

INSPECTION REPORT

Watling Lower School

Dunstable

Bedfordshire

Unique Reference Number : 109499

Headteacher : Mrs Pauline Tiffen

Reporting inspector : Chris Rhodes
16408

Dates of inspection : 20-24 September 1999

Under OFSTED contract number: 706959

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INFORMATION ABOUT THE SCHOOL

Type of school :	First
Type of control :	County
Age range of pupils :	4+ to 9
Gender of pupils :	Mixed
School address :	Bull Pond Lane Dunstable Bedfordshire LU6 3BJ
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Appropriate authority :	Governing Body
Name of chair of governors :	Doreen McLachan
Date of previous inspection :	22 – 26 April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
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Martin Greenwood, Lay Inspector		Attitudes, Behaviour and Personal Development; Attendance; Support, Guidance and Pupils' Welfare
Danice Iles, Team Inspector	Science, Design and Technology, Art, Physical Education; Special educational needs	Pupils' spiritual, moral, social and cultural development; staffing, accommodation and resources
Anne Hogbin, Team Inspector	Mathematics, History, Geography, Religious Education; Children Under Five	Curriculum and Assessment; Efficiency

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MAIN FINDINGS

What the school does well

- The new Headteacher has a clear vision for the future development of the school
- Pupils have positive attitudes towards work, school and each other
- Behaviour is good. Pupils are happy and courteous
- Provision for pupils' personal and social development is very good
- Attendance is above average
- Teachers have good subject knowledge and manage the pupils very effectively
- There is a very good range of extra-curricular activities
- The literacy and numeracy strategies have been introduced successfully
- Parents are given good quality information and support the school strongly
- Links with the local community are close and help to raise standards
- The ethos is good
- Support staff make an important contribution to the school
- Financial control and school administration are very efficient
- The school gives good value for money

Where the school has weaknesses

- Many lesson plans do not say exactly enough what children should know by the end of the session. Teachers do not always check what has been understood in sufficient detail or modify later lesson plans to take account of what pupils could do at the end of the session
- Information technology [IT] is not used enough in lessons; standards are below the national expectation.
- There is a no clear management plan for the 4+ Unit
- There is insufficient prioritised strategic planning; subject co-ordinators do not evaluate the standards of teaching and learning in their subjects

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

How the school has improved since the last inspection

The school has overcome a significant number of the weaknesses identified in the last inspection in 1996. The quality of teaching has risen considerably. Standards in English in Years 3 and 4 have risen, particularly in writing. Standards in mathematics have risen in all parts of the school but there is still room for improvement. Children now arrive at school on time and behaviour in classrooms is better. The resources for IT have been greatly improved through the recent provision of an ICT suite. The library is still unsatisfactory, but its improvement is an important part of the school's new building provision planned for this term. Teachers still do not use day-to-day assessment effectively enough to measure how well children have understood the lessons. Higher attaining pupils are reaching a good standard, but some examples remain where the work they are set is too easy for them. The school is in a strong position to improve and achieve its targets.

Standards in subjects

The table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

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

These results show that in 1998 Year 2 pupils reached levels in reading which were broadly in line with the national average but were below it in writing and mathematics. Attainment was well below those reached in similar schools. The results achieved by pupils in Year 2 in the 1999 national tests show a considerable improvement over 1998, especially in the percentage of pupils reaching higher levels in reading and mathematics.

The standards of attainment seen in lessons and pupils' books during the inspection were in line with national expectations for pupils near the end of Key Stage 1 in English, mathematics, science and religious education [RE]. Standards in Year 4 were also in line with national expectations for mathematics, science and RE, and were above average for English. Standards were below national expectations for information technology [IT] in both key stages.

Progress in English and science is sound in Key Stage 1 and good in Key Stage 2. Progress in mathematics and RE is sound in both key stages. Progress in IT is unsatisfactory over time but is good in lessons in the new suite. Progress in design and technology, geography, music and Key Stage 1 history is sound. It is good in art in Key Stage 1 and history in Key Stage 2. It is good in physical education [PE] in both key stages.

Pupils under five have mathematical, language and literacy understanding and skills which are broadly typical for their age. Their personal and social development is above average.

Quality of teaching

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

All lessons seen during the inspection were judged sound or better; none were unsatisfactory. 13% of lessons were very good or excellent, 33% were good and 54% were sound.

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. Children are polite and well behaved around the school.
Attendance	Above average. A few lessons do not start on time.
Ethos*	Good. Relationships are strong. Pupils and staff work hard together to achieve high standards.
Leadership and management	Headteacher leads strongly. Development planning is sound but is not prioritised. Co-ordinators monitor standards but do not formally evaluate the quality of teaching and learning in their subjects.
Curriculum and assessment	Broad and balanced. Statutory requirements are met. There is no framework to enable teachers to plan for pupil progress towards desirable outcomes for children under five. Day-to-day assessment is not used rigorously to check understanding or as the basis for planning.
Pupils with special educational needs	Good provision. Satisfactory progress overall, but often good when children receive additional adult help.
Spiritual, moral, social & cultural development	Good provision, especially for pupils' social development.
Staffing, resources and accommodation	Staff are appropriately qualified. Resources are satisfactory. Existing accommodation is well used.
Value for money	The school provides good value for money.

* *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
<ul style="list-style-type: none"> ● They are encouraged to play an active part in the life of the school ● The Headteacher and staff are easy to approach ● The school's values and attitudes have a positive effect on standards ● Children behave well ● The children are happy and enjoy school 	<ul style="list-style-type: none"> ● They do not have enough information about the curriculum or how well their children are doing ● An inconsistent approach to homework.

The inspectors supported parents' positive views of the school. Inspectors decided that the quality of annual reports was good and better than that found in similar schools. They welcomed the school's new initiative of providing curriculum information booklets about the core subjects, but understand why parents also want information about history and geography so that they can support their children more at home. They agreed with parents that homework was approached in different ways across the school. The school is planning to review its arrangements and give parents more information about the home reading books.

KEY ISSUES FOR ACTION

In order to raise standards further, the Headteacher, staff and Governing Body should work together to

1. Continue to strengthen the overall management of the school by

- ensuring a clear sense of direction for the 4+ Unit (paragraphs 43, 67)
- re-examining the structure and role of the senior management team and giving a sharper focus to strategic planning (paragraphs 43, 44, 45, 46)
- extending the role of subject co-ordinators so that they evaluate as well as monitor standards of teaching and learning, and take on an increased level of responsibility (paragraph 46)

2. Raise the quality of teaching and learning still further by

- ensuring that all lesson objectives are written in terms of what pupils will be able to do or understand at the end of the lesson, and that these are then used as the basis for assessing and recording pupil attainment (paragraphs 21, 22, 74)
- ensuring that the needs of all pupils are met in group activities (paragraphs 72, 79, 80)

3. Use the opportunity provided by the new ICT suite to raise standards in IT in all classes by

- teaching IT skills which can then be used successfully in all areas of the curriculum (paragraphs 12, 89)
- including IT in schemes of work for all subjects so that teachers have high quality practical guidance on how to make the best use of IT in every area of the curriculum. (paragraphs 21, 22, 89)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan.

- Policies, such as marking, are not followed consistently by all staff (paragraph 29)
- The governor of the month scheme does not give all governors sufficient insight into the school. The Finance, and Policy and Curriculum committees do not have written terms of reference. (paragraph 44)
- The Deputy Headteacher is responsible for two core subjects in addition to his other responsibilities and class (paragraph 43)

INTRODUCTION

Characteristics of the school

1. Watling Lower School is situated in Dunstable, in Bedfordshire. The children enter the school in the September following their fourth birthdays and leave at the end of Year 4. There are 217 on roll, approximately 60% of whom do not live in the school's catchment area. The school roll is increasing but is similar in size to the national expectation for a primary school. The number of boys and girls is very similar in each year group. 4% of the pupils are entitled to free meals which is below the national average. 16% of pupils are on the school's Register of pupils with special educational needs. This is broadly in line with the national average. One pupil has a Statement identifying the specialist resources required. The ethnic origins of nearly all pupils are white. There have been no exclusions. Most children have some form of pre-school experience and their attainment on entry ranges from average to just below. The school was previously inspected in 1996 when it was judged that although the standards achieved by the pupils required some improvement, the quality of education, climate for learning and management and efficiency of the school were good.
2. The school works to create a friendly, caring environment where pupils and staff respect each other and work together to promote children's learning and development. Staff and governors value each pupil's unique qualities, and set out to build on their skills and knowledge in order to develop their true potential, and to become confident and responsible individuals. The school is justly proud of the higher results obtained in the 1999 national tests at the end of Year 2, and has identified writing as a particular area for improvement in the current academic year. Results in reading and writing in Year 4 compared favourably with local authority averages but mathematics was identified as an area to be strengthened. The school is using the National Numeracy Strategy as part of its plan to raise standards. The school has set boys and girls separate, tough but realistic targets to achieve by July 2000. On a wider level, the school is keen to develop the use of its sports field and to become a Sports Centre of Excellence.

Key Indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1998	20	16	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	14	12	15
	Girls	15	14	14
	Total	29	26	29
Percentage at NC Level 2 or above	School	83	74	83
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	15	14	15
	Girls	15	15	16
	Total	30	29	31
Percentage at NC Level 2 or above	School	86	83	89
	National	81	85	86

Attendance

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

		%
Authorised Absence	School	4.67
	National comparative data	5.7
Unauthorised Absence	School	0.21
	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	13
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1.Children under five start school with levels of knowledge, understanding and skills that are broadly typical for their age. Their personal and social development is slightly above average. It is too early in the year to make judgements about the progress being made by children currently attending the 4+ Unit, or whether they will meet the desirable outcomes for pupils of their age by the time they are five. However, children near their fifth birthdays in the reception class have attainment broadly in line with expectations in all curriculum areas and are well placed to begin the National Curriculum.

2.In 1998, the most recent year for which there are national averages, the percentage of pupils at the end of Key Stage 1 who reached Level 2 was close to the national average for reading and mathematics, but below average for writing. The percentage who reached the higher level 3 was lower than average for reading and writing and well below for mathematics. These results were broadly in line with other schools for reading but below for writing and mathematics. They were well below the results obtained in schools with a similar proportion of children with English as an additional language or who were entitled to free school meals. Results had been dropping slightly each year from 1996 onwards. Boys reach above average standards in reading and average standards in writing and mathematics. Girls did better than boys in reading but not so well in writing and mathematics. The results were analysed very carefully and targets set for improvement. This school was successful, and increased percentages of children reached expected levels in 1999 in all areas. An improvement of 18% in the number of children reaching the higher level 3 for reading and 13% in mathematics was particularly pleasing. A target for the current Year 2 is to raise the percentage of pupils reaching level 3 in writing.

3.Standards of attainment in English near the end of Key Stage 1, as seen during the inspection in lessons and pupil books, are in line with national averages and similar to those noted during the previous inspection. Children listen carefully and discuss books and their ideas confidently. Their reading is usually accurate. Most children in Year 2 are already able to read fiction at a level to be expected for the end of the school year but still have to develop all of the necessary skills to retrieve information from non-fiction books. Writing skills are developing in line with national expectations. Most pupils can express their ideas in sentences and understand the importance of capital letters and full stops. Simple words are spelled correctly. Handwriting is usually joined and letters are of a correct size. Boys and girls are achieving similar levels of attainment.

4.Standards in English in Year 4 are above the national expectation and have improved since the previous inspection. Pupils give thoughtful responses to their teachers' questions and listen attentively to each other and to adults. They read aloud in class confidently and have a good understanding of what the text means. The overall standard of individual reading is above average with many children reading fluently and developing a love of books. Most children understand how to use an index and are beginning to learn how to skim text for essential information. Nearly all pupils understand how language works, and can explain the use of nouns, verbs and adjectives accurately. Writing skills have improved since the previous inspection. Spelling is largely accurate, and pupils benefit from regular homework assignments. Handwriting is joined and legible. In reading, writing and spelling girls are tending to reach higher levels than boys.

5.Overall progress in English in both key stages is good. Children are responding positively to well-targeted teaching and work hard to be successful. The children's books from last year and this show good progress over time. The older pupils themselves feel they are making good progress, and feel proud of their new knowledge or an improved skill in spelling and handwriting. Most teachers mark carefully, and include comments that show pupils how they can improve. The practice of some literacy lessons is for group activities to move round the class during the week. Progress is limited when tasks are not set at the correct level of challenge. On a few occasions higher attaining pupils are set work which is too easy, a concern also noted during the previous inspection. Children with special educational needs make good progress when they are working closely with an adult but this is not always maintained when they have to work on their own.

6.The children use the literacy skills they have learned in English lessons effectively in other parts of the curriculum. They read and write confidently, although some find the text in RE, history and geography exercises difficult to understand. Work is well presented. Good examples of effective writing were seen in carefully presented science reports, accounts of visits and historical events and note taking while watching a video. Standards in the use of literacy and numeracy in other

subjects is not so well planned or established. The current library is limited. Children do not have enough opportunities use the skimming and research skills they learn in literacy lessons. Examples of accurate measuring were seen in design at technology and science, and in determining co-ordinates in geography.

7. Attainment in mathematics near the end of Key Stage 1 and in Year 4 is broadly in line with national expectation. However there is an imbalance in pupils' attainment across the mathematics curriculum. Pupils' written skills in numerals are above average and enable them to do well in tests. They are used to pencil and paper mathematics and interpreting written instructions. There is little evidence of pupils using and applying their knowledge of the number system to solve investigations or real life situations at an appropriate level. Understanding of shapes, space and measures appears sound but is not underpinned by sufficient practical experience. Whilst most pupils can add together tens and units using carry-in figures on paper, they have few mental strategies to do so in their heads.

8. Progress in mathematics, including that of pupils with special educational needs, is sound overall whilst in Year 3 and Year 4 it is good and relates directly to the quality of teaching. The national numeracy strategy has been introduced effectively this term. Year 1 pupils make good progress because their lessons are based on handling a variety of practical apparatus. For example they can count and order numbers to 20 and determine one more or less than a given number. All classes make good progress during the oral introduction to the lesson, and are making significant gains in their ability to use a variety of mental strategies. Progress generally slows to satisfactory during the main part of the lesson because the style of teaching is new and teachers are inexperienced in providing group activities containing the correct level of challenge to enable pupils to work both practically and independently. The exception is in Year 4 where progress is good because the teacher knows the prior attainment of the pupils well, explains very clearly and plans in great detail. Where support assistants and parent helpers work with the lower attaining pupils under guidance from the class teacher these pupils make good progress. In most lessons the higher attaining pupils make good progress as they have the concentration and interest to persevere with their tasks, and average pupils make satisfactory progress. In the longer term pupils have made good progress in numeracy, satisfactory progress in shapes, space and measure and insufficient progress in using and applying their knowledge.

9. Standards of attainment in science are in line with national expectations at the end of Key Stage 1 and in Year 4. Teachers have assessed that standards reached at the end of Key Stage 1 improved in 1999 when compared to the disappointing outcomes in 1998 when results were well below the average for similar schools. In 1999 96% of pupils were assessed as reaching the expected level 2. Progress is sound in Key Stage 1 and good in Key Stage 2. Pupils extend their knowledge and understanding of science and develop good skills in observation and investigation that they apply confidently to new situations. Their attitudes towards science are very positive which helps them to make greater progress. Pupils' books in all classes show that they have learned to predict and classify, and have started to evaluate the outcomes of their investigations orally, in writing or as charts. They are being given appropriate opportunities to work with technical equipment. Their use of a scientific vocabulary is good and they are able to appreciate the need for fair tests. Pupils with special educational needs are well taught, are encouraged with suitable work and help, and also make good progress. In their best lessons higher attaining pupils are given extension work.

10. Standards in IT at the end of Key Stage 1 and in Year 4 are below the national expectation. The new Information Communication Technology [ICT] suite was fully used for the first time during the inspection week and for most children it was the first time they had received structured IT skills training. Most pupils in Year 2 are familiar with computers, know the principal keyboard functions and how to use a mouse to activate screen icons or drag shapes round the screen. They can write their names and short sentences, and print the results. Pupils in Year 4 can communicate information using word processing at a level which is in line with national expectations, but their other IT skills are less strong. Individual pupils have above average skills, often learned at home. Although standards have not risen since they were reported at the time of the previous inspection, many of the practical features that were limiting progress have now been removed. Although progress over time is unsatisfactory, the progress seen in lessons during the inspection in the new ICT suite was at least sound and often good. Teachers have taken full advantage of the new hardware and suite, and pupils make rapid progress.

11. Pupils' attainment in religious education is in line with that expected in the locally agreed syllabus at the end of Key Stage 1 and in Year 4. Children have an appropriate knowledge of Christianity and the main features of other world faiths related to worship, festivals, and symbolism, and are beginning to form thoughtful views on matters of religious belief and practice. Progress is sound at both key stages. Under the topic "Special," Key Stage 1 pupils widen their appreciation from personal feelings and people, to those special to the Christian religion. Key Stage 2 pupils develop this further by considering the special places of worship in different religions and the part food, prayer and festivals play. They make particular progress in understanding these elements within Christianity through their visit to the local Catholic church. Whilst progress overtime is satisfactory in that it covers the agreed syllabus, the depth of learning is superficial as many pupils do not appear to find the subject particularly engaging.
12. Progress in design and technology, geography, music, Key Stage 1 history and Key Stage 2 art is sound. It is good in art in Key Stage 1 and history in Key Stage 2. It is good in physical education in both key stages. The school has set challenging but achievable targets for individual and year group improvement. Recent successes are encouraging.

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13. Children in the 4+ Unit settle very quickly into school and understand its routines. They work and play happily together and relate positively to staff. Most pupils throughout the school have a positive attitude to learning and show interest in their work. They give a strong response in lessons. The majority are able to work independently and sustain concentration, especially when the work is set at the correct level of challenge. The presentation in their books is generally good. Pupils with special educational needs work hard, especially when with an adult, but some lose concentration if required to work on their own for long periods and their progress becomes slow.
14. The school has appropriate policies for positive behaviour management and anti-bullying with an effective system of rewards and sanctions. Pupils behave well in and around the premises, and their good behaviour on school trips has been commented on favourably by members of the general public. Pupils' good behaviour is a strength of the school and has improved since the previous inspection. Parents are very pleased with the standards achieved. No instances of rough play or lack of discipline were observed during the inspection. There have been no exclusions during the last three years. Pupils are polite to staff and visitors and show respect for property. There has been no vandalism.
15. Pupils relate well to teachers, who provide good role models for them. In the classroom most of them work collaboratively and show respect for others. Girls and boys work well together. In general their relationships with each other and with adults are cheerful and easy, and most are clearly happy to be in school. Pupils in Year 4 are given a range of responsibilities beyond the classroom, which they evidently appreciate and carry out conscientiously. For example, they are responsible for the registers, for preparing the Hall and music for assemblies, and for looking after the youngest pupils during silent reading and after lunch. They also follow a First-Aid course. Pupils' personal development, supported by a strong programme of personal and social education lessons, is a strength of the school.

Attendance

16. Figures for overall attendance, and authorised and unauthorised absence, are above the national average and have improved since the last inspection. The procedures for recording and monitoring lateness and extended absence are effective and the few problems of continuing lateness or extended absence are dealt with efficiently. Most pupils come to school on time. The concerns noted in the previous report that some lessons do not start on time remain in some instances, but children now arrive punctually for the start of school. All statutory requirements are met.

QUALITY OF EDUCATION PROVIDED

Teaching

1. The overall quality of teaching is good. 13% of the lessons observed were very good or excellent, a further 33% were good and 54% were sound. There was no unsatisfactory teaching. Teaching is particularly strong in Key Stage 1 where the

out of every five lessons observed were good or very good. This shows a significant improvement on the standards noted the time of the previous inspection.

2.29% of the teaching seen in the 4+ Unit was good and 71% was sound. Standards are satisfactory overall and 1 unsatisfactory teaching was seen. The staff have formed good relationships with the children. They use time and resource satisfactorily to provide an interesting range of activities and a varied programme. Levels of discipline and the management of children are good. Teachers have a sound knowledge and understanding of the age group, recognising the importance of first hand experiences and developing speaking and listening, and have good skills in developing children's personal and social skills. Sound teaching also ensures a satisfactory start is made to children's numeracy, language and literacy development. However, planning is unfocused and therefore unsatisfactory. As there is no long-term curriculum framework progress is unplanned. Lesson plans list activities rather than say what children should know having completed them.

3. In Key Stage 1 15% of lessons were judged to be very good, a further 46% were good and 38% were sound. This is a major improvement since the previous inspection when 40% of the teaching was unsatisfactory and some behaviour was described as disruptive. Classrooms are always orderly and teachers maintain a very good discipline. In the many well taught lessons teachers plan thoroughly, materials are carefully prepared, appropriate and to hand, and staff use questions skilfully to make pupils think for themselves or to test how much they have understood. They have a secure understanding of all aspects of the National Curriculum, an improvement since the previous inspection. They teach IT skills effectively but do not use IT enough in other subjects. They have high expectations of what the children will be able to achieve. As a result pupils quickly learn to work independently, as was seen in several literacy hour group activities, and make greater progress. Teachers are patient and have very good relationships with their classes and each other. Teaching is less effective when lesson plans set out the tasks to be completed but do not identify precisely what is to be learned by the end of the session or how success will be measured or recorded. In a few cases the work does not challenge the children enough and they waste time.

4. In Key Stage 2 17% of lessons were very good, 25% good, and a further 58% were sound. As in Key Stage 1, the best teaching is well planned, questions are asked to test knowledge and understanding, relationships are good and teachers have a secure knowledge of their subjects. Technical vocabulary is explained and used effectively in mathematics, science and IT lessons, opportunities are taken to use the skills of literacy and numeracy in other parts of the curriculum, and good quality writing on the chalk-board sets a high standard of presentation. Pupils are managed very well. Good lessons have pace and rigour, and often contain activities set at different levels of difficulty so that all pupils have to work hard and can make progress. In nearly all classes marking is conscientious and includes detailed comments which praise achievement and suggest ways in which work can be improved. The teaching is less strong when it is unclear how teachers will measure success in order to plan later work, not enough use is made of IT, expectations are too low, or the work is not set at the correct level of difficulty. Some group activities set in the literacy hour are too easy for higher attaining pupils. In some history, geography and RE lessons the format of teacher input followed by a writing task is over-used. Although pupils complete their tasks, they find them tedious. Pupils with special educational needs in all classes are well taught in small groups but make less progress in whole class lessons when the material is too difficult. Provision for homework is satisfactory but differs from class to class.

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1.The curriculum for pupils of statutory school age is satisfactory. It is broad and balanced. It closely follows the national curriculum and prepares pupils well for their next stage of education. The national literacy and numeracy strategies have been introduced to ensure a more balanced approach to teaching mathematics. However the curriculum for children under five is underdeveloped and unsatisfactory. There is no framework to enable teachers to plan for pupil progress towards the goals outlined as desired for children's learning.

2.All subjects of the National Curriculum are taught at both key stages and the statutory requirements are fully met. The provision of an IT curriculum is new this term as there were insufficient resources to do so previously. The extended use of ICT to develop pupils' knowledge of the number system within the mathematics curriculum is satisfactory. This is already recognised and covered in their new approach to mathematics. Equality of access and opportunity is provided for all pupils, including those in the special needs register. However some pupils are withdrawn from class for extra activities such as first aid or specialist sports which is unsatisfactory, but unavoidably caused by time-tabling constraints and teachers ensure missed work is covered later. There is good provision for pupils' personal and social development. Sex education is not formally taught but there is an agreed policy to provide information when asked. There is very good provision for teaching about drug misuse through the Life Bus, which all children and parents can visit. Religious education is taught appropriately and meets the requirements of the Bedfordshire Agreed Syllabus.

3.All subjects have sufficient time devoted to them and this has been recently reviewed according to national guidelines. There is sufficient time for teaching the new numeracy and literacy frameworks. The remaining subjects are being taught according to the suggested programme. Literacy is well integrated to other curriculum areas. Whilst many subjects include elements of numeracy, it has not been fully planned into other subjects.

4.The curriculum is planned satisfactorily for continuity and progression. There are schemes of work and policies in regular review programme. History, geography and science are taught within a two-year rolling programme. However they ensure a progressive acquisition of knowledge and skills in mixed year group classes, which is unsatisfactory. The homework provision and homework is well used to support learning. However some parents do not perceive this to be so, as the knowledge of what is required and are concerned about inconsistent practice between classes.

5.There is a very good range of extra-curricular activities which strengthen the curriculum. For example, visits to a farm for science, a museum for history and a Catholic Church for religious education. Visitors to school to play an ensemble for music and a famous children's author explaining how he writes his books and reading to the children to encourage Pupils take part in special events in the wider community such as forming part of a children's choir at Wembley Conference on school productions for their parents and the local community such as a summer musical concert and harvest festival. There are a number of clubs at lunchtime such as gardening and recorder club and after-school sports clubs for netball and football.

6.Assessment, recording and reporting arrangements are satisfactory throughout the school, including those for special needs to meet statutory requirements. A new assessment policy has recently been introduced, but has not yet been fully implemented. The school has not yet developed further procedures for assessment and recording nor is it following the good practice of encouraging pupils to assess their attainment and plan for future progress. This is unsatisfactory. However teachers do make informal assessments through their questioning and formal baseline assessment has started. Statutory National Curriculum assessments for the core subjects in mathematics and science are carried out satisfactorily. Teacher assessment of National Curriculum levels has become more consistent through regular meetings to moderate work. There are good portfolios for the core subjects containing examples of work at different attainment.

7.The school evaluates its own curriculum effectively, making good use of local education authority analysis into its own weaknesses highlighted in statutory tests and has consequently modified the curriculum to raise standards. It also looks at differences in attainment between girls and boys to ensure equality of provision. Within the school a study has been made of the literacy strategy, which has resulted in setting in Year 4 and more support assistants allocated to these lessons in other classes. Progress within all groups and further raise standards. Governors make themselves aware of standards through visits to classrooms by Headteacher and other senior staff. Tough but realistic targets have been set for pupils in the core subjects for the next term. Term plans are evaluated and used towards modifying the following year's curriculum. However there is no check that the curriculum is fully delivered in each subject. The effectiveness of day-to-day assessment is inconsistent and largely unsatisfactory. There are difficulties for assessing pupils with special needs. Although there is a new marking policy, there is inconsistency of practice. Some constructive suggestions of how pupils could further improve their work, some merely give ticks and praise, and other work

8.There has been a satisfactory improvement in arrangements for curriculum and assessment since the last inspection. In lessons the curriculum is planned to be sufficiently challenging for the higher attaining pupils. Medium term plans include outcomes and older pupils have opportunities for personal research. The school makes sound use of available assessment to improve the curriculum in numeracy and mathematics. Concerns expressed in the previous report about some aspects of Teachers' planning is insufficiently precise in identifying what children should know by the end of the lesson. Teachers' lesson plans sufficiently to take account of what pupils know and can do at the end of the previous session.

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9.Provision for pupils' spiritual development is good. Pupils' response to hymns and prayers is sincere and though assemblies led by senior staff and the local vicar, and in the children's quiet but strong singing. There is a Christian ethos in children participate in special events and services at local churches. In art lessons in Year 1 there were examples of the j

achievement as the children gathered autumn leaves, sorted them into colours and then used them for printing and rubbing. They contain a spontaneous gasp of pleasure when they realised the power of their new word processing package to work in colour.

10. Provision for pupils' moral development is also good. They are gently reminded of the importance of good behaviour and are encouraged to be thoughtful and kind all through the day. They understand the difference between right and wrong. All staff act as very good role models. The majority of parents, in their answers to the questionnaire, were positive in their appreciation of the school achieves. There are displays of rules and guidelines for behaviour in the classrooms and a strong foundation is laid in social education lessons.

11. Provision for social development is very good. Throughout the school there is a friendliness and a sense of purpose. Caring relationships evident at all levels. The children are natural, open and friendly with adults. There are opportunities for children to learn about themselves and other people, and to learn social skills and teamwork from an early age. Good work, behaviour and achievement is praised and rewarded and pupils are encouraged to consider the consequences of their actions on others. Individual children are encouraged to be proud of themselves, and achievement of every sort is publicly acknowledged in the weekly praise assembly.

12. Provision for cultural development is also good. There are few opportunities in the immediate local area for children to consider at first hand how other people live, or come close to understanding other social and cultural traditions. The school has recognised this and a member of staff has been given responsibility to ensure that this aspect is developed in all curriculum areas. They extend their knowledge of their own culture and that of other countries through the opportunities they have for visits and the visitors who come to the school. These have included a Sikh author and a librarian, and the school is looking forward to welcoming an artist in residence and the visit of Indian musicians and dancers. Choirs from both key stages take part in music festivals.

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1. The school has good procedures for supporting and guiding the pupils and for ensuring their welfare. support staff know and care for the pupils sympathetically. There is a strong commitment to those with Child protection procedures are in place and all staff, including the four new teachers, are fully aware procedures are operated very sensitively and the Deputy Headteacher as the nominated officer has a good relationship with the social services. This is a distinct improvement since the last inspection.
2. There are good induction procedures for the Under-Fives and well-planned preparation for pupils transferring to other schools. Arrangements for those joining the school for the first time are particularly sensitive. A good example was given when a class prepared to welcome a new pupil transferring from another school. Procedures for monitoring academic progress and personal development are satisfactory. Annual reports sent to parents meet all requirements and show good personal knowledge of individual children. The school has good procedures for promoting good behaviour, and for encouraging and monitoring good attendance and punctuality.

3. The school is fully well aware of its health and safety responsibilities, and the Headteacher and caretaker carry out monthly inspections of the premises and report any problems to the Buildings Committee. In many respects, standards have been improved since the last inspection and further improvements are due very shortly. However, there are still some health and safety concerns. The library is poorly sited under the stairs, there is a lack of ventilation in the room and the slope in the Under-Fives' playground is a potential hazard.
4. Medical arrangements are good. Two members of staff are first aid trained and the school nurse visits on a regular basis. Links with the educational welfare officer and other agencies are good and there is an appropriate policy on sex education. Overall, teachers and staff are very caring, there is a very happy atmosphere and pupils enjoy coming to school.

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5. Parents and grandparents are encouraged to play an active part in the life of the school. They are made well with activities and on school trips. The homework policy and reading records encourage parents to make contribution to their children's learning. Some parents at the meeting were concerned that some teachers could not read diaries effectively enough to strengthen the links between family and school. The Parent Teacher Association is very supportive in raising money, for example to build the swimming pool, and in helping the school in other ways.
6. Overall the school has an effective partnership with parents and keeps them well informed with regular newsletters and other leaflets. There are formal meetings with teachers each term, special meetings on literacy and numeracy, and many opportunities for informal discussions. Annual reports on the pupils meet requirements. They are written and include individual goals for the pupils. The new home-school agreements are helpful, very well thought out and clearly took account of parents and pupils' views of what should be included. The new curriculum information sheets give parents a very useful insight into the main areas of work for the term, but do not yet contain enough detail about topics to be covered in history and geography. Parents at the meeting said that they would find this helpful in knowing how they could support their children's learning in school.

7. The school has close links with the community. Liaison with local nurseries and middle schools is good and pupils are taken on visits to their future schools. The school premises are let out on a regular basis to local clubs. There are good links with other agencies. There is a strong relationship with the local churches, with assemblies taken by representatives from the Methodist, Baptist and Roman Catholic churches. Pupils sing carols in the Methodist Church and take part in a candlelit procession from the Church to the Town Centre. They also sing to the old people and take them Harvest gifts. There are close links with Vauxhall, a computer firm EDS, who have both helped to decorate and refurbish certain areas of the school, for example the Vauxhall canteen. Luton Football Club provide coaching for Years 3 and 4. Visitors to the school have included a Sikh, a librarian, an author and the 'Life' Bus to tell pupils how to look after their bodies. These links all have a positive effect on the attainment and progress of the pupils and help to raise standards.

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1.The Headteacher leads calmly, but strongly and effectively. She has been in post for a year and has analysed school needs to achieve in order to raise standards. She has a clear vision for its future development and has implemented it calmly and sensitively. The new ICT suite and recent staff appointments are good examples. The Headteacher, Governing Body and staff work together to ensure that the school's aims and values are reflected in its work. This is much appreciated by parents. The overall standards observed during the previous inspection has been maintained. The Headteacher and staff team have an above average capacity to increase the rate of improvement.

2.Senior staff work hard to carry out their various responsibilities. The Headteacher, for example, observes every classroom at least once a term, and works with them to raise their own standards and set realistic but challenging targets for improvement. Senior staff meet regularly to discuss matters of immediate importance but have also started to focus on setting long term strategic direction. This is already strengthening the school's sense of purpose. Several senior staff carry more than one responsibility. The Deputy Headteacher, for example, is responsible for mathematics and the successful implementation of a numeracy strategy, the new ICT suite, and the promotion of the use of information technology in all areas of the curriculum. A considerable workload when added to the full-time responsibility for a class. There have been staff changes in the Unit for Learning. At the time of the inspection, the new team had not yet established a clear sense of direction for their work.

3.The Governing Body carries out its responsibilities conscientiously. Meetings are held twice a term. Good use is made of them to carry out detailed work, but the Finance and Policy and Curriculum committees do not have written terms of reference which state what their responsibilities are or how far their delegated responsibilities run. Most governors visit the school through the "open month" scheme but, with a few exceptions such as the literacy and special educational needs attached governors, this does not give a deep understanding of a particular subject or age group. This makes it harder for the Governing Body to draw on a depth of knowledge within its members when particular aspects of the school are discussed. The Governing Body fulfils all of its statutory duties including those relating to the special educational needs Code of Practice and for the Act of Collective Worship.

4.The school has a range of well researched and relevant planning documents setting out its future direction. However, the summary management plan that brings them altogether so that it can be seen exactly what the school's absolute priorities are for the next year or years, or which subject areas take precedence in times of budget constraint. Plans include success criteria but many of the tasks to be done, rather than on targets for higher pupil attainment against which governors, staff and parents can measure progress. It is doing. The current level of development planning does not appear as strong as that reported at the time of the previous inspection. The Headteacher and staff are working very hard to develop this area of management responsibility.

5. Subject co-ordinators carry out their current responsibilities very effectively and conscientiously. Many are Medium and long term planning are monitored regularly, and the Headteacher looks at short term planning on a weekly basis. Co-ordinators have allocated co-ordinators time during the working day to work alongside teachers in other classes and to monitor attainment. Existing systems to monitor progress in writing, for example, are well structured and enable the school to set realistic but challenging targets for improvement. Co-ordinators' current job descriptions do not require them to evaluate the quality of teaching and learning, making it harder for them to spread good practice and support colleagues less secure than themselves in that area of the curriculum. Co-ordinators do not have delegated budgets or a clear idea of where their subject rates in the school's list of priorities. Subject development is focused on targets but success criteria are too generalised and make achievement difficult to measure. In some cases co-ordinators are responsible for doing the work and monitoring progress. This lacks rigour. The provision for pupils with special educational needs is not effective. Records, individual education plans and files are kept well up to date, and all staff work closely with the co-ordinator and the specialist teacher. Progress is monitored closely.

6. The ethos of the school is good. There is a very positive climate for learning in all parts of the school. Children's work is displayed and in the achievement assemblies. Pupils' attitudes to work are positive, even when, for some higher attaining pupils, the work lacks stimulus. Relationships are very good and a strength of the school. There is a commitment to high standards.

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1.The level of staffing is satisfactory, with a Headteacher and seven full time teachers, four of whom are new to the school. All areas of the curriculum are covered. Teachers' knowledge of the curriculum and pupil development is at least sound. The staff have good quality job descriptions to cover their delegated areas. Informal teacher appraisal or development is carried out regularly.

have taken place and proved valuable. Newly qualified staff have a mentor and time to observe good practice. Most of the settled and are already making a positive contribution to the school. Opportunities for professional development are limited by funds, but local provision and whole school training has been used to good effect. There is good provision of assistance from other education support staff and parent helpers who are a valuable resource. Staff brief them well and they are a valuable resource supporting learning and pupil progress.

2. The school building and playgrounds are pleasantly situated and the space available is used effectively. The school is spacious, well decorated, and maintained and cleaned to a high standard. The children's toilets have recently been redesigned. There is an attractive and spacious hall for assemblies and PE, and a separate dining area. The classrooms are appropriate areas for different activities and purposes, and good provision of shared areas, a reading area, and a well equipped library. The lack of a first floor corridor is mediated by disciplined use of staircases. Playground and lawn areas are generous and include a games field, wild garden and heated swimming pool. There is a good supply of toys, games and equipment for play. A playground adventure area has been agreed and work is imminent. This extension will also offer opportunities for small group work and give the school a chance to redesign and upgrade the library. Space for science, technology and food technology lessons is limited.

3. Overall, the provision and storage of resources is relatively generous, each class has its own display area, appropriate for the literacy hour, a good range of mathematics textbooks and equipment and at least one computer. The Parent Teacher Association is very generous in buying the packs of numeracy equipment for every classroom, and a new scheme designed to enable practical strands of mathematics has been introduced this term following recognition that these were weaker areas. In general, materials of sound quality are readily available to class teachers and assistants.

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1. The school has maintained the high standards outlined in the previous report. It has answered the criticism about IT resources by forming an ICT suite for effective whole class teaching and is planning staff development courses. Effectiveness will remain an issue until the new building is completed later this year.

2. Educational developments are supported through careful financial planning. The school receives an average income and the governing body in conjunction with the Headteacher sets the budget effectively to meet agreed objectives. However as the budget plan is not yet fully focused to those areas which will further raise standards, it follows that the budget is not either. There is a plan for the longer term with the governing body aware of future likely spending and making outline provision for it. Whilst there are systems to monitor effectiveness of spending decisions to verify that the school is meeting its aims, decisions are fully discussed. For example support assistants were given extra time in classrooms to help raise standards in the literacy hour which is giving good value for money in terms of raising standards and is being further developed this year for the numeracy pack. A large amount of money is raised by the Parent Teacher Association and spent in areas to enhance teaching and learning. For instance in building a swimming pool and providing every class with the local authority numeracy resource pack, which is already proving to be good value for money.

3. The school's deployment of teaching, support staff and parent helpers is good. Strengths are recognised and used standards. For example a teacher takes music across a whole year group and the Headteacher takes a group of older pupils hour to enable effective setting in Year 4. The nursery nurse supports groups within Key Stage 1 during the afternoons w nursery children. Mid-day supervisors bring pupils in to their rooms and settle them well during the final ten minutes of they are ready for a prompt start to afternoon school. Good use is made of training programmes to extend and supp teachers' subject knowledge. The funds available and specialist teaching are used well to support those pupils with special The specialist teacher's time is used well by forming groups with similar difficulties from different year groups wher ordinators are not yet used effectively to raise standards in their subjects, as their role has not yet been developed to cover tl

4. The accommodation inside and out is well used to support learning and, when let after hours to the communit source of extra revenue. The large field is let to Luton Football club for a youth training scheme and the school gain: specialist football teaching. The storage space available is used creatively. However the library is too small both in space ar be used effectively in pupils' learning. Recognising this, the school compensates effectively by using the local authority loa use classroom resources well within lessons. Time is not used well in all instances. Whilst the overall timetable is planr ensure pupils receive the correct amount of teaching in different subjects each week, this time is not always used wisely. Fc hour allocated to religious education and foundation subjects is too long a session for the younger pupils to sustain intere when, for a variety of reasons, planned lessons do not take place or start promptly, which is unsatisfactory as pupils curriculum entitlement.

5.The daily financial management of the school is very good. The experienced school secretary ensures that ro administrative management is efficient. There has been no auditor's report during the time of the present Headteacher o recommendations of the latest audit report available have been carried out. Governors receive regular, computerised stat together with detailed reports. Funding for pupils with special educational needs is spent carefully and appropriately.

6.Taking into account the quality of education provided, the standards pupils achieve and the available budget, th value for money.

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7. When children start the 4+ unit in the term following their 4th birthday they display knowledge, understanding broadly typical for their age in mathematics, and language and literacy. Their personal and social development is slightly above average. The local authority testing programme and results from classroom observations made in the first few weeks in school confirms this. This is in line with previous inspection findings.
8. There is insufficient evidence to judge the quality of progress. It is too early in the school year to ascertain whether new children will meet the desirable outcomes by their fifth birthday. However indications are that progress is sound in the reception class last year. Children near their fifth birthday in the present Year 1 have attained a level in line with expectations in all curriculum areas outlined in the desirable outcomes for children's learning. Children are placed to start their National Curriculum studies. However there are no records of children's attainment meeting the desirable outcomes available to underpin these judgements.
9. The previous inspection found attainment was above expectations and progress was good in the reception year. There is insufficient evidence to make a confident comparison.

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1. Information gathered from home visits enables teachers to provide effectively for the personal and social development of the children. Most are confident, articulate and play well together, sharing and taking turns happily. They know about which activity area they wish to be in and concentrate well for short periods. Their behaviour is good. Although only in school a very short time, children have made good progress in conforming to school routines such as walking quietly to assembly and sitting still on the carpet to drink their milk. They have developed good relationships with each other and the adults in the Unit and have begun to take responsibilities such as carrying the milk to the office.
2. Children's attitudes to their personal and social development are very good. They are keen to carry out their duties and be helpful. They respond well to praise and the positive manner of behaviour control and to the expectations of the staff. Good progress is made during the first few weeks because all adults have high expectations of good behaviour, and an appropriate knowledge of the personal development expected at this age.

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1. Children develop their speaking and listening skills well through many opportunities provided in the : assemblies they listen attentively to a variety of adults and in the classroom listen to their daily stories wi starting to ask and answer focused questions with an expanding vocabulary. They look at books and can through the pictures, the amount of detail depending on their prior attainment. A few children do not yet difference between text and pictures. During the local authority testing the majority of children show they use a pencil properly to trace their names and the majority know a few sounds and letter names. By five are beginning to read, know most of their single sounds and have sufficient pencil control and knowledg make short sentences to accompany their pictures.

1. There is little evidence in this area. Some children being tested for the local authority assessment show they count to ten, associate the correct number of plastic shapes with each number and understand differences between long and short. These are higher attainers. The majority of those already tested s they understand numbers under five. There is very little planned teaching to develop this area of learn nor monitoring of it, which is unsatisfactory. However during the day teachers do bring mathematics their teaching effectively but in an unplanned way such as helping children to count the number of le in their name, or the number of pigs in a picture during story time. They sing number songs as pa settling down routines. At five children are beginning to write and work out the answers to simple wr addition sums keeping within ten. Children have positive attitudes to mathematics and join in cour activities well. Those being assessed enjoy the activities and are loath to move away when it is finishe
2. There is insufficient evidence to report on the remaining curriculum areas of knowledge and understanding of world, physical or creative development.

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1. Standards are satisfactory and no unsatisfactory teaching was seen. The staff quickly form good relationships with children. They use time and resources satisfactorily to provide an interesting range of activities and a variety of experiences and developing speaking and listening, and have good skills to develop children's personal and social development. Teaching also ensures a satisfactory start is made to children's numeracy and language and literacy development. Teachers are adept at linking these two areas. For example, counting the number of letters in the name of the date put on the date chart. Teachers' planning is unfocused and therefore unsatisfactory. As there is no long-term framework, progress is unplanned. Consequently it outlines activities rather than what children should have completed them.
2. There is no assessment other than that for the local authority, so teachers have an imprecise knowledge of what children know and can do or what level of challenge the children need to progress. Thus their expectations of children are unsatisfactory except for attainment in personal and social development. Expectations here are high, and good and polite manners to both adults and each other is expected and received. Assessment procedures for

baseline assessment are met and there are plans to use the information gained to develop the curriculum. Its new style has not yet developed further procedures for assessment and recording.

3. The management of the under fives is unsatisfactory because there is no one with overall management responsibility. As a result some children have made insufficient progress during their first few days at school. It is unclear where responsibility lies for forming a curriculum, devising a scheme of work and planning its delivery to ensure that progress is made by all children in each curriculum area. Procedures are not yet agreed to ascertain child progress other than informally. There is insufficient awareness of how all adults' time should be used to greatest effect to meet the standards.

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1. In 1998 the percentage of pupils who reached the expected level 2 in national tests was close to the average but was below average for writing. Results were broadly in line with those reached in all schools in reading but well below those obtained in schools with a similar proportion of pupils entitled to free school meals or who had English as an additional language. Standards of writing were below. Boys' results were above average in reading but below the national average for writing. Girls reached levels that were well above average for reading but below the national average for writing. The results were analysed very carefully and targets set for improvement. The school was successful in that increased percentages of children reached expected levels in 1999 in both reading and writing. An improvement in the number of children reaching the higher level 3 for reading was particularly good. A target for the curriculum was set for 1999 and was met.

to raise the percentage of pupils reaching level 3 in writing.

2. Standards of attainment near the end of Key Stage 1, as seen during the inspection in lessons and pupils' line with national averages and similar to those noted during the previous inspection. Children listen carefully to books and their ideas confidently. They use standard English correctly and have a widening oral vocabulary. Reading of class books is usually accurate, and they use phonics and the surrounding text effectively to find words. Most children in Year 2 are already able to read fiction at a level expected for the end of the school. They still have to develop all of the necessary skills to retrieve information from non-fiction books. Writing is developing in line with national expectations. Most pupils can express their ideas in sentences and understand the importance of capital letters and full stops. Simple words are spelt correctly. Higher attaining pupils are increasing confidence and imagination, and extend their ideas logically in a number of linked sentences. Punctuation is usually joined and letters of a correct size. Boys and girls are achieving similar levels of attainment.
3. Standards in Year 4 are above the national expectation and have improved since the previous inspection. Pupils give confident responses to their teachers' questions and listen attentively to each other and to adults. Most children have a clear understanding of the main points in a discussion, and enjoy contributing their ideas and suggestions. Good examples of this were seen at the beginning of literacy lessons. Pupils read aloud in class confidently and have a good understanding of what the text means. The overall standard of individual reading is above average with many pupils reading fluently and developing a love of books. Many already have a favourite author and know why they make their choices. Most children understand how to use an index to find their way around a reference book and are beginning to learn how to skim text for essential information. Nearly all pupils have a firm understanding about how language is used and can explain the use of nouns, verbs and adjectives accurately. Writing skills has improved since the last inspection and are used successfully in other areas of the curriculum. Spelling is largely accurate, and pupils complete regular homework assignments. Handwriting is joined and legible. In reading, writing and spelling girls reach higher levels than boys.
4. Overall progress in Key Stage 1 is good. Children are responding positively to well-targeted teaching and are becoming more successful, for example when practising handwriting skills. Pupils benefit from the well-structured literacy lessons which contain a variety of activities to keep their minds alert and busy. Most can concentrate and work independently for short periods when required. The children's books from last year and this show good progress over time. The use of independent group activities is not satisfactory when children cannot read the instructions, or when they are given work that is too easy and they waste time.
5. Overall progress in Key Stage 2 is also good, and is often in direct response to good teaching, as was seen during the last inspection. Pupils have learned and applied their knowledge of the use of inverted commas when including speech in their writing. They know themselves feel they are making good progress, and feel proud of their new knowledge or an improved skill in handwriting. Most teachers mark carefully, and include comments that show pupils how they can improve. Pupils are taken seriously. On the very rare occasions when work is not marked pupils find it very hard to know how to do it or how to improve. This hinders their progress. As in Key Stage 1, the practice in some lessons is to have activities to move round the class during the week. Progress is sound at best if the work is not set at the correct difficulty for the particular group. On a few occasions higher attaining pupils are set work which is too easy. This was also noted during the previous inspection. Children with special educational needs make good progress when working closely with an adult but this is not always maintained when they have to work on their own.
6. The children use the literacy skills they have learned in English lessons effectively in other parts of the curriculum. They can read and write confidently, although some find the texts set in history, geography and RE lessons hard to read. Work is well presented. Good examples were seen in carefully set out science reports, accounts of visits to museums and events and note-taking while watching a video. Standards are similar to those found nationally and progress is good. The current library is limited and is not often used for individual investigations. Children do not have enough time to use the skimming and research skills they learn in literacy lessons. The number of books is less than that in the last inspection and the stock is not catalogued to the Dewey system. The local authority library service has carried out a

and has made a number of very helpful recommendations. The school plans to implement them as soon as it moves to its new location.

7. The quality of teaching has improved since the time of the previous inspection. Two thirds of the lessons were good or very good, and none were less than sound. The best lessons in both key stages start with objectives, which are explained to the children. All teachers have very good relationships with the pupils and generally expect high standards of reading and writing. They have a secure understanding of how to use the whiteboard and work very hard to ensure that lessons move forward at a good pace. Good use is made of “big books,” group sessions and final plenary. In the best examples the group work is set at the right level of challenge, and the teacher is skilfully able to make sure that children have understood the work in hand and parent helpers and support staff are prepared to assist the children. Pupils are expected to think for themselves as was seen when the teacher asked pupils to decide whether a finished handwriting exercise was the highest standard the child could achieve. The teacher always planned thoroughly, but lesson objectives are often a list of tasks rather than a statement of what should have been learned by the end of the session. All lesson plans contain notes showing how teachers will manage the lesson during the lesson, but most do not state clearly enough exactly what will be measured or recorded at the end of the session to show how much the children have actually understood. This makes it much harder to plan the use of IT for drafting, setting out finished work, or scanning for information.

M a t h e m a t i c s

1. The national test results in 1998 show that the percentage of seven year olds attaining the national target was close to the national average although the percentage achieving the higher grade of level 3 is well below it. When compared with all schools nationally, the results are below average and well below when compared with similar schools. This was a low point in a downward trend over the previous three years. Since 1998 there is no national comparative national data for the 1999 national curriculum tests, but local authority data shows that results have greatly improved with the vast majority of pupils attaining Level 2 or better. Particularly in Year 7 there has been an increased percentage of pupils attaining at a higher level, which is about a fifth of the year group.
2. Pupils in Year 4 also have their standards of attainment assessed using nationally devised tests. Results were disappointing with approximately half the year group not reaching the expected level for their age. The contributing factors, including the lack of sufficiently good mental strategies for calculations, but in particular the fact that a third of the year group was registered as having special educational needs. Despite this, a quarter achieved the National Curriculum level four standard, which is commendable.

3. Attainment near the end of Key Stage 1 is broadly in line with national expectations. However there is an imbalance of achievement across the mathematics' curriculum. Pupils' written skills in numeracy are above average and enable them to pass the tests. They are familiar with pencil and paper mathematics and interpreting written instructions. There is little evidence of them applying their knowledge of the number system to many investigations or real life situations at an appropriate level, which is particularly evident in Year 2. For example, most pupils can add together tens and units using carrying figures on paper, but have few mental strategies to do

shapes, space and measures appears sound but is not underpinned by sufficient practical experience. Whilst the higher attainment area as centimetre squared using the correct notation, many are uncertain of the names and mathematical properties of com

4.The inspection established that standards are in line with expectations for pupils of their age in the current Year 4 analysis of the poor 1999 results a greater focus has been put on developing methods for mental calculation and under system.

5.Progress throughout the school, including that of pupils with special educational needs is sound overall, although in Year 4 it is good. The national numeracy strategy has been introduced this term. The content and style of lessons has changed to balance across all aspects of the subject. Year 1 pupils make good progress because their lessons are based on handling apparatus, for example they can count and order numbers to 20 and determine one more or less than a given number. A progress during the oral introduction to the lesson, and are making significant gains in their ability to use a variety of Progress generally slows to satisfactory during the main part of the lesson because the style of teaching is new and teachers providing group activities containing the correct level of challenge to enable pupils to work both practically and independently in Year 4 where progress is good because the teacher knows the prior attainment of the pupils well, explains very clearly detail. Where support assistants and parent helpers work with the lower attainers under guidance from the class teacher the progress. In most lessons the higher attaining pupils make good progress as they have the concentration and interest to tasks, and average pupils make satisfactory progress. In the longer term pupils have made good progress in numeracy, shapes, space and measure and insufficient progress in using and applying their knowledge.

6.Teaching is satisfactory at both key stages. In Year 1 and 4 it is good. There is no unsatisfactory teaching improvement since the last inspection when a third of teaching was judged unsatisfactory. All teachers have good knowledge for teaching the numeracy framework as they have received recent in-service training. Planning is good. Teachers plan well groups to ensure children of the same age in different classes receive similar lesson content. Although still experimenting teaching, good methods and class organisation are being achieved. Pupils are well managed, and time and new resources Whilst teachers use questioning well to enable them to ascertain what pupils know in order to help them progress during clear check at the end of the majority of lessons to show whether the different groups of pupils have learnt what the writer is unsatisfactory, as teachers cannot be certain that their teaching has been effective, nor can they plan with sufficient accuracy work at the correct level of challenge. When assessment is used well, pupils to make better progress than in other classes satisfactorily used to extend classroom learning.

7.Provision for pupils with special needs is satisfactory. Teachers modify their work to a suitable level and often assistants and parent volunteers to give extra support in the classroom. The numeracy framework ensures pupils build confidence know and can do as they pass through the school. As yet no consideration has been given to delivering the curriculum effectively in two years within the same room to ensure that they reach the correct level of attainment. IT is not an integral part of the curriculum unsatisfactory. There is a school portfolio containing examples of work exemplifying National Curriculum levels and regular marking for staff to gain experience in attributing a level to different areas of mathematics and to update the portfolio. Although marking policy, it is interpreted differently throughout the school, which is unsatisfactory. Good diagnostic marking, to ensure from their mistakes, is found particularly in Year 4.

8. The national numeracy strategy has been successfully implemented this term following teacher training. In areas make a contribution to pupils' numeracy, such as the use of co-ordinates during map skills in geography and history. However this area has not been fully considered or planned within each subjects' scheme of work.
9. There have been several improvements in mathematics since the previous report. Key Stage 1 no longer shows unsatisfactory progress and there is now no unsatisfactory teaching. Books were then noted as untidy, but are now neat and pupils take care with their presentation. Pupils' attitudes that were satisfactory are now good. The problem of underachieving from pupils of high prior attainment has been addressed and there is an increased number of children who attain higher levels within standardised tests. However the observation that standards in numeracy, and unsatisfactory in using and applying their knowledge still remains although the school address this through the numeracy strategy

10. Standards of attainment are in line with national expectations at the end of Key Stage 1 and in Year 4. It was assessed that standards reached at the end of Key Stage 1 improved in 1999, compared to the disappointing results in 1998 when results were well below the average for similar schools. In 1999 96% of pupils were assessed at or above the expected level 2. At the time of the previous inspection, standards were also in line with national expectations and there were no significant variations in attainment between boys and girls.
11. Progress is sound in Key Stage 1 and good in Key Stage 2. Pupils extend their knowledge and understanding in science. They develop good skills in observation and investigation that they are able to apply confidently to new situations. Their attitudes towards science are very positive. They are interested, attentive and motivated, work with enthusiasm and respond to their teachers' questions and are able to demonstrate their knowledge effectively. This helps them to make good progress. Pupils' books in all classes show that they have learned to predict and classify, and have started to record the outcomes of their investigations orally, in writing or as charts. The standard of presentation is very good. Pupils are given appropriate opportunities to work with technical equipment. Their use of a scientific vocabulary is good. They are able to appreciate the need for fair tests. In a very good lesson in Year 4, pupils showed their understanding of science as they experimented with materials. They recorded and described their experiments clearly, observed, predicted, and answered and posed questions that extended their thinking. They were able to design investigations recognising that factors have to be controlled in investigations. Pupils with special educational needs are very well encouraged with suitable work and help, and also make good progress. In the best lessons higher attainment is achieved given extension work.
12. The quality of teaching is good overall. Teachers are well informed and most are secure in their knowledge of science. They understand, encouraging good scientific practice to the best of their ability and resources. Lessons are generally well planned and have clear learning objectives. In the best lessons, appropriate and interesting tasks are set to meet learning objectives, questioning is used very effectively to develop and check pupils' knowledge and understanding. Pupils are challenged and encouraged to think for themselves and teachers have high expectations of what they can achieve. Tasks are set at the correct level of difficulty and there is a positive learning environment. The good progress in Key Stage 2 is to a great extent, the result of good teaching and planning, the increasing emphasis on investigations and the use of the evaluation of pupils' work used as the basis for planning and teaching. The policy and planning for science is good, but the use of assessment is inconsistent. Not enough use is made of IT.

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13. Standards at the end of Key Stage 1 and in Year 4 are below the national expectation. The new Informa Technology [ICT] suite was fully used for the first time during the inspection week and for most children it was the first structured IT skills training. Most pupils in Year 2 are familiar with computers, know the principal keyboard functions and to activate screen icons or drag shapes round the screen. They can write their names and short sentences, and print the r recent experience of controlling floor robots or using CD-ROM to follow stories or search for information. They under devices such as traffic lights and domestic irons respond to commands, and that barcodes carry information. Pupils in Yea information using word processing at a level which is in line with national expectations, but their other IT skills are le pupils have above average skills, often learned at home. Although standards have not risen since the previous inspection, that were limiting progress have now been removed.

14. Although progress over time is unsatisfactory, the progress seen in lessons during the inspection in the new IC sound and often good. Teachers have taken full advantage of the new hardware and suite, and pupils make rapid progre quickly learned how to start the computer, load a program and use the mouse to drag shapes across the screen to make pat 4 made equally good progress in learning about the properties of a new word processing program. Within thirty minutes all text, and altered various sections by highlighting and selecting different colours and font sizes. Pupils of all ages are highl to learn the new skills. Those with special educational needs made good progress and learned quickly as part of a work pair

15. The quality of IT skills teaching is good. Teachers have a good understanding of computers and the programs th use technical language carefully and ensure that every child is making good progress. Instructions are clear. In the best les exactly what they will be able to do by the end of the session. Teachers have high expectations that the pupils will be s selection of past work that shows that IT skills have been used in other subjects, particularly in mathematics. However classrooms remain switched off or are used for basic word processing. Pupils do not have opportunities to use music

information or use IT based models or simulations to help them make decisions. Schemes of work do not make clear where they provide a stimulus for learning or help children reach higher levels of attainment.

16. The school has already recognised IT as an urgent priority. A former cloakroom has been converted very skilfully. This provides a very good instructional base but is poorly ventilated. The generous assistance of a local company, together with that of a parent, has meant that the school has gained an extremely valuable asset at a reduced cost. The spontaneous “wow” that the children saw the colour pallets and understood what they could now do, made all the hours of hard work and preparation

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1. Pupils’ attainment in religious education is in line with that expected in the locally agreed syllabus at the end of Year 4. Children have an appropriate knowledge of Christianity and the main features of other world faiths related to world symbolism and are beginning to form thoughtful views on matters of religious belief and practice.

2. Pupils, including those with special educational needs, make satisfactory progress at both key stages. Under the current syllabus, Stage 1 pupils widen their appreciation from personal special feelings and people to those particular to the Christian religion. They learn several Old and New Testament stories such as Moses and the miracles of Jesus and consider stories from different viewpoints. They discuss different feelings Jesus and Zaccheus might have had about the same event. Key Stage 2 pupils develop their knowledge further by considering the different places of worship in various religions and the part food, prayer and festivals play. Their progress in understanding these elements within Christianity through their visit to the local Catholic church. Whilst their progress is satisfactory in that it covers the agreed syllabus, the depth of learning is superficial as pupils do not find the subject particularly

3. Pupils’ response to religious education teaching and learning is satisfactory. Throughout the school they listen to stories and information from their teachers, have meaningful discussions and are keen to ask and answer questions during the oral introductory part of the lesson which results in good progress being made. Higher attaining pupils work quickly to work and concentrate very well on the written recording activities and therefore make good progress during the second part of lessons. However the majority of pupils find this part of the lesson tedious, their attention

behaviour deteriorates and they make barely satisfactory progress.

4. All the teaching seen was sound but did not often motivate the children. Teachers' planning, whilst ensuring coverage and satisfactory progress through the syllabus, gives insufficient thought to using methods. Teachers display a sufficient knowledge and understanding of the subject but lessons tend to follow format of oral discussion followed by written work and drawing, usually towards the end of the day when teachers are tired and have had enough of this type of format. Pupils often lack the literacy skills needed to work independently, for example to read a worksheet, or skim and scan text, as insufficient thought is given to matching the task to competency. There is no detailed check of what pupils know and can do at the end of lessons or units of work. When teachers do assess their pupils written evidence shows this is usually connected with their literacy skill rather than those in religious education. Therefore teachers know what they have taught but not what pupils have learned. It is difficult to ascertain rates of progress or attainment levels with any certainty. This is unsatisfactory. Teachers have good relationships with their pupils, which enables them to feel confident when discussing sensitive issues or sharing feelings. Discipline in classrooms is good. Even when pupils become disinterested, they quickly resume the work asked to do so.
5. The curriculum follows the locally agreed syllabus. Sufficient time is allocated to the subject, but a whole lesson is long for the majority of pupils to sustain concentration. There is no agreement of how pupils in different year groups in the same class should make progress year upon year in terms of religious education rather than literacy. This is unsatisfactory. The subject is insufficiently valued, as it is not unusual for lessons to become contracted to meet curriculum needs. There are neither formal assessment procedures nor use of IT, which is unsatisfactory. The curriculum is occasionally enlivened by visiting the local church and receiving visitors from different religions to learn through first hand experiences. The findings of the previous report were similar. The subject is not satisfactory, some lessons lacked challenge for all pupils resulting in de-motivation and restless behaviour. The school has improved the amount of time given to religious education as suggested.

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1. It was only possible to observe a very few lessons during the inspection. Teachers' plans and the work on that art is taught in all classes and that the requirements of the National Curriculum are broadly covered. Observations, the scrutiny of work and displays indicate that pupils make sound progress. From Year 1 pupils show skills of simple colour mixing and observation. Year 2 children could explain the results of mixing colours in detail. Younger children could draw and paint pictures of themselves, carefully illustrating skin, hair and clothing. The standard of observational drawing is good. Pupils in Year 1 had produced effective and well-observed work. The development of this work showed that the children had an awareness of texture, colour and pattern. Pupils use colour, line and tone to express themselves and generally all ability levels are making sound progress in translating ideas into pictures.

2. As in the previous inspection, there is a limited evidence of three-dimensional work, clay or waste material models. Pupils are interested in each other's work and can discuss their choice of materials and media. There is work on display throughout the school of media and styles, including those achieved with the help of interesting techniques in texture work, especially in their tape work. The work in the school enriches the learning environment and includes recent work on paintings of famous artists including Van Gogh. This work supports other areas of the curriculum. Some colour and design work using IT was also seen.

3. The quality of teaching is sound throughout the school. There is effective use of language and questioning to encourage pupils to look, feel and discuss their work. In some classes there is a good evaluation of the class's achievements and progress but this is not fully in place. A more formal recording system is now being drawn up. There is a policy and a helpful scheme of work for the subject. Materials for the subject are in good supply to make lessons enjoyable and productive. The enthusiastic co-operation of staff widens the range of materials and resources, including educational visits to galleries and museums.

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1. Very few lessons could be observed during the inspection. Evidence was also gathered from displays, the sc discussion with pupils and teachers. Progress is at least satisfactory in both key stages. Pupils gain satisfactory knowledge ; aware of the importance of the skills they are developing and the links between the designing and making elements of the have a range of basic skills and can measure, cut, join and decorate with a good degree of accuracy. They can give reasons their achievement and suggest ideas for improvement.

2. The policy and scheme of work link with cross-curricular medium and short term planning and there is evidence models or items associated with topic or subject work. From Year 1, the pupils' ability to select methods and resources, to solve problems improves. Sound progress is being made in the use of materials, tools and equipment and progress over tim well illustrated by the improvements in design for musical instruments in work produced by in Years 1 and 2. By Key experience of working with food, fabrics, paper, card, constructional toys and recycled materials. Projects are planned to and making skills and are well matched to the ability of the pupils who then take pride in their completed work. Good supp special educational needs. The curriculum has been successfully developed and organised to meet statutory requirements, a progression and equality of access and opportunity. There is evidence of self and teacher evaluation. The subject is effic regard to health and safety.

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1. Progress for all pupils within the school is at least satisfactory. In Key Stage 1 it is good both within the lessons

scrutiny. However this relates only to mapping skills. Pupils make good gains in their understanding of making and interpret describe their route to school using everyday terms, and represent it graphically by joining a picture of home and school with pictures of trees, garages and post boxes. The majority of Year 2 pupils know their addresses and show a growing awareness of locality, describing it using a correct geographical vocabulary. Higher attaining pupils make more detailed maps, providing insufficient evidence to make a judgement on other parts of the geography curriculum.

2. At Key Stage 2 not enough lessons were seen to judge progress. The scrutiny of work shows good progress in the knowledge and skills within the topics covered during the first year of the two-year rolling programme. In their study of places pupils' knowledge gradually moving further from their immediate locality to naming cities, countries and recognising they are present effectively on the map skills gained in Key Stage 1 by learning the accepted map symbols and grid references. They compare pictures and maps of the locality. Pupils develop a sound understanding of climate and weather in different parts of the world and how this affects people's lives.

103. Pupils' attitudes and behaviour are generally good although for the majority of pupils an hour is too long to concentrate productively on one curriculum area and is the cause of some unrest towards the end of lessons. Pupils show enthusiasm to take part in the whole class discussions that start most lessons and listen well while others are speaking. Work in books is neat. However there are occasions when pupils are less motivated. This is usually when the written task following the discussion does not engage their interest either because it is too easy or too difficult.

104. All teaching observed was at least satisfactory and half was good. In all lessons there is a good oral introduction, whether direct teaching, discussion or question and answer sessions, which enables pupils to make good progress. Teachers plan well together to ensure where there are parallel classes pupils receive similar lesson content. Teachers have good subject knowledge, which ensures they challenge pupils with probing questions, and can answer those posed to them. Pupils are well managed and teachers have good relationships with them. Teaching is unsatisfactory where teachers are uncertain of what they expect the majority of pupils to know by the end of the lesson and are therefore unable to assess whether their own teaching or the pupils' learning has been effective. Most short term planning is done too rigidly and too far in advance to enable teachers to plan future lessons taking account of what pupils know and can do at the end of the previous session. Teachers use homework well to extend class learning, such as encouraging pupils to draw plans of their house or bring in travel brochures about France. There is no use of ICT nor agreement of how geographical skills should develop year upon year for those pupils in mixed year group classes, which is unsatisfactory.

105. The school now makes effective use of the library topic loan service and has supplemented its resources, but still has insufficient IT software for researching geographical topics. The new government initiatives for the numeracy and literacy hour has resulted in new guidelines with less time allocated to the foundation subjects and less curriculum coverage required. Therefore the criticism that insufficient time is spent on geography is no longer valid.

H i s t o r y

1. The work scrutiny and an observed lesson in Key Stage 2 indicates that progress at Key Stage 1 is satisfactory. Pupils gain a sound knowledge of the Victorian era. They can compare the differences between then and the present such as home life, transport and schooling. Pupils also know stories about famous people in history such as...

Nightingale and Guy Fawkes. Progress at Key Stage 2 is good. Pupils gain an in-depth knowledge of the study by looking at them from a variety of aspects such as everyday life, main personages and events, architecture and government. Year 4 make very good progress in understanding the reasons why the Vikings invade Britain through the enthusiasm and very good subject knowledge of the teacher. Visits to museums and school give pupils first hand experiences, which deepen their appreciation of classroom study. Pupils spent time at the Roman Museum taking part in activities connected with Roman life and at the canal museum when studying transport. A local historian who visited school, focused on life in Roman Britain and extended pupils' appreciation of the period.

2. There is insufficient first hand evidence to comment on the teaching of history, or on the pupils' response to it. From the scrutiny of work it can be deduced that both are at least satisfactory. The school is following the suggested guidelines as the framework for its history curriculum. There is no assessment other than a self-evaluation annual report of standards pupils attain or their rates of progress. There is no use of ICT nor agreement of what skills should develop year upon year for those pupils in mixed year group classes. This is unsatisfactory progress.

3. The previous report said that resources, especially books for personal research skills were insufficient. The school now has a library topic loan service and has supplemented its resources, but still has insufficient IT software for researching government initiatives for the numeracy and literacy hour has resulted in new guidelines with less time allocated to the four less curriculum coverage required. Therefore the criticism that insufficient time is spent on history is no longer valid.

M u s i c

109. It was only possible to see a limited number of music lessons but it was clear that pupils in both key stages make satisfactory progress. Standards of singing are improved through regular practice, and the choir takes part in a major annual festival. Pupils are able to sing in parts and sustain their own melody line. Children enjoy singing together, especially when they catch the enthusiasm of their teachers. Progress is not so good when not enough emphasis is placed on breathing or posture, and pupils do not have a written prompt for new words. The sincere quality of hymn singing adds noticeably to the sense of reverence in daily Acts of Collective Worship. Several pupils extend their musical skills by learning to play the recorder at lunchtimes or by playing stringed or woodwind instruments with members of the peripatetic music service.
110. The quality of teaching is sound. Teachers lead by personal example and, in the best cases, communicate their own enthusiasm and pleasure in the activity to the pupils. A good example was seen when staff actively supported the teacher leading a singing session in the hall. Most teachers take their own classes, including those who are not music specialists. Their work is based on a commercial scheme that ensures that they cover all aspects of the National Curriculum and pupils are introduced to a range of composers and music from around the world. Lessons are planned carefully, previous work is reinforced and new content is introduced as appropriate. Year 4, for example, were observed listening to different clock sounds and learned how to achieve a planned effect by clapping the rhythm of their names in a chant sequence. Little use is made of IT. Good links are made to other areas of the curriculum as when Year 2 designed and made musical instruments in their technology lessons.

1. Progress is good in both key stages and has improved since the previous inspection. The work covered is appropriate for the age and ability of the pupils, and skills are practised and improved. During the inspection, the emphasis in Key Stage 1 was on ball skills. Pupils are developing good co-ordination skills, their movement is controlled and unselfconscious. Pupils have made good progress through Key Stage 1 and build on these achievements in Key Stage 2. Pupils with special needs take a full part in all lessons and make equally good progress. Teachers are aware of those who need extra encouragement, and are ready to give them the confidence to try even harder. Higher attaining pupils are challenged. In Key Stage 2, the pupils continue to acquire a vocabulary of movement and awareness of their space, and their teachers in indoor and outdoor lessons. They are able to control their movements effectively by varying size, direction, level and speed. There is very good provision for swimming and outdoor games and a good provision for orienteering. Parents have worked very hard to raise the money to refurbish the pool. It is an asset to the school and is maintained by the caretaker.
2. The pupils generally are enthusiastic, interested and well motivated. Behaviour has improved since it was reported last year. Pupils change quickly into suitable clothes for PE and are eager to start lessons. They listen carefully to instructions and are able to work quite peaceably in groups, ready to co-operate, keep to rules and in games sessions they play in a sporting way. They accept tasks positively, showing confidence and initiative. They watch with interest and are able to evaluate what they are doing, although during the inspection only a few had an opportunity to evaluate their own work.
3. The quality of teaching in both key stages is sound and is sometimes good. This is an improvement. Lessons start with appropriate warming and cooling exercise. Even the younger pupils are given the responsibility for the equipment. There was an insistence that pupils were always suitably dressed for activities but staff did not do this for themselves. This does not set a good example. The teachers observed showed varying degrees of understanding of the work being covered. The overall policy and planning gives good support to the non-specialist teachers and offers a good balance. Teaching generally is well planned and paced. Lessons have clear objectives and varied tasks, there is reasonably good control and discipline with a satisfactory balance between warm-up and main activities. Expectations are high and careful attention is given to safety. Assessment of skills is at the planned level.

a check grid for each half term.

4. Resources and storage have also improved since the previous inspection. There are organised PE and games at lunchtime and after school. Parents and the local football team provide invaluable help with netball and swimming. The coaching provided by the players from the Luton Town team is of a high quality. Pupils take part in competitions and matches against other local teams. The new co-ordinator is enthusiastic and determines high standards and gives opportunities for further development, especially in dance.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

5. The team consisted of four inspectors, including a lay inspector, who spent a total of 14 inspector days in school team:-

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- .Attended a sample of registration sessions
- .Attended assemblies
- .Had lunch with the pupils
- .Observed pupils' arrival at and departure from school
- .Observed all teachers at least once and most several times
 - . Had discussions with the Headteacher, teaching and non-teaching staff, the Chair of Governors, other go visiting school.
 - . Reviewed all the available written work of a representative sample of pupils from each class and heard t reading, and reviewed the work from the previous school year.
 - . Held informal discussions with many pupils.
 - . Analysed a large amount of documentation provided by the school both before and during the inspection includi school prospectus; school policies; the Governors' Annual Report to Parents; minutes of governors' meetings; the school development plan; subject policies and planning; pupils' records and reports, including those fo educational needs.
 - . Held a meeting attended by 19 parents and considered 35 responses from parents to a questionnaire asking ab school.

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	193	1	30	8

Teachers and classes

Qualified teachers (YR – Y4)

Total number of qualified teachers (full-time equivalent)	8.8
Number of pupils per qualified teacher	24.5:1

Education support staff (YR – Y4)

Total number of education support staff	4
Total aggregate hours worked each week	60

Average class size:	27
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Financial data

Financial year:	1998/9
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	£
Total Income	351,892
Total Expenditure	348,153
Expenditure per pupil	1540
Balance brought forward from previous year	13800
Balance carried forward to next year	17539

PARENTAL SURVEY

Number of questionnaires sent out:

179

Number of questionnaires returned:

35

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	37.1	57.1	5.7	-	-
I would find it easy to approach the school with questions or problems to do with my child(ren)	41.2	52.9	5.9	-	-
The school handles complaints from parents well	11.4	48.6	40.0	-	-
The school gives me a clear understanding of what is taught	20.0	48.6	25.7	5.7	-
The school keeps me well informed about my child(ren)'s progress	28.6	54.3	5.7	8.6	2.9
The school enables my child(ren) to achieve a good standard of work	37.1	51.4	11.4	-	-
The school encourages children to get involved in more than just their daily lessons	28.6	57.1	11.4	2.9	-
I am satisfied with the work that my child(ren) is/are expected to do at home	20.0	60.0	8.6	8.6	2.9
The school's values and attitudes have a positive effect on my child(ren)	31.4	62.9	5.7	-	-
The school achieves high standards of good behaviour	28.6	65.7	5.7	-	-
My child(ren) like(s) school	45.7	48.6	5.7	-	-