACTION

In order to raise attainment and improve the quality of education provided, the headteacher, members of staff and governing body should,

- VIII. Establish a clear and shared educational direction for the future work of the school by,
 - Ensuring governors receive training to enable them to participate more fully.
 - Limiting the number of areas for development and being more specific about what needs to be done. (paragraphs 56, 59, 61)
- IX. Improve the quality of teaching in Year 4 by,
 - Ensuring teachers' planning clearly identifies suitably challenging work.
 - Raising teachers' expectations of what pupils can achieve.
 - Giving pupils greater opportunities to correct their own work particularly in English to improve punctuation and spelling. (paragraphs 22, 28, 29, 88, 106, 116)
- X. Make the monitoring and evaluation of teaching and pupils' attainment more rigorous by,
 - Sharing what teachers do well to promote successful learning.
 - Agreeing where improvements are needed to make learning more effective.
 - Using information gained from the monitoring of standards to set specific targets particularly for Years 3 and 4. (paragraphs 41, 57, 98, 170)
- XI. Identify in the school development plan how the large contingency fund is to be used to improve the quality of education provided. (paragraph 66)
- XII. Improve attendance and punctuality by,
 - Maintaining registers more rigorously.
 - Discouraging parents from taking extended leave during term-time.
 - Making more appropriate use of the category of unauthorised absence.
 - Ensuring authorised and unauthorised absences are reported using the correct format in the school prospectus and governors' annual report to parents. (paragraphs 19, 20, 21, 51, 61)

In addition to the key issues above, the following recommendations should be considered for inclusion in the action plan. These relate to the weaknesses indicated in paragraphs 33, 34, 42, 65, 95, 99, 108.

- XIII. Make more effective use of homework for children under five and in Years 3 and 4 to support learning.
- XIV. Improve the quality of teachers' marking to show what pupils need to learn next.
- XV. Increase the use of other languages in displays of work.

INTRODUCTION

Characteristics of the school

1. Queens Park Lower School is situated in the middle of the town of Bedford. Most pupils live in the local area, some in owner occupied housing and most in rented accommodation. There are 164 boys and girls in the school, with a further 62 part-time and 9 full- time attending the nursery class. The attainment of the children when they start in the nursery is well below average. Pupils enter the reception class in either the Spring or Summer Term in the year in which they become five years old. They are taught in seven classes, with all but one class containing just one age group. Tests carried out when the children start in the reception class indicate that attainment on entry is below average, particularly in language and literacy. Most children attend the nursery before coming into the Reception class. Over fifty per cent of pupils are entitled to free school meals, which is well above the national average. There are 14 pupils on the school's special educational needs register. This is below average and two pupils have statements of special educational needs. 92% of the pupils at the school have English as an additional language with the most frequently spoken languages being Urdu, Bengali and Punjabi. The school is in a modern building. The present headteacher has been at the school for nine years and was the headteacher when the school was last inspected in 1996.

1. The school's main aims are:

- ' to provide opportunities for all its children to learn and to achieve
- for all children to realise their full potential
- to develop in all children a sense of identity through knowledge and understanding of their spiritual, moral, social and cultural heritage
- to develop children's physical skills and to encourage them to recognise the importance of pursuing a healthy life-style and keeping themselves and others safe.'

1. The school's main priorities are :

- to maintain standards in Literacy and Numeracy and to continue developing these subjects
- to continue to develop information technology across the curriculum

4. Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year: 1998/99

Year	Boys	Girls	Total
(98) 99	(14)19	(18)19	(32)38

National Curriculum Test/Task Results		Reading task	Writing task	Mathematics test
Number of pupils At NC Level 2 or Above	Boys	(12)16	(12)14	(13)18
	Girls	(16)17	(16)16	(16)18
	Total	(28)33	(28)30	(29)36
Percentage at NC Level 2 or above	School	(85)87	(85)79	(88)95
	National	(80)82	(81)83	(84)87

Teacher Assessments		English	Mathematics	Science
Number of pupils At NC Level 2 or Above	Boys	(12)15	(13)18	(13)13
	Girls	(16)16	(16)18	(14)14
	Total	(28)31	(29)36	(27)27
Percentage at NC Level 2 or above	School	(85)82	(88)95	(82)71
	National	(81)82	(85)86	(86)87

Attendance

Percentage of half days (sessions)
Missed through absence for the
Latest complete reporting year
1997/98

		%
Authorised Absence	School	9.8
	National comparative data	6.1
Unauthorised Absence	School	0.0
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	7
Satisfactory or better	90
Less than satisfactory	10

¹

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

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

5. When children start in the nursery class their attainment is well below average, particularly in language and literacy. By the age of five, children's attainment is in line with the nationally recognised 'desirable outcomes of learning' in personal and social development, physical development and creative development. Their attainment is below expectations in language and literacy, mathematics and knowledge and understanding of the world. Tests used when pupils start in the reception class confirm these judgements. As at the time of the last inspection, children under five make good progress in all areas of learning. Children with English as an additional language make very good progress in gaining confidence in speaking English.
6. By the end of Key Stage 1 and in Years 3 and 4, pupils' attainment is in line with the national averages in English and mathematics and below the national average in science. Pupils' attainment is in line with national expectations in information technology and in line with the expectations of the locally agreed syllabus in religious education. Pupils achieve satisfactory standards for their ages in art, design and technology, music, and physical education. They achieve unsatisfactory standards in history and geography.
7. Over the last three years National Curriculum assessment results have been broadly in line with national averages in English and mathematics. However, there has been a lower than average number of pupils achieving the higher Level 3. Since the last inspection pupils' attainment has remained broadly the same. Parents are happy with the standards their children achieve. Attainment targets are set for each year group, although these are insufficiently specific for pupils in Years 3 and 4.
8. In the 1999 National Curriculum tests, pupils' attainment was average in writing and mathematics and below average in reading when compared with all schools and well above average in reading, writing and mathematics when compared with similar schools. In science, teacher assessments indicated that attainment was well below average when compared with all schools.
9. There are no significant differences in the attainment of pupils of differing gender, race or background.
10. In Key Stage 1, all pupils including those with special educational needs and those for whom English is an additional language make good progress in English, mathematics, science and religious education. They make satisfactory progress in information technology, art, music, geography, history and physical education. In design and technology, pupils make satisfactory progress in developing making skills but unsatisfactory progress in the design and evaluation aspects of the subject.
11. In Years 3 and 4, pupils make satisfactory progress in all subjects over time with the exception of history and geography where progress is unsatisfactory. However, during the inspection the progress of pupils in Year 4 was unsatisfactory across the curriculum in half the lessons observed, when the needs of the higher attaining pupils were not met.
12. Standards of literacy are sound, overall. Since the last inspection pupils have improved their ability to read with expression and know how to use the school library. However, older pupils show little independence in checking their own work for errors in spelling and punctuation.
13. Standards of numeracy are sound. Pupils have a satisfactory awareness of number and mathematical concepts and use these skills effectively in other subjects. However, pupils find it difficult to solve problems when the vocabulary used is new to them.

Attitudes, behaviour and personal development

14. Attitudes to learning at the school are satisfactory overall. Most pupils listen attentively to their teachers, show interest in lessons and contribute positively to discussions. However, some pupils, particularly in Year 4, do not always show a positive attitude to learning and do not listen attentively when the work is insufficiently challenging.

15. In the nursery, children under five make good progress in personal and social development. They enjoy the challenge of new experiences, and listen attentively to stories and instructions from their teachers. Their behaviour is always good.

16. Behaviour in the rest of the school is also good and the school has maintained the good level of behaviour found during the previous inspection. Pupils move about the school in an orderly fashion, and behave well during playtimes. The school provides good supervision and issues games and play equipment from class 'play boxes' to encourage pupils to co-operate with each other. The well-equipped and spacious grounds provide plenty of space for pupils to play together amicably. Lunchtime behaviour is good and pupils are polite during mealtimes. Teachers show consistency in applying the school's positive behaviour policy, and there is usually little time wasted in establishing order in lessons. There have been no exclusions from the school.

17. Relationships are very good and are a strength of the school. Pupils get on very well with members of staff and with each other. They co-operate well with one another in class and collaborate effectively when required. Pupils showed genuine delight in their own and others' achievements during the awards at the 'Golden Book' assembly and spontaneously applaud each other. Pupils are courteous to visitors and usually show awareness and consideration for each other. Relationships between pupils from all ethnic and racial communities and backgrounds are especially harmonious, and this is a significant strength of the school.

18. Overall, pupils' personal development at school is satisfactory. They take on several extra responsibilities in class and for the school. However, the opportunities for responsibility do not increase significantly as pupils progress through the school.

Attendance

19. The level of attendance at the school is poor, and has not improved since the last inspection.

20. An important reason for this poor attendance is the number of pupils who take extended leave during term time. The school does not use the category of unauthorised absence properly. The school has tried to improve attendance by introducing several measures to encourage improvement, but they have proved to be largely ineffective.

21. Punctuality has not improved since the last inspection and there is regularly lateness for the morning session. This has a direct impact on the quality of learning due to some lessons starting late. The school makes a number of home visits to encourage parents to bring pupils to school on time but these have not made a significant difference to punctuality.

QUALITY OF EDUCATION PROVIDED

Teaching

22. The quality of teaching is satisfactory or better in ninety per cent of lessons, with seven per cent being very good and thirty-seven per cent good. Teaching is satisfactory in forty-six per cent of lessons and unsatisfactory in ten per cent of lessons. Most of the unsatisfactory teaching is in Year 4 when the

work provided is insufficiently challenging. Teaching is good in English, mathematics, science and religious education in Key Stage 1.

23. The standard of teaching remains broadly similar to that found at the time of the last inspection, when ten per cent of teaching was unsatisfactory. Many of the weaknesses identified at that time remain. For example, there is still a lack of challenge in some work planned by the teachers.

24. The quality of teaching of children under five is good. The teacher has good subject knowledge and children are given good opportunities to develop appropriate social skills. Activities are exciting and stimulating, with a good emphasis on practical work. The teacher has high expectations of what children should achieve and makes good use of day-to-day assessment to help her with planning future work. Resources are well prepared and the teacher works very closely with other members of staff in the nursery to ensure that children's different needs are met. Teachers, nursery nurses and the bilingual assistant provide many opportunities to develop and extend children's understanding and skills in speaking English and this is effective in developing children's confidence.

25. Throughout the school, the teaching of pupils with special educational needs is satisfactory. Teachers meet the needs of individual pupils in lessons and work closely with the learning support assistants to ensure that the pupils are given appropriate help in the classroom.

26. The quality of the additional teaching support for pupils for whom English is an additional language is satisfactory overall. It is better in Key Stage 1 where tasks are more closely matched to pupils' needs and better use is made of interesting and stimulating resources. Members of staff work together to plan work for literacy and numeracy lessons. There is an appropriate emphasis on spoken English and less confident pupils are encouraged to speak. However, additional teaching support is not always used effectively at the start of literacy lessons when the teacher is talking to the whole class.

27. In both Key Stages 1 and Years 3 and 4, teachers prepare well for most lessons. They successfully stimulate the pupils' interest and make appropriate use of subject specific vocabulary, for example using terms like 'multiple' and 'digit' in mathematics lessons. Their use of the good quality resources is a particular strength. These are used very successfully to stimulate interest and to provide pupils with practical activities. For example, pupils in Years 3 and 4 handled historical artefacts as part of their work on 'washdays'. This made a good contribution to pupils' learning.

28. Teachers have a good working knowledge of the expectations of the 'literacy hour' and give pupils sound opportunities to develop their literacy and numeracy skills in different curriculum areas. Throughout the school, teachers have a sound knowledge of the different subject areas, with the exception of music where teachers lack confidence. Teachers in Key Stage 1 have a good understanding of the needs of young pupils. However, in many lessons in Year 4, teachers are insufficiently knowledgeable about what their pupils should achieve. They do not encourage older pupils to work independently and they set insufficiently high expectations for the content of the work or the quality of presentation. As a result, work is often untidy and pupils find it difficult to work without adult support.

29. Teachers regularly discuss work and plan together. This leads to a sharing of good ideas and helps to ensure that topics are not repeated. Work is planned carefully and satisfactory long- and medium- term planning ensures that the programmes of study from the National Curriculum are covered. The quality of short-term planning has improved since the last inspection but still lacks detail of what pupils of differing prior attainment are expected to achieve from a particular piece of work. This has a negative impact on the progress of higher attaining pupils, particularly in mathematics and science in Years 3 and 4. For example, in an unsatisfactory mathematics lesson, the planned activity on using doubles and 'near-doubles' lacked challenge for older pupils.

30. Teachers have good relationships with pupils, manage them effectively and normally achieve good standards of behaviour in the classroom. They know the individual needs of the pupils and have their well being at heart. There is a purposeful working atmosphere in most lessons and teachers ensure that pupils understand classroom routines. The use of praise and encouragement is effective in improving pupils' self esteem. However, in Year 4 pupils' behaviour is not always managed effectively, with time wasted at the start and end of lessons because pupils do not settle down quickly.

31. Teachers use discussion and questioning very effectively, particularly at Key Stage 1, to involve all pupils in an activity. Throughout the school, teachers' explanations and instructions are usually clear and provide a good starting point for the work that pupils have to do. Most lessons are well paced and appropriate use is made of class discussions at the end of lessons to assess pupils' understanding of what has been taught. This was particularly effective in a very good science lesson, where the teacher started the lesson with an assessment activity involving predicting which materials could be picked up by a magnet and finished the lesson with a similar task. This gave the teacher a very clear picture of the progress pupils had made during the lessons.

32. Teachers use an appropriate range of teaching methods and classroom organisation and there is a good balance between whole class teaching, group work and individual work. They work hard to make lessons interesting by trying to make the work relevant to the pupils' own backgrounds. For example, pupils learn a Diwali dance in physical education.

33. The quality and use of day-to-day assessment is satisfactory in both key stages. Teachers regularly mark work and often identify mistakes but do not consistently add written comments which explain to pupils what they need to do to improve. Nevertheless, pupils are often given good verbal feedback on the quality of their work, and observation and discussion is often used effectively by teachers to assess pupils' progress.

34. The use of homework is satisfactory at Key Stage 1, but unsatisfactory in the nursery and Years 3 and 4. In the nursery, children are not actively encouraged to take reading books home. In Key Stage 1, pupils take home spellings and number work to learn with their parents and these activities help to sustain home-school links and extend pupils' learning. There is insufficient structure in the amount of homework taken home by pupils in Years 3 and 4, and it has little impact on improving pupils' attainment. The homework policy was written in the Autumn term 1998 but is not due to be implemented until the Autumn term 2000. Nevertheless, most parents are very happy with the amount and range of homework their children receive.

The curriculum and assessment

35. The curriculum provided for children under five is good and provides a good foundation for children entering the statutory years of education. Teachers' medium and long term planning is detailed and children are given a good range of purposeful and interesting activities. These are particularly effective in promoting the development of speaking and listening skills through purposeful play. Arrangements for the assessment of younger children's attainment and progress are good. Appropriate use is made of an assessment when children start school to identify needs and suitable records are kept to show children's progress over time. Teachers make good use of this information to help them decide what needs to be taught next.

36. The curriculum in Key Stages 1 and Years 3 and 4 is broad and balanced and includes all the subjects of the National Curriculum as well as religious and sex education. It effectively promotes pupils' intellectual and physical development and prepares them well for the next stage of their education. The time allocation for different subjects is appropriate and has improved since the last inspection. Since then the school has lengthened the school day for pupils in Years 3 and 4 and has ensured that morning and afternoon nursery sessions are of equal length. The school has allocated a greater than average time to teaching English, mathematics and science. This makes a good

contribution to pupils' progress, particularly in Key Stage 1 where time is generally used more efficiently. The school has very structured approach to developing pupils' personal, social and health education that includes a consideration of the dangers of drugs. This is very effective and helps to promote in pupils a good awareness of their responsibilities. At the time of the last inspection insufficient time was allowed for pupils to work independently. This remains a weakness of provision with most practical activities in mathematics and science being led by the teachers. As a result, older pupils still have insufficient opportunity to devise and carry out their own work. Nevertheless the curriculum offered to pupils is relevant and good use is made of visits and visitors to add excitement and stimulus.

37. There are sound systems for planning the curriculum with useful policies and schemes of work for all subjects. These are helpful to teachers in planning their work. The quality of teachers' long and medium-term planning is satisfactory. At the time of the last inspection, teachers' short term planning was found to be unsatisfactory. It has now improved and often includes appropriate detail of what pupils are expected to learn from a lesson. However, particularly in mathematics and science, lesson planning does not always identify expectations for pupils of differing prior attainment. This has an impact on the progress of higher attaining pupils in both these subjects.

38. The school provides an appropriate range of extracurricular activities at lunchtime. These are well attended and enjoyed by pupils. Pupils get suitable opportunities to take part in competitive sport against other schools and are able to compete against each other in an annual sports day and in team games during physical education lessons.

39. The provision for pupils with English as an additional language is satisfactory. Members of staff work closely to plan, assess and review pupils' progress. All pupils in Key Stage 1 and Years 3 and 4 have equal access to the curriculum. However, in the nursery the timetabling of the bilingual assistant means that children who attend in the morning are not given this extra support. The school has already identified the need to provide equality of opportunity for all the children.

40. The provision for pupils with special educational needs is satisfactory. The school fully meets the requirements of the special needs' 'Code of Practice', and individual education plans give teachers appropriate support in identifying what pupils should be learning. Pupils with special educational needs benefit significantly from the small class sizes in both Key Stage 1 and Years 3 and 4.

41. Overall, assessment arrangements for pupils in Key Stage 1 and Years 3 and 4 are satisfactory. The school has developed satisfactory assessment procedures for many subjects and makes good use of testing to monitor pupils' attainment and progress in English and mathematics. Teachers use this information to help them decide what needs to be taught next and to set targets for both year groups and individuals. This is most effective in Key Stage 1. In Years 3 and 4 targets often lack detail and insufficient analysis of test results is carried out to identify where there are strengths or weaknesses. Throughout the school, assessment in other subjects is underdeveloped, especially in religious education.

42. The school keeps useful portfolios of pupils' work. However, this work is often undated and does not always include teachers' comments to help explain the context of the work. Consequently, these portfolios give little useful information to help track progress over time.

43. The school meets the statutory requirements for assessing pupils at the end of the key stage. Comparison of National Curriculum test results with the teachers' own assessment indicates that teacher assessments are generally accurate. Where there are differences this is due to the rigour of teacher assessments.

Pupils' spiritual, moral, social and cultural development

44. The provision for spiritual, moral, social and cultural development is good overall. The school's

ethos of mutual respect and concern for others makes a good impact on pupils' development.

45. The school makes satisfactory provision for pupils' spiritual development. Some lessons in religious education, art, history and physical education effectively support the development of pupils' spiritual awareness. For example, in one lesson in Year 2, pupils had the opportunity for reflection during the lighting of a Diya candle and were able to express their feelings during a Diwali dance. However, there are relatively few planned experiences in other subjects of the curriculum to encourage pupils to explore their feelings and beliefs. The school has made little improvement in this aspect of the provision since the last inspection. The assemblies are used well to promote a sense of community and shared values. These provide a good setting for pupils to reflect on their own and others' lives. The stories and talks in assemblies are interesting, and pupils are given suitable opportunities for a spiritual thought or prayer. The school fulfils its legal obligation to provide a daily act of collective worship.

46. Good provision is made for pupils' moral development. The school effectively teaches the difference between right and wrong. It provides clear guidance to pupils on their moral responsibilities. The school's code of conduct and class rules is prominently displayed. Pupils enjoy their work and show care for the school. Moral values are well taught through stories, songs and discussions. Pupils regularly raise money and support various charities. Both members of teaching and support staff provide good role models and encourage children to relate well to each other and behave courteously. The school's curriculum for personal, social and health education reinforces these principles.

47. Satisfactory provision is made for pupils' social development. Group activities in lessons encourage co-operation between pupils. The quality of relationship between adults and pupils is very good. The school has a secure environment in which pupils feel cared for. Children under five settle quickly into school life and are encouraged to become independent and confident. Key Stage 1 and Year 3 and 4 pupils carry out responsibilities with confidence when provided with appropriate opportunities. However, the opportunities for taking responsibility do not increase significantly as pupils get older. The 'Golden Book' assembly puts great emphasis on encouragement and reward for good work and behaviour. A range of educational visits and effective community links effectively support pupils' social understanding.

48. The school is a very rich multicultural community and the provision for pupils' cultural development is good. The school, through its policy and aims, has done much to encourage pupils' awareness and respect for cultural diversity. There are good stocks of multicultural books in the school library. Pupils' cultural development is supported through the celebrations of Christian festivals and assemblies to highlight festivals of other major religions of the world, such as Eid, Diwali and the Chinese New Year. The school regularly visits the local church and other places of worship such as the Gurdwara. This enhances pupils' appreciation of the richness of art, dance and music of other cultures.

Support, guidance and pupils' welfare

49. The school's provision for pupils' support, guidance and welfare, is satisfactory overall. There are sound procedures for monitoring and assessing progress and personal development. Satisfactory arrangements are in place for monitoring the progress of pupils with special educational needs or English as an additional language. The 'code of practice' for pupils with special educational needs is followed and individual education plans support teachers in their work. Care is taken to introduce children under five to the routines of the school, and prepare them for work.

50. Procedures to monitor and promote discipline and good behaviour are good. Issues are dealt with positively and pupils know the school has high expectations of them. There are clear procedures to deal with aggression and bullying, and parents express confidence in them. Pupils value the

rewards given for achievement and improvement, and this is reflected in their behaviour.

51. The school's procedures for monitoring attendance are unsatisfactory. Despite the introduction of rewards for good attendance, and the use of new forms, attendance has not improved. There is a lack of consistency and rigour shown by teachers when completing attendance registers, which are often not totalled. As the previous inspection found, insufficient use is made of the Education Welfare Service, especially for home visits to follow up absence and lateness. This work is currently being carried out by the school.

52. School procedures for child protection and the promotion of pupils' well being, health and safety are very good. The school has maintained the high level of provision found during the last inspection. The deputy headteacher is designated to contact support agencies responsible for child protection and other members of staff are all aware of the policy and procedures. Fire and electrical safety, first aid and medical arrangements are good. Risk assessments are carried out, and the site manager is fully involved in this area, both practically, and with record keeping. An ample number of midday supervisors provide good supervision at lunchtime; and personal social and health education lessons emphasise pupils' personal safety.

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Partnership with Parents and the Community

53. The school's partnership with parents and the community is satisfactory. The quality of information provided for parents is of a satisfactory standard, although there is no regular newsletter or a parents' notice board. Reports to parents on pupils' progress are satisfactory. Parents appreciate the school's efforts to inform them on curricular matters, and a number of parents attended the meetings on literacy and numeracy held at school. Several parents attend the family reading group held at the school.

54. Overall, parents' involvement in children's learning is unsatisfactory. Reading books and some other homework are taken home, but there are very few parent helpers in school. Parents are not successfully encouraged to come into classrooms or school on an informal basis and as a result, their skills are not used to provide cultural role models for the pupils. There is no parent teacher or friends association at the school, although parents do support school events and help with fund raising when asked.

55. The school has good contact with the community and local businesses and this is a strength. Links with local churches and other places of worship provide support for pupils' spiritual development. The school provides facilities for other schools. For example, it hosts the sex education 'Life Bus' and allows other groups to use its kiln. Sixth form pupils and police cadets have gained work experience in the school. There is effective liaison with the middle school regarding pupil transfer, and the school has a special relationship with a nearby special school, whose pupils visit for celebrations. The school has maintained the high level of community links found at the last inspection, and this significantly enriches pupils' work and attainment.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

56. The leadership and management of the school is satisfactory overall. The headteacher is greatly respected by parents and members of staff and has continued to provide dedicated leadership since the last inspection. However, both the headteacher and deputy head have excessive workloads, with the headteacher teaching a class two days a week. The commitment to develop too many aspects of the school's work at once and the limited support of an inexperienced governing body means that there is no clear vision and important issues raised at the last inspection have not been satisfactorily addressed

57. Members of staff are very hard working and the individual strengths of different teachers are used effectively towards the common good of the school. All members of staff have clear job descriptions including their responsibilities for developing the curriculum. The school introduced the National Literacy and National Numeracy strategies at the same time and whilst this has been managed successfully by the English and mathematics co-ordinators, it has put considerable strain on members of staff. Co-ordinators are knowledgeable about their subjects and successfully take responsibility for ensuring that all subjects are well resourced. Satisfactory systems are in place for monitoring teaching and learning and there is a rolling programme to ensure that different aspects of subjects are monitored each term. However, these systems are not applied with sufficient rigour and strengths and weaknesses are not clearly identified and acted upon.

58. The headteacher and other members of staff work closely together and have agreed suitable aims for the school. These are consistently applied and reflected in the school's work. The work of members of support staff is appropriately managed and they are clear about their roles and responsibilities. Changes in the status of members of staff supporting pupils with English as an additional language has left the school with no co-ordinator for this provision and this is unsatisfactory.

59. The format for the school development plan is satisfactory and sets out appropriate areas for improvement. However, the plan includes too many initiatives. The headteacher reviews the previous year noting achievements. However, the impact of developments on raising attainment is not made sufficiently clear in this document. The headteacher provides very detailed reports to the governing body showing the progress made each term and carries out a good, separate analysis of test results showing the effectiveness of developments. However, the weaknesses identified by this process are not acted upon in the next development plan.

60. There continues to be a good ethos in the school and members of staff are motivated to help bring about positive changes and further raise attainment. Relationships between members of staff and the pupils are very good. All pupils are given equal access to the curriculum. The management of the provision for pupils with special educational needs is satisfactory and the school is complying with the Code of Practice for such pupils. Individual education plans provide sufficient information to help teachers plan appropriate work. Targets for raising pupils' attainment are set for each year group in English and mathematics, although these are insufficiently detailed for the older pupils.

61. Members of the governing body are supportive of the work of the school. However, there is only one committee for finance, consisting of two members of staff and the chair of governors. Many of the other governors have not yet received training to make them aware of their responsibilities and to prepare them to take a more active part in helping to lead the school. Statutory requirements are not met in the information supplied to parents on the rates of authorised and unauthorised absence. Governors visit the school and sometimes make useful comments about their observations. However, the involvement of the governing body has insufficient impact on the leadership and management of

the school.

Staffing, accommodation and learning resources

62. Staffing, accommodation and learning resources are good overall. The school has a good number of experienced and well-trained teachers to meet the requirements of the National Curriculum and the areas of learning for children under five. This means that class sizes are small throughout the school enabling the teachers to provide pupils with greater individual support. There is an appropriate number of members of support staff. These are given clear guidance from teachers on how they are to work with the pupils. The nursery nurses, school secretary, site manager, learning support assistants, cleaners and midday supervisors show commitment to their roles and continue to play an effective part in the life of the school. The school is allocated a further two part time teachers and a bilingual assistant to support the work of pupils for whom English is an additional language. All members of support staff make an effective contribution to the work of the school.

63. The school meets the statutory requirement to provide a formal system of staff appraisal. The head teacher, deputy head and senior teacher explore professional development needs with members of staff in individual interviews. As at the time of the last inspection, there are good opportunities for training and teachers, nursery nurses, the secretary and site manager attend many valuable courses. Teachers have undertaken the training required for the National Literacy and Numeracy Strategies. They have taken courses in other aspects identified by the school as being in need of development and these are effective in improving the quality of teaching. All members of staff carry out effective evaluations of courses they have attended. There are fewer training opportunities for members of support staff. The systems for the induction of new members of staff are very effective. They are well prepared before they join the staff and a mentor provides good support. There is an informative staff brochure containing useful information about the day to day organisation of the school.

64. The accommodation is very good. There is a purpose built nursery with several rooms and a fenced outdoor play area. In the rest of the school, classrooms are of a good size and as at the time of the last inspection are attractively decorated. A significant improvement since the last inspection is the development of separate rooms for information technology and the library. The building is kept clean and well maintained. The hard-surfaced playground area is of a good size for the number of pupils in the school and has some interesting markings to enrich pupils' games at playtimes. A large, grassed area is available in good weather along with a pond and wildlife area.

65. The quality and quantity of resources is good. There are particularly good resources for science, design and technology and art. Effective use is made of visits in the local area and artefacts are borrowed to support work in art. Although resources for pupils with English as an additional language have improved since the last inspection, the range and quality of good bilingual books is still limited. Insufficient attention is given to supporting pupils' home languages in displays around the school.

The efficiency of the school

66. As at the time of the last inspection, the efficiency of the school is satisfactory overall. The chair of governors meets regularly with the headteacher and deputy headteacher to set the budget and monitor spending. Whilst funds are allocated appropriately, a large contingency fund remains from the time of the last inspection and there is insufficient planning for how this is to be spent. The school development plan includes satisfactory information on the allocations of money to support developments and grants are spent appropriately.

67. Funding for pupils with special educational needs is spent on providing members of support

staff. The learning support assistants are used appropriately to support pupils in lessons. Teachers are suitably deployed and funds allocated for staff training are supplemented by the school's budget and are spent to support initiatives identified in the school development plan. Good use is made of accommodation and learning resources.

68. The last audit report in 1995 found some weaknesses in the financial controls and management of the school. Areas of weakness identified at this time have been remedied. The efficient and hard working secretary deals with the administration of the school effectively.

69. Pupils enter the school with attainment well below average and make good progress achieving results in line with the national averages in English and mathematics and well above average when compared with similar schools. The cost per pupil is average. However, there is insufficient planning for the large contingency fund. Nevertheless, the school provides sound value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

70. At the time of the inspection there were no pupils under five in the school's reception classes. Children enter these classes in either the Spring or Summer term following their fifth birthday. Judgements have been based on children in the nursery.

71. When children start in the nursery class their attainment is well below average in all areas of learning, with 92% speaking English as an additional language. By the age of five, children's attainment is in line with the nationally recognised desirable outcomes of learning in personal and social development, physical development and creative development. Their attainment is below expectations in language and literacy, mathematics and knowledge and understanding of the world. Tests used when pupils start in the reception class confirm these judgements. As at the time of the last inspection, children under five make good progress in all areas of learning. Children with English as an additional language make very good progress in gaining confidence in speaking English. Higher attaining children are given suitably challenging work in most lessons.

72. In language and literacy, children are very confident and are keen to answer questions. Most have clear speech but a limited English vocabulary. By the age of five most children are able to describe the weather in simple terms. They listen carefully to stories and join in enthusiastically with well-known phrases. Children remember the names of the main characters in a story and that some parts of the story are read loudly to add interest. The children enjoy sharing books with an adult and all children know how to open a book and turn the pages correctly. A few higher attaining children are beginning to read simple texts independently. By five most children know some of the sounds letters make. Children draw pictures representing a story they have heard and most write their names. However, few write other letters and words independently.

73. In mathematics, most five-year olds, count accurately to ten and draw the correct number of objects for numbers up to four. They know the names of some two-dimensional shapes and copy patterns using shapes or colours. However, many children are not able to write the numerals correctly. Most children successfully sort vegetables and fruit when working in the play shop. Children with a better understanding of the English language use correct mathematical language such as 'higher' and 'longer' and compare the size of objects. Higher attaining children know the order of the days of the week and know that three baby owls and one mother owl makes four.

74. When learning about 'knowledge and understanding of the world', children experiment with magnets and the speed at which different vehicles move down a ramp. They learn about different types of food when making pizza and the names of farm animals when playing with the farm set. Children use the mouse to select objects and move them around on a computer screen. During a project on 'ourselves' children learn about their own families.

75. The children show appropriate confidence in the area of physical development. They join construction toys together effectively to make wheeled vehicles, hammer nails into wood and roll and cut play dough to make chapattis and samosas. Children demonstrate satisfactory control when throwing and catching small games equipment such as balls, bean bags and hoops. They show confidence and good control of their arms and legs when riding the tricycles.

76. In the area of creative development, children know the names of some percussion instruments. They play loud and soft sounds and tap out simple rhythms. They are enthusiastic singers when they know the words and sing familiar songs sweetly and tunefully. When painting they mix their own colours and print colourful patterns using various materials.

77. In personal and social development children have good relationships with the teachers and are polite to each other. They are interested and involved in their work and show independence when tidying up equipment and toys after use. Children are quick to take responsibility for specific tasks such as collecting books, handing out drinks and cleaning the chalkboard and have a good understanding of the nursery routines.

78. All children, including those with special educational needs and those for whom English is an additional language make good progress. Higher attaining children are given suitably challenging work in most lessons.

79. The children behave well in the nursery. They handle books and equipment with care and respect and are confident about making choices about what they want to do. Most children understand the importance of waiting their turn. They play together amicably in the role-play areas. For example, in the pretend pizzeria they serve each other and discuss the toppings on the pizzas.

80. The quality of teaching of children under five is good. Suitably trained nursery nurses and a bilingual assistant work effectively with the teacher to support children in their work. Teachers' lesson plans are satisfactory but do not always provide sufficient information on what pupils are expected to learn from the activities provided. However, all members of staff are clear about the purpose of activities and interact effectively with children when they are at play. More formal discussions with the children are effective and very good use is made of gestures and questions to extend learning. Instructions are clear and ensure that children understand the purpose of the work. All members of staff provide good role models for the children in how to speak properly and how to behave. Members of staff have very good relationships with the children and manage them gently but firmly, helping them to feel happy and secure. The bilingual assistant reads a story in Bengali once a week to help pupils with limited English and to show that other languages are valued.

81. Children under five follow a curriculum based on the nationally recognised areas of learning for children of this age. The inequality of opportunity found at the time of the last inspection due to morning and afternoon sessions being of a different length has been resolved. However, the bilingual support is available only in the afternoons. The school has identified the need to provide some support for the morning sessions when the new intake of Bengali speaking children starts in the nursery in the Spring. There is a suitable early years policy and scheme of work. Pupils are now given appropriate opportunities to be independent and to use cutting tools. These were weaknesses at the time of the last inspection.

82. Arrangements for the assessment of the children's attainment and progress are good. Members of staff complete an assessment when children first start school. Every week members of staff carry out two assessments on all the pupils in their group. These assessments are from a mix of activities covering all the areas of learning. Assessments have improved since the last inspection and are now used to help members of staff plan future work. Reports to parents on their children's attainment and progress at the end of the reception year provide satisfactory information about

children's strengths. However, targets for future development are insufficiently specific to show parents and other teachers what the children need to learn next.

83. There are satisfactory arrangements to help children settle into the nursery. Parents are given the opportunity to meet members of staff and the children visit the school. Children in the nursery do not take books home to share with their parents and this restricts the support parents can give their children by encouraging discussion. However, some parents borrow from the nursery toy library. This was originally sponsored by a local trust fund and is maintained by voluntary contributions from parents. A close relationship has been formed with the local special school nursery and children from that nursery attend special events such as the Diwali celebrations. Resources for children under five are good. There are plenty of good quality resources for all areas of learning.

ENGLISH, MATHEMATICS AND SCIENCE

English

84. By the end of Key Stage 1 and by the time pupils leave the school at the age of 9, pupils' attainment is in line with the national averages in English. Over the last three years National Curriculum assessment results have been broadly in line with national averages. However, there has been a lower than average number of pupils achieving the higher Level 3. Many of the pupils with English as an additional language find the comprehension exercise in the tests difficult, especially if the subject matter is unfamiliar to them, and this reduces the number of pupils achieving the higher level. Since the last inspection pupils' attainment has remained broadly the same. There are no significant differences in the attainment of pupils of differing gender, race or background.

85. In the 1999 National Curriculum tests, pupils' attainment was well above average in reading and writing when compared with similar schools and average in writing and below average in reading when compared with all schools.

86. Standards in speaking and listening are below average when pupils start school and are broadly average by the end of Key Stage 1 and in Years 3 and 4. All pupils are very keen to take part in discussions led by the teacher and answer questions confidently. Most pupils speak clearly and usually use correct, standard English. Listening skills are satisfactory and most pupils listen intently to the teachers. Pupils are prepared to take turns in listening to each other.

87. Standards in reading are broadly average. At the end of Key Stage 1 and in Years 3 and 4, pupils read texts at the level expected for their ages. Most pupils have appropriate phonic skills and use these to help them with unfamiliar words. Most understand the meaning of what they read and are happy to discuss the characters and plot, although comprehension is the weakest feature of pupils' reading. Pupils enjoy reading and older pupils now read with expression. This was a weakness at the time of the last inspection. Most pupils know some of the rules of spelling and are beginning to use this information to help them read unfamiliar words. Higher attaining pupils have a good understanding of what they have read and read suitably challenging texts. Lower attaining pupils have difficulty understanding the meaning of some words. Younger pupils use the illustrations in the book to help them predict correctly what might happen next in the story. They join in with the reading of well-known texts. Time-tabled library visits help older pupils gain a sound knowledge of how to find and use information books. This is an improvement from the time of the last inspection. Pupils take reading books home to share with their families.

88. Standards in writing are average by the end of Key Stage 1 and in Years 3 and 4. However, older pupils do not develop a joined handwriting style and are often careless in the use of punctuation. At the end of Key Stage 1 and in Years 3 and 4, pupils write competently for a number of purposes such as stories, poems, letters and instructions. Pupils do not often use dictionaries to help them with their spelling. Higher attaining pupils complete longer pieces of writing with better use of descriptive vocabulary and more accurate use of punctuation. Lower attaining pupils write using short sentences.

89. In Key Stage 1, all pupils including those with special educational needs and those for whom English is an additional language make good progress. Pupils in Years 3 and 4 make satisfactory progress. As they get older pupils gain confidence in speaking to the class, read with greater expression and accuracy and improve their spelling and the content of their writing. However, older pupils show less independence than younger pupils and do not check their own work for spelling and punctuation errors.

90. Pupils' attitudes are good. They enjoy 'shared text' work joining in enthusiastically and responding appropriately to the stories read. Pupils co-operate well in discussions, are keen to answer the teachers' questions and most concentrate well on their work. Older pupils enjoy taking the part of

various characters during a play reading and help each other with difficult vocabulary. Relationships between pupils and with adults are very good and pupils are polite and courteous. Pupils treat books with respect and help tidy up at the end of lessons. Younger pupils show independence, for example, by being responsible for gluing their own work into books. Some pupils in Year 4 do not concentrate fully on their work and do not finish the tasks set or present their work neatly.

91. Overall, the quality of teaching is good at Key Stage 1, with an example of very good teaching. The additional teacher appointed to work with pupils for whom English is an additional language, is used effectively to support groups of pupils. Effective use is made of resources such as story frameworks to help pupils with their writing. Teachers help pupils to build up glossaries of words on different subjects to help improve their vocabulary. Teachers are successful in encouraging pupils to make predictions about what might happen next in the stories they are reading. In the best lesson the teacher had a very good knowledge of pupils' prior attainment and used this information to ask challenging questions.

92. Teaching is satisfactory in Years 3 and 4 with one example of good teaching. In this lesson, the teacher made good use of the time at the end of the lesson to assess what pupils had learnt. The additional teaching support for pupils with English as an additional language is used effectively during guided group work but less effectively during whole class activities.

93. Throughout the school, teachers' lesson plans are satisfactory. All teachers are careful to use the correct vocabulary when talking with the pupils. For example, they use words such as 'illustrator', 'sentence' and 'fiction', when discussing texts. A strength in teaching is the way good opportunities are taken to discuss the meanings of words. For example, in a Year 4 lesson the teacher asked the pupils to explain what 'an innocent expression' meant. Clear instructions are given at the start of group work to enable pupils to work independently when required and an interesting selection of activities is used to support learning. In Year 2, a game of lotto was used effectively to help pupils match words that rhyme. Teachers have very good relationships with the pupils and manage them well.

94. All teachers offer good role models in speaking and read with dramatic expression to capture pupils' interest. However, discussions at the ends of lessons are sometimes rushed and are not always used to reinforce the literacy targets of the lesson and correct pupils' errors. Resources are carefully prepared for lessons.

95. The quality of teachers' day-to-day assessment of pupils' work is satisfactory. They regularly mark work but do not always make effective use of written comments to show pupils how they can improve. This was identified as a weakness at the time of the last inspection.

96. Reports to parents provide clear information about pupils' strengths and weaknesses. Pupils take home spellings to learn and reading books and these make a sound contribution to their learning. All parents are welcome to attend a family reading session once a week, where a member of staff reads a story to children and their parents and pupils have the opportunity of borrowing an additional book to take home.

97. Insufficient use is made of displays of writing to give pupils an audience, a reason for re-drafting work and a target to aim at in raising their own standards. Teachers make appropriate use of opportunities of developing literacy skills in other subjects.

98. The subject manager provides good leadership and has started to monitor teaching and learning. However, comments made during monitoring visits do not identify weaknesses as well as strengths. The curriculum for English is broad and balanced. A satisfactory policy and the National Literacy Strategy support teachers in their planning. Medium-term planning ensures suitably graded development of texts and writing for different purposes. Tasks for group work are planned at different levels of difficulty and teachers and learning support assistants work well with groups of pupils.

99. Assessment procedures for monitoring pupils' attainment and progress are good. There are several checklists and regular tests in reading and spelling. Records kept on reading are satisfactory and are most effective when teachers show what pupils need to learn next. Reading resources have been increased and are now good, with the exception of dual language books which are still in short supply. Information technology is used effectively to support work in the subject. Younger pupils complete short pieces of writing using a word processor and older pupils use various fonts and clip art to help make their poetry books interesting.

Mathematics

100. Pupils' attainment is in line with national averages by the end of Key Stage 1 and Year 4. These findings are similar to those of the last inspection and are supported by the 1999 National Curriculum tests at the end of Key Stage 1, where pupils' attainment was average when compared with all schools. When compared with similar schools, pupils' attainment was well above average. An analysis of test results for the last three years confirm that the school is maintaining satisfactory standards.

101. The attainment of pupils with special educational needs or pupils with English as an additional language is appropriate to their prior attainment. There is no significant difference between the attainment and progress of boys or girls or of pupils from different cultural or ethnic backgrounds.

102. By the end of Key Stage 1, most pupils can add and subtract confidently using numbers up to 20. They have a sound knowledge of 'number-bonds' to ten and can count forwards and backwards to a hundred in tens. When handling money, most pupils add together small sums of money using pence and solve simple shopping problems. Pupils can halve shapes and numbers and sort objects into sets according to colour, shape and size. They measure accurately using everyday objects and are developing an awareness of the need for 'standardised' units of measure. Higher attaining pupils are beginning to develop a good understanding of place value. Pupils have sound skills in using and applying their mathematical knowledge. They identify patterns such as odd/even in sequences of numbers and select and use suitable mathematical approaches and equipment when given an investigation.

103. By the end of Year 4, pupils are more confident at working with larger numbers. They can solve simple multiplication and division problems and can read simple graphs. They tell the time accurately and describe the properties of three-dimensional shapes. Pupils are developing a sound understanding of basic mathematical vocabulary such as 'multiple', 'digit' and 'fraction'. However, there are gaps in their vocabulary and occasionally pupils do not understand what they are expected to do when given a written mathematical problem.

104. All pupils make good progress in Key Stage 1 and satisfactory progress in Years 3 and 4. The impact of pupils' limited vocabulary is greatest in Years 3 and 4. In addition, the quality of teaching is better overall in Key Stage 1, with work more closely matched to the needs of higher attaining pupils. As they get older pupils become more confident at working with larger numbers and begin to apply their mathematical understanding to simple problem solving. They make sound progress in recognising different number patterns. Pupils in Year 2 identifying odd and even patterns whilst pupils in Year 4 identify more complex patterns involving multiples of 3, 4 and 5.

105. Pupils work well in lessons. They are excited by the practical emphasis that is given to mathematics and enjoy working together to make discoveries. They handle resources carefully and can work independently when required. The older pupils work sensibly at written mathematical tasks. However, they do not always present their work neatly and a few are slow at starting work when given a task.

106. The quality of teaching is good in Key Stage 1, with one example of very good teaching. Overall, teaching is satisfactory in Years 3 and 4 with examples of both good and unsatisfactory teaching. In Key Stage 1 in particular, lessons are well planned using the numeracy strategy format and teachers normally provide work appropriate to pupils' prior attainment. However, in Years 3 and 4, teachers do not consistently make clear in lesson plans what pupils of differing prior attainment are expected to learn from a particular activity. As a result, in the unsatisfactory lesson the work lacked challenge for many of the pupils. Throughout the school, teachers have at least a sound knowledge of the subject, give clear instructions and explanations and include mathematical vocabulary in their discussions. In the very good lesson, the teacher was very careful to make sure that pupils understood the language involved in the activity and made very good use of a bilingual assistant to support pupils who had poor spoken English skills. Throughout the school, teachers encourage pupils to explain the methods they are using when solving a problem and make effective use of praise. Good use is often made of a review session at the end of lessons to share and reinforce what has been learnt, although in some lessons, particularly in Years 3 and 4, insufficient time is allowed for this. Homework makes a sound contribution to pupils' mathematical learning in Key Stage 1 but in Years 3 and 4, homework is not used effectively to support learning. Although teachers send home number work throughout the school, there is no consistent approach to doing this in Years 3 and 4 and its impact on learning is minimal. The use of information technology is not consistently included in lesson plans, but computers and calculators are appropriately used in some lessons to practise number skills.

107. Numeracy skills are given suitable priority and sound opportunities are provided for these to be further developed when carrying out work in other subjects. For example, younger pupils use their mathematical skills and knowledge when singing counting songs and older pupils measure accurately and use graphs and charts in some science lessons.

108. The quality of teachers' day-to-day assessment of pupils' work is satisfactory. Work is regularly marked but marking does not consistently identify how a pupil can improve his/her work. A range of testing provides good information on pupils' attainment and progress over time. This information is used effectively by teachers to help with identifying what needs to be taught next.

109. The school provides a broad and balanced mathematics curriculum, based largely on the expectations of the 'National Numeracy Strategy'. There is a satisfactory written policy and the school makes good use of a commercial scheme of work to ensure that pupils are provided with a good range of activities. The time allocated to the teaching of the subject is high. This has a good impact on pupils' attainment and progress, particularly in Key Stage 1 where very good use is made of all available time.

Science

110. Pupils' standards of attainment are below national averages by the end of Key Stage 1 and Year 4. End of key stage National Curriculum teacher assessments support inspection findings, with the number of pupils achieving Level 2 or Level 3 in 1999 being well below the national average. When compared with similar schools, pupils' attainment in 1999 was below average, with no pupils achieving the higher Level 3.

111. The attainment of pupils with special educational needs or pupils with English as an additional language is appropriate to their prior attainment. There is no significant difference between the attainment and progress of boys or girls or of pupils from different cultural or ethnic backgrounds.

112. Throughout the school, pupils' attainment is limited by their often poor understanding of basic vocabulary, both scientific and otherwise. In Key Stage 1, most pupils who have English as an

additional language struggle to describe simple scientific observations accurately and many pupils do not know the names of objects they are using in their experiments. For example, pupils in Year 2 who were working on an investigation into magnetism did not know what a 'nail' was. Similarly, pupils in Year 4 got confused between 'circuits', 'circles' and 'circus' when looking at how well different materials conduct electricity. Nevertheless, by the end of Key Stage 1, many pupils recognise the need for a "fair test", and can carry out simple experiments, drawing reasonable conclusions from their findings. For example, pupils in Year 2 successfully investigated different materials to see which were magnetic. They made sensible predictions before their investigation. Pupils describe the properties of different materials such as hardness and flexibility. They know that some materials float and some sink, but have very little understanding of why this is so. By the end of Year 4, pupils can build simple circuits and can carry out investigation to find out which materials are good conductors of electricity. However, many of these investigations are teacher-directed and pupils are less confident about devising and carrying out their own investigations.

113. Pupils make good progress in Key Stage 1, where pupils' limited vocabulary has the least impact on learning. In Years 3 and 4 pupils make overall satisfactory progress over time, although progress does become unsatisfactory when teaching is unsatisfactory. Throughout the school, pupils increase their knowledge of scientific words and concepts as they get older. They design more complex electrical circuits and in Years 3 and 4 use a wider range of investigating skills. Younger pupils carry out simple investigations and describe what they have seen whilst older pupils begin to make more accurate predictions about the outcomes of their experiments.

114. Pupils are keen, well behaved and responsive in science lessons. They listen to the teacher carefully and suggest ideas when appropriate. Pupils work collaboratively when required, and use resources sensibly. For example, pupils in Year 2 worked conscientiously on investigations about magnets. Both boys and girls apply themselves well to experiments and all pupils are interested in the subject. However, in Year 4 the presentation of written work is poor and many pupils do not take pride in their work.

115. Pupils are encouraged to use their literacy and numeracy skills in science lessons. Despite limitations in their scientific vocabulary, they write their own scientific reports and make simple measurements. For example, pupils in Years 3 and 4 read a thermometer in an investigation into the insulating qualities of different materials. However, pupils are given few opportunities to carry out their own research.

116. The quality of teaching is good in Key Stage 1 with one lesson being very good. It is satisfactory, overall in Years 3 and 4, with one example of unsatisfactory teaching. A strength of teaching throughout the school is the emphasis given to developing pupils' scientific vocabulary and ensuring that they understand the meaning of technical language. Throughout the school, lesson planning gives good detail of the activities to be covered in the lesson, but plans do not consistently identify what pupils of differing age or prior attainment are expected to learn from a particular piece of work. This has an impact on the progress of higher attaining pupils at both key stages, who are not consistently challenged by the work they are given. All teachers have at least sound knowledge and understanding of the subject. Time is used effectively in most lessons and resources are very well prepared. Teachers have good relationships with the pupils and work hard to make science an interesting subject. However, although investigative work is actively encouraged in many lessons, most of this work is teacher-directed and older pupils are given insufficient opportunities to take responsibility for the organisation of their own work. In the unsatisfactory lesson, the teacher did not give pupils sufficient guidance on what they should do and had taken insufficient account of what pupils had already learnt in planning the lesson. As a result, the work on testing materials to see if they conducted electricity was too hard for many pupils and they made little progress in developing skills or knowledge. In contrast, in the very good lesson in Key Stage 1, very good use was made of assessment information. The lesson started with an activity intended to test pupils' level of understanding of magnetism and pupils were then given a task, which extended their knowledge. At the end of the

lesson, the assessment task was repeated to show what gains in knowledge had been made.

117. Provision for assessing attainment in science is satisfactory. Pupils' work is regularly marked and teachers give good verbal feedback. Teachers' written comments do not consistently identify what a pupil needs to do to improve their work. Teachers' assessment of pupils' attainment and progress is closely linked to their medium-term planning, with teachers recording significant variations from expectations on their planning sheets. This is effective in identifying pupils' individual strengths or weaknesses.

118. The school has a satisfactory written policy on the teaching of science and makes good use of a local authority scheme of work. The allocation of time to the subject is appropriate. The school is beginning to monitor attainment in the end of key stage assessments in order to set targets for pupils by the end of Year 4 and so that strengths and weaknesses in provision can be identified. However, the targets set for pupils by the end of Year 4 are too generalised to be useful indicators of progress over time.

119. Resources are very good. They are well organised and are accessible to pupils. Information technology is beginning to be used effectively to help provide factual information and to record data on bar charts and graphs.

OTHER SUBJECTS OR COURSES

Art

120. The standards of work achieved by the pupils continue to be satisfactory for their ages, throughout the school. Older pupils are particularly good at blending pastels when drawing pictures of animals that hibernate. They draw attractive pictures of autumn foliage with higher attaining pupils making effective use of shading and perspective. They successfully shape clay to make pots and plaques and decorate them by making marks with clay tools. At Key Stage 1, pupils use paint and pastels to represent patterns seen on autumn leaves and vegetables. Year 2 pupils, produce some well-observed drawings of vases with good detail shown in the patterns used.

121. The progress of all pupils, including those with special educational needs and for whom English is an additional language, is satisfactory. As they get older, pupils develop in their ability to draw and paint carefully from their own observations. They improve their attention to detail and their skills of painting and drawing. Older pupils use a wider range of media, including pencil, paint and charcoal, to good effect in their work.

122. All pupils are interested and attentive in art lessons. They behave well and share the resources sensibly. Pupils appreciate the quality of each other's work.

123. The quality of teaching is satisfactory, with an example of good teaching. Lesson plans clearly show what pupils are expected to learn. Resources are well prepared and pupils are effectively encouraged to co-operate with each other. Teachers make effective use of questioning to encourage pupils to think about their work. For example, in one lesson pupils were expected to consider how to make colours lighter. In another lesson the teacher gave a valuable opportunity for pupils to evaluate and discuss some of the work completed in the lesson. Assessment arrangements for monitoring attainment and progress are informal. Examples of pupils' work are kept together with teachers' own comments.

124. There is a satisfactory written policy and scheme of work for Key Stage 1. Medium-term planning is satisfactory but concentrates more on finished products than skills to be learnt. The co-

ordinator has identified the need to agree a skills checklist for each age group.

125. Information technology is used effectively. The school has suitable painting and drawing software and pupils use these to produce good quality pictures. Resources are of very good quality and quantity, particularly the excellent provision of boxes of multicultural artefacts. A visiting artist worked successfully with pupils in Year 3 to produce good quality silk paintings of butterflies and flowers.

Design and technology

126. The standards of work achieved by all the pupils remain satisfactory for their ages since the last inspection. The oldest pupils accurately measure and cut cardboard to make simple pop-up mechanisms and make books and jointed cardboard figures. At the end of Key Stage 1, pupils use a variety of techniques for joining together two pieces of card, such as paper fasteners, staples, glue and sticky tape. They are beginning to consider the effectiveness of a range of techniques. However, throughout the school, pupils' ability to plan and evaluate their own work is under developed.

127. Pupils make satisfactory progress in developing making skills. As they get older they handle materials and tools more effectively and produce more refined models. Pupils make unsatisfactory progress in developing the design and evaluation aspects of the subject, with older pupils relying on the teachers for ideas.

128. Pupils listen carefully to the teachers and ask appropriate questions about the tasks they are given. They enjoy making things and share resources sensibly and safely. As at the time of the last inspection, younger pupils are confident when choosing the materials they want to use and are happy to try to solve problems as they arise. Older pupils who are not expected to work independently, show less confidence and depend on adults for support. All pupils are keen to discuss and share their work with others.

129. The quality of teaching continues to be satisfactory overall, with some examples of good teaching. One lesson observed was unsatisfactory when the work provided was unchallenging and pupils were allowed to spend too long colouring in rather than designing or making the mechanisms. Teachers' lesson plans show clearly the tasks pupils are expected to complete but do not always show specifically what pupils are expected to learn from the activity. In the better lessons at Key Stage 1, teachers demonstrate a good knowledge of the subject and use pupils' work to demonstrate the effective use of techniques. Older pupils are given good opportunities to use their literacy skills when reading instructions and their numeracy skills when measuring in centimetres.

130. The school has an appropriate policy on the teaching of design and technology and has adopted a nationally recommended scheme of work. Medium term plans vary in quality but are satisfactory overall. The present assessment arrangements for design and technology have only just been introduced and are not yet effective in showing what pupils need to learn next. Resources continue to be of very good quality and are stored effectively in the technology room.

Geography

131. Standards of work achieved by the oldest pupils in Year 4 are unsatisfactory for their ages. By the end of Key Stage 1, pupils begin to answer questions about geographical topics and use appropriate vocabulary such as hill, river, map, direction, route etc. They develop adequate understanding of different seasons and types of weather. Most pupils confidently map out the route from home to school and mark main features on a plan of their own classroom.

132. Year 3 pupils demonstrate a sound knowledge of the countries in the British Isles and accurately identify them on a map. Most pupils read and plot simple co-ordinates on a map accurately. They have adequate knowledge of the directions on a compass. However, pupils lack the skills to

express themselves clearly, verbally and in writing and as a result their overall achievement in the subject is limited. Pupils have few skills in the use of sources of information, such as books, maps and plans.

133. Most pupils including those with special educational needs, and English as an additional language, make satisfactory progress. Younger pupils effectively build on their previous learning. The progress made by Year 4 pupils is limited by their lack of vocabulary and pupils for whom English is an additional language receive insufficient specific support in geography lessons.

134. Overall, pupils' attitudes to learning are satisfactory. They are at their best when the work provides appropriate challenge. Most pupils are eager, work with enthusiasm and collaborate. They apply themselves well to practical tasks, although a few older pupils can be silly and waste time if not closely supervised by an adult.

135. The quality of teaching is satisfactory overall. Teachers have an adequate geographical knowledge and understanding. They plan well and their lesson plans show clearly what pupils are expected to learn. Teachers use appropriate methods and effective questioning. Praise and encouragement are used to a good effect in lessons. There is limited evidence of the use of information technology to promote pupils' geographical skills.

136. The teaching of geography makes sound contributions to the development of pupils' literacy skills. Effective questioning and encouragement to use appropriate terminology, improve pupils' speaking and listening skills and extend their vocabulary.

137. Teachers' long and medium term planning indicate that the curriculum is broad and balanced. The time allocation for the subject is satisfactory. There is no formalised assessment for attainment and progress to help teachers plan work that meets the needs of all pupils.

138. Resources are good. The school has an appropriate number of reference books and materials, including suitable atlases and large maps. Resources are well maintained and centrally organised. The local area is studied in detail and pupils are able to benefit from visits to local places.

History

139. Standards of work achieved by the oldest pupils in Year 4 are unsatisfactory for their ages. By the end of Key Stage 1, most pupils demonstrate a developing understanding of the past and a sense of chronology by their ability to sequence events and objects. For example, Year 1 pupils record events in their growth from a baby to the age of five and understand that objects and people are 'older' or 'younger'. They examine artefacts such as a range of shoes to consider and record evidence. Year 2 pupils arrange events to prepare a school day time line. They make comparisons between their lives and those of others who existed long ago, for example Florence Nightingale and what it was like in hospitals of that time. Pupils are developing confidence in the correct use of words and phrases that relate to the passing of time. Year 3 pupils carefully compare and understand that daily life has changed over a period of time. For example, they examine a range of artefacts and objects from the Victorian times to discover about washdays. In Year 4, pupils' attainment has declined since the last inspection. Pupils are not sufficiently skilled in using and interpreting a wide range of historical sources and evidence. Many do not confidently ask questions from the past in order to develop their historical enquiry.

140. Pupils' make satisfactory progress in Key Stage 1 and Year 3. However, pupils' progress by the end of Year 4 is unsatisfactory. This is mainly due to the lack of support for the large number of pupils for whom English is an additional language. Pupils lack the skills to express themselves clearly, verbally and in writing. Members of staff enable pupils with special educational needs to make satisfactory progress.

141. Pupils' attitudes and responses in history are positive. Most pupils are interested and inquisitive about the past. They show a keen interest in finding out about how people lived in the past and how

things have changed over time. They behave well and listen attentively.

142. The quality of teaching is satisfactory overall. Teachers make effective use of their own knowledge and understanding of the subject and use materials and artefacts effectively to support lessons. In the one unsatisfactory lesson, the teacher's expectations of pupils were insufficiently challenging and planning did not take account of the needs of all pupils.

143. The teaching of history makes a satisfactory contribution to the development and use of literacy skills, although many pupils are unable to express themselves clearly. Effective discussion about the past ensures that pupils make sound progress in speaking and listening. The teaching also contributes adequately to the development of writing and spellings. However, weak subject vocabulary is preventing pupils from presenting information either by talking or putting it in writing.

144. The subject is well managed. Resources are good, well organised and accessible. Out of school visits to museums and other local places based on the topics, effectively enhance pupils' learning. The policy and schemes of work provide adequate guidance for teaching the subject. The monitoring role of the co-ordinator is insufficiently developed to help teachers identify strengths and weaknesses in their work.

Information Technology

145. Pupils' attainment is in line with national expectations by the end of Key Stage 1 and Year 4. Standards of attainment and progress remain the same as at the time of the last inspection. By the end of Key Stage 1, most pupils are able to load and save programmes with adult help. They work independently and collaboratively to create text on appropriate word processing programmes. They are able to delete and insert simple corrections, with higher attaining pupils saving and printing their work at the end of the task. Pupils use the computer to produce simple graphs, and make pictures using art programmes. They understand how to make a toy move in different directions by typing in a sequence of instructions. By the end of Year 4, pupils have a good understanding of the importance of information technology in their everyday lives. They understand how computers are used in everyday places such as a supermarket. They find and move pictures using a 'clip art' programme and print their own written work. Higher attaining pupils can change the size of a picture and alter the type of print when word-processing work. Older pupils are beginning to develop skills in using a CD-ROM to find information.

146. All pupils, including those with special educational needs or English as an additional language have good access to the school's computer room and they make satisfactory progress. Pupils become more confident as they get older and begin to work with increasing independence. Older pupils become more fluent in their use of the keyboard, develop a wide range of practical skills and use computers for a greater number of purposes.

147. Pupils respond well to work in information technology. They are enthusiastic and interested and try hard to help each other when a problem occurs. They sustain concentration and work well collaboratively when required to do so by a piece of work.

148. Overall, the quality of teaching is satisfactory, with one example of an unsatisfactory lesson. Teachers have a sound subject knowledge and are careful about using the correct technical vocabulary. They plan lessons carefully, identifying which specific skills are to be taught. However, on occasions work does not extend the more able pupils, who already have good computer skills. This was also a weakness at the time of the last inspection. Good use is made of questioning to make pupils think about what they are doing and pupils are encouraged to think about the different uses of information technology. For example, pupils in Year 1 considered how a 'bar-code' is used in a public

library. The computer room is used effectively to enable a large group of pupils to develop a specific skill. However, in the unsatisfactory lesson, time in the computer room was not used efficiently and pupils were given no opportunity to practise the new skill they had been shown. Throughout the school, as at the time of the last inspection, insufficient use is made of information technology to support learning in other subjects. Lesson planning rarely identifies how information technology skills are to be used in different curriculum areas. In many classrooms during the inspection the computer was switched on but was not in use. Teachers keep satisfactory records of pupils' attainment and progress.

149. There is an appropriate policy, and the school has recently begun to use a nationally recommended scheme of work to support teachers in their planning. The subject manager provides a good role model in the use of information technology and gives good support to other members of staff.

150. Resources have improved since the last inspection and are now good. Since then the school has developed a well resourced computer room. This is used very effectively. There is an appropriate range of software in different areas of the curriculum and the school is in the early stages of using the 'internet' to support learning.

Music

151. During the inspection there was very little practical music time-tabled. Judgements on attainment have been made by observing available lessons and scrutinising teachers' planning

152. Pupils throughout the school achieve satisfactory standards and make satisfactory progress in singing. Most pupils sing enthusiastically from memory the songs they perform in assembly. Younger pupils listen well and distinguish between high and low sounds. Pupils in Years 3 and 4 are able to deal with significant aspects of music such as tempo, rhythm, pitch and pace when singing. They control their voices well and perform confidently in singing sessions. Pupils use untuned percussion instruments to create specific effects. They carefully consider suitable instruments to portray the characters in the story of 'Peter and the Wolf'. Most pupils respond well to rhythm work using voices, tapping, clapping or percussion instruments.

153. Pupils have some opportunities for listening to music from other times and places, and understand the use of rhythm and other musical qualities in defining mood. However, the composing strand of the National Curriculum programme of study is not well taught and pupils have little knowledge and understanding of musical compositions.

154. Most pupils have a positive attitude to music. They are attentive, enthusiastic and enjoy singing.

155. Overall, the quality of teaching is satisfactory. Teachers make expressive use of their own voices to control singing. In the one unsatisfactory lesson, work was not planned to meet the needs of the pupils. Until recently, music was taught by a specialist but this is no longer the case. Teachers do not have confidence in teaching the practical aspects of the subject.

156. The subject manager is aware of the shortcomings in the teaching of music and there are plans to provide training. There is a satisfactory written policy and scheme of work. Resources are sufficient and include both tuned and untuned instruments, recorded music and books. There is a good range of musical instruments from other cultures. Resources are centrally organised for ease of access. There are opportunities for Year 4 pupils to learn to play Asian instruments such as the tabla and harmonium. The end of term concerts are used to good effect to give pupils opportunities to perform music in public.

Physical education

157. During the inspection, lessons in gymnastics and dance were observed. Discussions with members of staff and pupils, a scrutiny of teachers' planning, observations of extracurricular activities and a review of resources supplement the inspection evidence.

158. The standards of work achieved by the oldest pupils are satisfactory for their age. This is similar to the findings of the last inspection. In dance, younger pupils show sound skills. They use space well to move about the hall and make different body shapes in response to a piece of music. Pupils jump in time to music and repeat series of movement to make a simple dance. In gymnastics, pupils use different body parts in their movement. They move in different ways using their hands and feet and showing good body control. In team games, pupils are beginning to develop an understanding of when to attack and when to defend. Throughout the school, pupils are able to sustain energetic activity over appropriate periods of time.

159. All pupils, including those with special educational needs or English as an additional language, make satisfactory progress in physical education. They improve their control in gymnastics and begin to plan and perform more complicated sequences. The quality of their dancing improves and they develop a better understanding of how to play team games such as football and netball.

160. Pupils enjoy physical education and respond well. Their behaviour is good and they are active and enthusiastic. Most pupils listen carefully to instructions from the teacher and work well together.

161. The quality of teaching is satisfactory. Lessons are carefully planned and resources are well prepared. Lessons start with appropriate warming-up activities and pupils are encouraged to think about the effects of exercise on their bodies. Teachers give clear instructions and pupils are well managed. Teachers provide pupils with a range of activities that hold their interest. They teach specific gymnastics or dance skills to pupils and give them sound opportunities to practise and refine them. Examples of pupils' good work are sometimes used effectively to show other pupils how they could improve. However, this practice is not consistent and in some lessons pupils are given too few opportunities to evaluate their own or others' work. This was identified as a weakness at the time of the last inspection. Throughout the school, the importance of health and safety is emphasised by teachers, and pupils are successfully encouraged to act responsibly at all times. However, in some lessons pupils wear jewellery contrary to the schools' own guidance. Teachers expect pupils to get changed for lessons, although the recommended clothing of vests and pants is not suitable for older pupils since they are embarrassed and this inhibits them in their work. Teachers make careful assessments of what individual pupils have achieved and give appropriate support when a weakness is identified.

162. All teachers are aware of the requirements of the National Curriculum, and the curriculum is broad and balanced. Pupils have an opportunity of swimming in the summer term using the school's outdoor pool. The school makes good use of different commercial schemes of work to support teachers in their planning and these help to ensure that work builds on pupils' previous learning.

163. There are lunchtime clubs for football and netball which are well attended. Pupils compete against other schools in football and have good opportunities to compete against each other in lessons. Occasional visitors to school, such as a rugby coach stimulate pupils' interest in the subject.

Religious Education

164. The attainment of pupils by the end of Key Stage 1 and in Year 4 is broadly in line with the expectations of the locally agreed syllabus. By the end of Key Stage 1, pupils know about Christian festivals and celebrations such as Christmas, Harvest and Easter. Pupils develop a satisfactory personal response to right and wrong. They can talk about their personal values and show respect for

the views of others. They have a satisfactory knowledge of the traditions and beliefs of their own and other faith groups.

165. Year 2 pupils talk about celebrations and special days such as weddings, Bonfire night and Guru Nanak's birthday with growing understanding. Pupils in Year 3 and 4 learn about special places. They confidently record their knowledge about the local church following their recent class visit and talk about the importance of special features such as the organ and the font. Many are able to understand the deep meaning of the religious stories heard in assemblies, for example the story of sharing food. Pupils learn about other major religions of the world and acquire understanding and respect for the life of people from various cultural backgrounds. They know the names of important figures such as Christ, Guru Nanak and Rama. They have satisfactory knowledge of the festivals of other religions and their deeper meaning, for example the majority of pupils understand that light and dark have symbolic meaning in festivals such as Christmas, Eid and Diwali. By the end of Year 4, many pupils have learnt about the life of Jesus Christ through stories from the Bible and demonstrate satisfactory knowledge of his teachings

166. Pupils make good progress at Key Stage 1 and satisfactory progress in Years 3 and 4. Pupils with special educational needs and those for whom English is an additional language make satisfactory progress. Pupils in both key stages develop an understanding of their own emotions and talk in greater depth about their families and family activities.

167. Pupils' attitudes and responses are good. They listen carefully to the teachers explanations and stories used in lessons. They behave well in class and respond to questions with confidence. Most pupils show a willingness to talk about and share personal experiences.

168. The quality of teaching is satisfactory overall, with good teaching at Key Stage 1 where work is well matched to pupils' needs. Throughout the school, teachers manage pupils well and ask appropriate questions. Their knowledge of the subject is satisfactory. Teachers use an appropriate range of activities and suitable artefacts, to maintain the interest of all pupils. The teaching of religious education makes a good contribution to pupils' literacy skills. Younger pupils often sequence events in the story. Older pupils are encouraged to record their knowledge, through writing their own accounts.

169. The school assemblies support religious education and extend pupils' knowledge. The school's policy and schemes of work for religious provide good guidance and clear framework to teachers. However, the absence of an agreed approach to recording and assessing the development of pupils' knowledge and understanding, reduces teachers' ability to plan future lessons based on what pupils have already achieved.

170. The co-ordinator has a good knowledge of the strengths and weaknesses in the subject, but has little opportunity to monitor the quality of work in the classrooms. Resources including multicultural artefacts to teach pupils about other religions of the world are good and organised centrally for ease of access. The range and quality of religious education books is satisfactory. Pupils' knowledge of the places of worship and the holy books is enhanced through visits to the local church and the Sikh Gurdwara.

171. Many pupils use the CD-ROM with developing skill to research information about major world religions.

PART C: INSPECTION DATA

Summary of inspection evidence

172. The school was inspected for a total of 13 days by four inspectors, one of whom was a lay inspector

- .59 lessons or part lessons were observed, totalling 39 hours 30 minutes.
- .Discussions were held with the pupils, members of staff, governors and parents.
- .Pupils' reading was heard.
- .Samples of pupils' work were inspected from each class.
- .Teachers' records and plans were scrutinised.
- .Assemblies and acts of collective worship were attended.
- .A range of documentation and information supplied by the school was studied.
- .Budgetary information was scrutinised.
- .Attendance records and pupils' records were scrutinised.
- .A pre-inspection meeting was attended by 1 parent.
- .Questionnaires completed by 42 parents were analysed.
- .Lunch and playtimes were observed.

173. DATA AND INDICATORS

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 – Y4	164	2	14	85
Nursery class	40	0	2	4

Teachers and classes

Qualified teachers (YR – Y4)

Total number of qualified teachers (full-time equivalent)	9.5
Number of pupils per qualified teacher	17.26

Education support staff (YR – Y4)

Total number of education support staff	7
Total aggregate hours worked each week	186

Qualified teachers (Nursery class)

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

Education support staff (Nursery class)

Total number of education support staff	3
Total aggregate hours worked each week	89

Average class size:	10
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Financial data

Financial year:	98/99
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	£
Total Income	377,178
Total Expenditure	383,310
Expenditure per pupil	1,546
Balance brought forward from previous year	67,237
Balance carried forward to next year	61,105

PARENTAL SURVEY

Number of questionnaires sent out:
Number of questionnaires returned:

164
42

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	46	49	5	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	59	39	2	0	0
The school handles complaints from parents well	50	48	2	0	0
The school gives me a clear understanding of what is taught	41	49	8	2	0
The school keeps me well informed about my child(ren)'s progress	45	50	5	0	0
The school enables my child(ren) to achieve a good standard of work	46	51	3	0	0
The school encourages children to get involved in more than just their daily lessons	43	48	8	1	0
I am satisfied with the work that my child(ren) is/are expected to do at home	48	45	7	0	0
The school's values and attitudes have a positive effect on my child(ren)	43	45	12	0	0
The school achieves high standards of good behaviour	46	51	3	0	0
My child(ren) like(s) school	69	21	7	3	0