

# INSPECTION REPORT

**Hawthorn Park Lower School**  
Houghton Regis

LEA area : Bedfordshire

Unique Reference Number : 109524

Headteacher : Mrs A Plant

Reporting inspector : Mr F Carruthers  
21285

Dates of inspection : 29<sup>th</sup> November – 2<sup>nd</sup> December 1999

Under OFSTED contract number: 706962

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

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## INFORMATION ABOUT THE SCHOOL

Type of school :	First
Type of control :	County
Age range of pupils :	3 to 9 years
Gender of pupils :	Mixed
School address :	Parkside Drive Houghton Regis Bedfordshire LU5 5QN
Telephone number :	01582 863 859
Appropriate authority :	Governing body
Name of chair of governors :	Mrs J Kinchella
Date of previous inspection :	May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr F Carruthers, RgI	English Art	Attainment and progress Teaching Leadership and management
Mr J Baker, Lay Inspector		Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources The efficiency of the school
Mrs V Grigg, Team Inspector	History Geography Music Special educational needs Equal opportunities	Attitudes, behaviour and personal development Attendance
Mr K Johnson, Team Inspector	Mathematics Information technology Physical education Under fives	The curriculum and assessment
Mrs A Tapsfield, Team Inspector	Science Design and technology Religious education	Pupils' spiritual, moral, social and cultural development

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## MAIN FINDINGS

### What the school does well

In the 1999 national assessments at the end of Key Stage 1, the pupils' performance in reading and science was well above the average of schools with similar characteristics and above average in writing.

- Provision for the children under five in both the nursery and 4 Plus classes is good and the children make good progress.
- The quality of teaching is good overall.
- Provision for the pupils' spiritual, moral and social development is good.
- The school looks after the pupils' welfare, health and safety well.
- Partnerships with parents and the community are good.
- The leadership and management of the school, including financial management, are good.

### Where the school has weaknesses

Insufficient support is available for pupils with special educational needs in Years 3 and 4. As a result, some of these pupils, particularly those with emotional and behavioural difficulties, have difficulty in maintaining attention and make unsatisfactory progress.

- I. Pupils' attainment is below national expectations in information technology.
- II. The pupils' skills of independent learning are insufficiently developed in Years 3 and 4.

The school's strengths outweigh the weaknesses, which will form the basis of the action plan which governors will write. A summary of the plan will be sent to all parents and guardians of pupils at the school.

### How the school has improved since the last inspection

The role of the senior management team and curriculum co-ordinators in monitoring standards and the quality of provision has been strengthened.

Assessment procedures, marking and reports to parents have improved and are now good.

However, pupils' independent learning skills, especially in Years 3 and 4, are still under-developed.

In addition, standards in English and science at the end of Key Stage 1 have improved in line with the national rise upwards.

The quality of teaching has improved since the last inspection from satisfactory to good overall.

Other initiatives to develop the provision since the last inspection include the achievement of the Quality Mark of the Basic Skills Agency in Literacy and Numeracy and involvement in strategies to improve attendance and the personal development of pupils as well as the local Reading Partnership to improve the reading skills of individual pupils. A recent development has been a new computer suite for the teaching of information technology. The accommodation has improved with the addition of a new classroom and two refurbished toilets.

The governors and senior management of the school have made satisfactory progress in making improvements since the last inspection and have good capacity to effect more improvements and raise standards further.

## Standards in subjects

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

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

In the science teacher assessments at the end of the key stage, the school's performance was in line with the national average (C) and well above the average of similar schools (A).

In the current Year 2, standards in reading, writing, mathematics and science are in line with national expectations and are continuing to rise as a result of the good quality of teaching in the under-fives classes and in Key Stage 1. Standards have risen in line with the national rise since the last inspection.

Evidence from a scrutiny of work completed by pupils in Year 4 at the end of the summer term in 1999 indicate that standards are in line with national expectations in English, mathematics and science. However, in the current Year 4 there are above average proportion of pupils with special educational needs and overall, pupils in Year 4 are achieving standards below national expectations in English and mathematics. Their standards in science are line with national expectations.

Standards in information technology are below national expectations and there is scope for improvement. The pupils' progress is satisfactory but the limited range of skills they cover means that some skills are under-developed. The school has recently developed an information technology suite to raise the quality of its provision.

Standards in religious education meet the requirements of the locally agreed syllabus. Standards in art, design and technology, geography, history, music and physical education are in line with what is expected of pupils in this age range.

Children in the nursery and 4 Plus classes make good progress in all areas of learning. The pupils in Key Stage 1 and Years 3 and 4 generally make satisfactory progress. However, some pupils with special educational needs in Years 3 and 4 make insufficient progress.

The school has good capacity to raise standards further.

## Quality of teaching

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

The quality of teaching is good overall. Fifty six per cent of lessons are good, of which one per cent is very good. There is a small amount of unsatisfactory teaching (four per cent).

Teaching is good in the under-fives age range (the nursery and 4 Plus classes), where three quarters of the teaching is good and there is no unsatisfactory teaching. In Key Stage 1, teaching is good in two thirds of lessons and there is very little unsatisfactory teaching (three per cent). In Years 3 and 4, teaching is satisfactory overall. Forty per cent of the teaching is good and there is a small amount of unsatisfactory teaching (seven per cent).

The teaching of English is good across all age groups and the staff are teaching well the lessons of the National Literacy Strategy. The National Numeracy Strategy has recently been introduced and staff are becoming increasingly familiar with the framework of lessons. The teaching of mathematics is good in Key Stage 1 and satisfactory in Years 3 and 4.

The teaching of pupils with special educational needs is satisfactory. However, there is insufficient support available for pupils with special educational needs in Years 3 and 4 and this impedes the progress that these pupils make. There are plans to direct funding to support the provision from January, 2000.

*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	Pupils' attitudes to learning, behaviour and personal development are satisfactory overall. The majority of pupils have positive attitudes to their work. However, there is a significant minority of pupils in Years 3 and 4 whose attitudes are unsatisfactory and who behave inappropriately. The school has good procedures to promote good behaviour.
Attendance	Rates of pupils' attendance are in line with national averages and are satisfactory.
Ethos*	There is a positive ethos in school encouraging the pupils to attain good standards of behaviour and work.
Leadership and management	The leadership and management, including financial management, of the school are good.
Curriculum	The curriculum is broad and well balanced. The curriculum for the children under five is well designed and covers all the areas of learning recommended for the age group. There is a good range of extra-curricular activities. Procedures to assess the pupils' progress are good.
Pupils with special educational needs	Provision is satisfactory overall but there is insufficient support available for pupils with special educational needs in Years 3 and 4, especially those with emotional and behavioural difficulties.
Spiritual, moral, social & cultural development	The provision is good overall. Provision for the pupils' spiritual, moral and social development is good. For their cultural development, it is satisfactory.
Staffing, resources and accommodation	Staffing levels are satisfactory overall but there are not enough support assistants to help pupils with special educational needs in Years 3 and 4. The quality of the accommodation is good and has recently been extended. Resources for learning are satisfactory or better in all subjects.
Value for money	The school gives 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
<p>III. There was a high level of support expressed by those parents who returned questionnaires and who attended the meeting with inspectors for all aspects of the school, including</p> <p>IV. the part parents play in the school and the information the school provides;</p> <p>V. the school's values;</p> <p>VI. the standard of work the pupils achieve;</p> <p>VII. how much the pupils enjoy school.</p>	<p>VIII. No concerns.</p>

The inspectors support the positive views expressed by those parents who attended the meeting for parents and by those who completed the questionnaire. However, only four parents attended the meeting and only ten per cent returned the questionnaire. This is a small sample and cannot be considered fully representative of parents' views.

## **KEY ISSUES FOR ACTION**

Governors and staff should:

- \* increase the level of support available for pupils with special educational needs in Years 3 and 4, as soon as finances allow, in order to improve the rate of progress that these pupils make; (paragraph references: 12, 13, 14, 17, 18, 25, 27, 33, 45, 61, 67, 69, 95, 97, 100, 106, 108, 114, 116, 121, 123, 129, 148, 154 and 166)
- \* raise standards in information technology by making the most effective use of computers in classrooms and in the new computer suite to teach computing skills and to use these skills to support work in other subjects; (paragraph references: 11, 16, 28, 70, 117, 118, 119, 120, 121 and 124)
- \* develop important skills of independent learning, especially of pupils in Years 3 and 4. (paragraph references: 13, 25, 59, 95 and 107)

In addition, governors should report on the provision for pupils with special educational needs in their annual report to parents. (paragraph reference: 62)

## INTRODUCTION

### Characteristics of the school

- 1 The school, which is situated on an estate of mixed private and housing association properties on the outskirts of Houghton Regis, has 290 full-time pupils on roll, which includes 34 children who are full-time and 20 children part-time in the two 4 Plus classes (the reception year) as well as 59 children who attend part-time in the nursery unit. The school caters for children from the age of three in the nursery to nine in Year 4, at the end of which the pupils transfer to a nearby middle school. The school is set in spacious grounds with hard surfaces and a playing field and in addition to the main building, has a double mobile classroom unit, accommodating the two Year 4 classes.
- 2 The school follows the admissions policy of the local education authority, priority being given to children on medical grounds, to those who have brothers or sisters in school currently or in the past and to those who live in close proximity to the school. Children generally start in the nursery in the term after their third birthday and their attainment, as measured by the school's own assessment procedures, is below average in areas of development such as language and literacy, mathematics and knowledge and understanding of the world. They transfer into the 'Four Plus' classes in the September of the school year in which they are five years old. Those children born in the spring or summer attend part-time until the beginning of November and January. At the time of the inspection, there were 113 children in the nursery and 'Four Plus' classes, the great majority of whom were still under five years old.
- 3 Overall, the socio-economic circumstances of the pupils' families are below average. For example almost one third of the pupils are eligible for free school meals and this is above average for first schools nationally. There are two pupils with statements of special educational needs and 56 on the school's register of pupils with special educational needs, which is broadly in line with the national average. There are very few pupils from minority ethnic backgrounds and none need support for learning English as an additional language.
- 4 Since the last inspection, the accommodation has been improved with the building of a new classroom on one wing and renovation to two toilet blocks. Last year, the school won the Quality Mark of the Basic Skills Agency. In addition, there have been recent changes of staff, including the appointment of a new deputy headteacher, secretaries and a class teacher.
- 5 The school aims 'to provide a secure, stimulating, stable environment where children wish to come and learn...to achieve their potential in the basic skills of literacy and numeracy' and 'to develop the social skills, self worth and the values of our children.' Recent priorities, in addition to the introduction of the National Literacy and Numeracy Strategies, have been to develop provision for information technology and extra-curricular activities in arts and sports. Targets agreed with the local education authority for pupils at the end of Year 4 are for 70 per cent of pupils to achieve National Curriculum Level 3 or above in reading, 60 per cent of pupils to achieve the same in writing and 65 per cent in mathematics.

5 **Key Indicators**

**Attainment at Key Stage 1<sup>1</sup>**

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

Year	Boys	Girls	Total
1999(98)	34	37	71

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	26	23	24
	Girls	34	33	35
	Total	60	56	59
Percentage at NC Level 2 or above	School	84(71)	78(64)	83(50)
	National	82(80)	83(81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	22	31	28
	Girls	35	37	37
	Total	57	68	65
Percentage at NC Level 2 or above	School	80(69)	97(61)	92(76)
	National	82(81)	86(85)	87(86)

**Attendance**

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

		%
Authorised Absence	School	5.6
	National comparative data	5.6
Unauthorised Absence	School	0.5
	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	1
Satisfactory or better	96
Less than satisfactory	4

<sup>1</sup>

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

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

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

#### **Attainment and progress**

- 1 The attainment of the majority of children on entry to the nursery is below average. Many are not able to speak in sentences or retell stories. Knowledge of number, colour and shape is poor. The children make good progress in both the nursery and the 4 Plus classes and by the age of five, nearly all attain the desirable outcomes for learning in all aspects of their development. The children's personal and social development improves well. The children develop good levels of concentration and show a good measure of responsible, independent behaviour. Skills in language and literacy develop well and the children enjoy listening to stories. They begin to learn letter sounds, can sequence words in a sentence and their handwriting becomes more controlled in the reception year. Skills in mathematics develop well. The children recognise numerals and begin to know their values. They learn mathematical language and older children understand concepts such as more, less, before and after. In all other aspects, the children develop well. The children's movement on apparatus in physical education lessons develops well and manipulative skills, in handling tools, pencils and equipment, also develop well. There is early identification of pupils with special educational needs and they make good progress.
- 2 During Key Stage 1, the pupils make satisfactory progress overall and those with special educational needs make similar progress. The pupils who do not reach the targets in their individual education plans, such as to learn forty words, move up the register of pupils with special education needs in order to gain more support.
- 3 In English at the end of Key Stage 1, standards overall are in line with national expectations. Standards in speaking and listening and reading are in line with national expectations. In the national test results in 1999 in reading, 84 per cent of pupils achieved the expected Level 2 or better. Twenty seven per cent of pupils achieved the higher Level 3. These results are in line with national average and well above average for similar schools. In writing, standards are in line with national expectations. Standards in the current Year 2, as seen in lessons and in their work, are in line with national expectations. In the 1999 test results, taking account of the average points scored by pupils in these tests, standards are in line with the national average and above average for similar schools. Eleven per cent of pupils achieved the higher Level 3 and this is above the national average and well above average for similar schools. Standards in reading have risen broadly in line with the national rise since the last inspection and in writing, standards have risen significantly. There is little difference between the performance of boys and girls. As the pupils move through Years 1 and 2, the pupils make satisfactory progress and their awareness of letter sounds improves. When they are reading aloud they put good expression in their voices and most can read unfamiliar words using their knowledge of sounds and other strategies, such as picture clues, to help them. The length of the pupils' writing increases well and their spelling and punctuation improve. All the pupils learn to write in a joined script and lower attainers are confident to write short accounts and stories. For most pupils, levels of literacy are satisfactory.
- 4 In mathematics, standards in the current Year 2 meet national expectations. In the 1999 National Curriculum tests at the end of the key stage, the proportion of pupils who attained the expected Level 2 or above was below the national average. The proportion who attained Level 3 was in line with the national average. When compared with schools with pupils from similar backgrounds, attainment at both levels is average. This indicates an improvement in results over time, which showed a declining trend and in 1998 were well below average nationally and when compared with other similar schools. The performance of boys and girls is similar in these tests. Pupils order numbers to one hundred, count on and back in twos and have a good grasp of addition and subtraction to twenty. They know the names of common two-dimensional shapes. Progress is satisfactory in both year groups in all elements of the subject. Levels of numeracy are satisfactory overall.

- 5 In science, standards are in line with national expectations at the end of Key Stage 1. The results of the 1999 teacher assessments in science at the end of the key stage show that standards are in line with the national average at the expected Level 2 and are high in comparison with the national average at the higher Level 3. The results are high compared with those from similar schools, both at the expected Level 2 and at the higher Level 3. Overall, standards have risen in line with the national rise since the last inspection. The performance of boys and girls is similar in the teacher assessments. The pupils have a sound grasp of all topics covered, including human and animal growth, materials, light and sound. The pupils make satisfactory progress and their skills of investigation develop satisfactorily. They use terms and record their findings in suitable ways.
- 6 The pupils' progress in information technology in Key Stage 1 is satisfactory but they have a limited range of experiences and some skills are under-developed. As a result, attainment is below national expectations at the end of the key stage. Pupils use the mouse effectively to move images around the screen and use art packages. However, their progress in entering or retrieving information is unsatisfactory. Using computers in other subjects is also limited. Standards in religious education are in line with the requirements of the locally agreed syllabus and the pupils make satisfactory progress. They learn about Jesus and can discuss some of his parables. They know about special books in the major world faiths and they can review those things that are of value to them. Attainment is in line with what is expected of pupils at the end of the key stage in art, design and technology, geography, music and physical education. Pupils make satisfactory progress. These findings are broadly similar to those at the last inspection.
- 7 Most pupils in Years 3 and 4 make satisfactory progress. However, some pupils with special educational needs, including those with emotional and behavioural difficulties, make unsatisfactory progress when there is insufficient support and this applies particularly to pupils in the large classes in Years 3 and 4. The very few pupils with English as an additional language do not require support and their satisfactory progress is similar to the great majority of pupils.
- 8 In English, standards of attainment at the end of Year 4 are in line with national expectations and this is evident from a scrutiny of work and records of the pupils who left school at the end of the 1998 / 99 school year. In the current Year 4, however, there is an above average proportion of pupils with special educational needs and as a result the proportion of pupils achieving the expected Level 3 in reading, writing, speaking and listening is below average. Standards in speaking and listening are in line with national expectations and most pupils express themselves clearly in class. Progress in reading is satisfactory for the majority of pupils and most have a good degree of fluency when they read aloud. The large proportion of lower attainers in the current Year 4 read hesitantly and they struggle to read unfamiliar words. Progress in handwriting is generally good and most pupils write at a good length and their sentences become increasingly sophisticated. Lower attainers make more progress where there is the support of classroom assistants. These pupils write short sentences with little variety of structure. Skills of research and independent writing are under-developed in the age group but standards of literacy overall are satisfactory and pupils write well in other subjects of the curriculum.
- 9 Standards in mathematics achieved by pupils in Year 4 at the end of the summary term in 1999 were in line with national expectations and this was evident from a scrutiny of work of those pupils. Standards in the current Year 4 are below average for pupils of that age. This is attributed to the high proportion of pupils in that year group who have special educational needs. A significant minority of those have behavioural as well as learning difficulties. Most pupils in Year 4 understand place values of hundreds, tens and units, which they add and subtract accurately. They calculate doubles and halves of numbers mentally. Pupils understand that fractions are parts of one whole and lower-attaining pupils recognise for example that one out of four objects represents one quarter of the set. The pupils make satisfactory progress in both years, especially when the large classes in Year 4 are divided into three teaching groups. However, some pupils with emotional and behavioural problems make insufficient progress without a good deal of support. For the majority of pupils, levels of numeracy are satisfactory but the pupils are less skilled at carrying out their own practical investigations.

10 Standards in science by the end of Year 4 are in line with national expectations. This represents good progress for the current pupils in Year 4 during their time in Years 3 and 4, since their performance at the end of Key Stage 1 in 1998 was well below average. Pupils in Year 4 investigate well and discuss the factors that make a test fair. They design and carry out their own tests, considering how to alter one variable without affecting another. The oldest pupils in previous years have worked beyond levels expected for their age. Pupils in Year 3 make good progress in thinking and reasoning about scientific concepts. By the end of Year 4, the pupils have covered a range of topics, including magnetism and electricity, to a good level.

11 Standards in information technology by the end of Year 4 are below national expectations. The pupils' progress, though satisfactory overall, is limited in some elements of the programmes of study. Pupils use the mouse and icons on the toolbar competently and use graphics programs. However, skills of editing the work are more limited in word processing and the pupils do not use data bases to search for information. Recent upgrading of provision is helping pupils to make better progress and lessons for pupils Year 4 in the associated middle school are beneficial in raising standards. Progress in religious education is satisfactory and standards are in line with the expectations of the locally agreed syllabus. The pupils know about the main features of some of the major world religions, including fasting, places of worship and rituals. Attainment in art, design and technology, geography, history and physical education is in line with what is expected of pupils at the end of Year 4 and the majority of pupils make satisfactory progress. These findings are broadly in line with the findings of the last inspection. The school is on line to meet the agreed targets in English and mathematics for the current Year 4 pupils.

#### 16 **Attitudes, behaviour and personal development**

12 Pupils' attitudes to learning are satisfactory overall. However, they vary considerably between key stages, and within individual classes. The majority of pupils have good attitudes to their work. For example, children under five and pupils in Key Stage 1 have a positive attitude to learning. The children in the nursery quickly develop good levels of concentration and are keen to try all the activities provided. They share resources well and behave well. In the 4 Plus classes, the children are confident and show a good measure of responsible, independent behaviour. They have good relationships with their teachers and support assistants. Pupils in Key Stage 1 are interested and concentrate well throughout the lessons. Generally, pupils are enthusiastic and listen well. This was seen when pupils answered questions about stories read to them in religious education. Very little personal study was observed throughout the school. The majority of pupils with special educational needs have a positive attitude to learning. However, there is a significant minority of pupils in Years 3 and 4 who are unwilling to learn, except when they are in small group situations, where they are given the attention that meets their specific needs.

13 The behaviour of pupils is satisfactory overall. Behaviour in classes is generally good, especially in the classes of the under-fives and in Key Stage 1. The majority of pupils with special educational needs behave well. However, in Years 3 and 4, some of these pupils behave inappropriately and a few have to be removed from their lessons to enable other pupils to learn. The school has been unable to provide these pupils with the additional support that they need. Pupils behave well around the school and in supervised situations, for example when having lunch. However, in less supervised situations, for example in the playground, there is evidence of aggressive behaviour. This is due, in part, to the absence of play equipment for pupils to use. No instances of harassment or bullying were observed and this is confirmed by parents in their responses to the parents' questionnaire. There have been no exclusions in the last three years. The behaviour and attitudes to learning of a significant minority of older pupils have deteriorated since the last inspection report.

14 Relationships are good in the under-fives age group and in Key Stage 1, and satisfactory in Years 3 and 4. Most pupils get on well together in class. When they are grouped for different activities, they help each other. This was seen, for example, in science lessons. Pupils respect staff and other adults and there was no evidence of vandalism by pupils. They respect their own and others' property. For example, when pupils in Year 4 went for a lesson in the computer suite at the associated middle school, they handled the equipment with care. Pupils respect other people's values and beliefs.

15 Pupils' personal development is satisfactory. The pupils take on various responsibilities, including being monitors for registers and doors, and being the messenger who notifies the pupils who are waiting for lunch. Every effort is made to encourage pupils with special educational needs to take on responsibilities, in order to bolster their self-esteem and confidence. Pupils show initiative. For example, they are now collecting used stamps to enable disabled persons to go on holiday, after a pupil explained the appeal to the school in assembly. Pupils in Year 4 are preparing to sing with other local schools and pupils sing in homes for the elderly and distribute harvest boxes.

20 **Attendance**

16 As at the last inspection, the pupils' attendance is in line with the national average and is rising. Rates of unauthorised absence are also in line with the national average. The pupils' punctuality to school is good, few arrive late and the majority of those who are late have legitimate reasons. Registration is carried out efficiently at the beginning of each session, the time is used well and the pupils quickly settle to work.

21 **QUALITY OF EDUCATION PROVIDED**

21 **Teaching**

17 The quality of teaching is good overall. Fifty six per cent of lessons are good, of which one per cent is very good. There is a small amount of unsatisfactory teaching (4 per cent). This is an improvement since the last inspection, when teaching was judged to be satisfactory overall but with a significant minority of lessons (17 per cent) being unsatisfactory. Teaching is good in the under-fives age range, where three quarters of lessons are good and there is no unsatisfactory teaching. This good quality of teaching has a positive impact on the children's good progress in the nursery and 4 Plus classes. In Key Stage 1, two thirds of lessons are good and there is very little unsatisfactory teaching (three per cent). In Years 3 and 4, teaching is satisfactory overall. Forty per cent of the teaching is good but there is a small amount of unsatisfactory teaching (seven per cent).

18 The quality of teaching in the under-fives age range is good. The teachers in both the nursery and 4 Plus classes have good expertise and knowledge of the recommended curriculum for this age group. They have very good expectations of what the children can achieve, for example in the children's personal development. They are well able to teach early skills of literacy and numeracy. For example, they provide many stimuli for the children to talk about, many books of good quality to share and they use counting games and rhymes well to promote their mathematical understanding. Planning is very good and follows the recommended areas of learning for the age group. The teachers provide many stimulating opportunities for the children to explore their surroundings, develop an awareness of the world around them and use their imagination. Classroom support staff make a good contribution to the provision and all staff manage the children very well.

- 19 In Key Stage 1, teaching is good. The teachers plan the work well and this is especially evident in the planning for English, mathematics and science. There is also a good level of detail in the short-term planning for other subjects. The teachers' knowledge and understanding of the subjects of the curriculum are satisfactory and their expectations of what the pupils can achieve vary from satisfactory to good. In one unsatisfactory lesson in mathematics, the progress of the majority of pupils was unsatisfactory because all pupils were provided with the same work and this did not take account of the different levels of attainment in the class. The teachers organise the lessons well and manage the pupils effectively. There are some good examples of staff using the assertive discipline policy to good effect. Staff have good relationships with the pupils. Lessons have a good pace generally and little time is lost in unnecessary routines. The staff make good use of classroom assistants, where they are available, but there are times during sessions of whole-class teaching when they are not given a useful role. Teachers mark the pupils' work conscientiously and there are some good examples of teachers using motivational stickers and awards to encourage the pupils. Homework helps the pupils to make progress and regularly involves reading and work on spelling and mathematics. Sometimes the pupils are asked to find out information from home for work in science, geography and history.
- 20 In Years 3 and 4, teaching is satisfactory. The teachers' expertise to teach the subjects of the curriculum is satisfactory and their expectations of what the pupils can achieve is satisfactory. The teachers plan and organise the work well. For example, the teaching of English and mathematics in Year 4 benefits when the large classes are split into three teaching groups, with a part-time teacher making a good contribution to the provision by teaching a group of average pupils from the two classes. Pupils of all levels of attainment benefit from this arrangement and the large group of pupils with special educational needs have the opportunity for more interactions with their teacher. Additional support for lessons in literacy is well provided for pupils in Year 4 by a trained assistant. However, in the large classes in Year 3 and in other lessons in Year 4, where class sizes are also large, the pupils with special educational needs, particularly those with emotional and behavioural difficulties, do not have sufficient support and overall their progress is unsatisfactory. In the very few unsatisfactory lessons observed, the management of unsatisfactory behaviour was insufficient, most often because there was no classroom assistant available to help those pupils with emotional and behavioural difficulties to remain on task. The teaching of skills to promote independent learning, particularly in English and mathematics, is under-developed. The marking of pupils' work is satisfactory and homework, which includes assignments in English, mathematics and science, makes a good contribution to the pupils' progress.
- 21 The teaching of English through the National Literacy Strategy is good. All staff are using the framework well to teach all aspects of the subject. There are good examples of pupils using their skills in speaking, listening and writing in other subjects of the curriculum, such as religious education and history. The introduction of the National Numeracy Strategy is having a positive impact, particularly on pupils' skills in mental arithmetic. Lessons have a clear focus. The training of staff in the strategy is developing their expertise appropriately. Overall, the application of mathematical skills in other subjects is under-developed, though there are some good examples in map work, where the pupils use coordinates, and in information technology, where the pupils create graphs and pie charts.
- 22 The teaching of pupils with special educational needs is satisfactory. Teachers generally provide work that matches their levels of attainment. However, there are some occasions when the tasks set do not challenge these pupils and this results in little progress being made. The quality of teaching by support staff, where it is available, is good. They know the needs of the individual pupils and they work towards meeting their targets in their individual education plans. For example, care was taken to ensure that one pupil maintained eye contact with adults, so that the pupil gained understanding. However, there is insufficient support for pupils with special educational needs in Years 3 and 4 and this impedes their progress.

- 23 The quality of teaching in science is a balance of good and satisfactory. One very good lesson was observed and there is no unsatisfactory teaching. This is an improvement since the last inspection. Most staff have high expectations of what the pupils can achieve in the subject and they all have satisfactory knowledge and understanding of what must be taught. The teaching of information technology is satisfactory and there is no unsatisfactory teaching. The provision of a new computer suite in recent weeks is having a beneficial impact on standards and the arrangement whereby pupils in Year 4 are taught the subject at the associated middle school for one period per week similarly helps the pupils' rate of progress. The teaching of religious education is satisfactory and there is no unsatisfactory teaching. Teachers use well the scheme of work which is based on the locally agreed syllabus.
- 24 Teaching in art, geography, history and physical education is satisfactory. Teaching in music is good and this is an improvement since the last inspection. Although only one lesson was observed in design and technology, teaching is judged to be at least satisfactory from evidence in pupils' work and teachers' planning.
- 29 **The curriculum and assessment**
- 25 The school has maintained the good curricular provision which was reported in the previous inspection. All requirements of the National Curriculum are met and religious education meets the requirements of the locally agreed syllabus. There is a good programme for personal, health and social education including drugs education. This is enriched by visits from the police, fire service and other visitors who focus on aspects of personal safety.
- 26 The quality of the curriculum for children under five is good. The children gain an appropriate range of experiences within all the recommended areas of learning for children in this age range. The early focus on social development is effective in building the confidence they require to improve their knowledge and skills. There is a good balance of activities throughout each day. Children's progress is planned for and monitored very well in both the nursery and 4 Plus classes so that they achieve the desirable outcomes for learning at the age of five.
- 27 There is a strong emphasis on the teaching of literacy and numeracy. Both national strategies have been effectively implemented in the school. The Literacy Strategy is making a good contribution to the pupils' progress and the Numeracy Strategy, more recently introduced, has begun satisfactorily. An appropriate proportion of time is allocated to other subjects.
- 28 Provision for pupils who have special educational needs is satisfactory at Key Stage 1, but not so in the large classes in Years 3 and 4, where there is insufficient support for pupils who have specific, often behavioural, difficulties. However, no pupils with special educational needs are disallowed their full entitlement to the subjects of the National Curriculum.
- 29 Curricular planning is satisfactory overall. Systems for planning are currently under review following the introduction of the Numeracy Strategy and the revised National Curriculum. The literacy and numeracy documents provide a strong basis for planning in these subjects. Teachers plan half termly within year groups to ensure consistency between classes. Medium-term planning focuses too widely on work teachers hope to cover, rather than what, specifically, pupils will learn. Teachers' short-term planning is more detailed and presented in a common format.
- 30 The curriculum is enhanced by visits from local speakers and organisations such as the Baptist church, the Bedfordshire Brass Group, the police, the Fire Brigade and health professionals. Pupils also use the local community, including the local church, as an educational resource. Activities provided out of school hours add significantly to the quality of the provision. Both sporting and non-sporting activities, including gymnastics, recorder groups, a choir and an art club, are well attended. A recent and popular development is the "Mathematics for more able" group who meet during a lunch time.

- 31 The school has revised its system and use of assessment and this aspect, which was a key issue at the last inspection, has improved and is now good. Assessment procedures for the children under five are very good and include an assessment of attainment on entry to the nursery, ongoing assessments which are thorough and recorded well, as well as a 'baseline assessment' when the children enter the 4 Plus classes. These assessments are used very well to plan appropriate work for the children. Data gathered from national tests at the end of Key Stage 1 is analysed to identify trends in attainment and progress. As a result of such analysis, more emphasis is currently placed on mental arithmetic strategies, and a commercial programme to teach letter sounds has been introduced in the early years to improve progress in literacy. In addition, assessments are used to provide more focused support for pupils in Year 4 when they are taught English and mathematics. These measures are having a good impact on standards. Assessment of pupils with special educational needs is continuous. Detailed notes are kept by the class teacher on aspects of pupils' progress and behaviour but the school does not have a common format to any specific concern sheets in use.
- 32 The school is committed to further improving curriculum provision in order to raise standards. A Reading Partnership scheme is currently being run. The school has submitted a bid jointly with associated schools for funding to provide tuition out of school hours. The good curricular provision has been further acknowledged by the school being awarded the Quality Mark of the Basic Skills Agency.
- 37 **Pupils' spiritual, moral, social and cultural development**
- 33 As at the last inspection, the provision for pupils' spiritual moral social and cultural development is good overall.
- 34 The provision for pupils' spiritual development is good. Pupils are encouraged to reflect on their own and other people's beliefs in religious education. They consider festivals in other faiths and cultures, such as Diwali, Hanukkah, Thanksgiving and Christingle. They reflect upon their own and other people's feelings extensively in Circle Times, discussing such issues as friendship and being left out, bullying and respect for themselves and others. Teachers value pupils' ideas. Staff lead class discussions well to draw in all pupils and extend thinking and reasoning skills. In religious education pupils consider such fundamental issues as 'I am special' and making choices, as well as learning about the life and times of Jesus and about life in other faiths. They learn about special people such as Florence Nightingale and Louis Braille and consider their contribution to life in their times and our lives today. The daily act of collective worship meets statutory requirements and gives further opportunities for pupils to think about the values important in their school community, focusing on local as well as national and international issues and celebrations.
- 35 The provision for pupils' moral development is good. The school provides a strong moral code. The classroom discipline plan is displayed in all classrooms, often adapted to meet the needs and ages of the pupils in each class. Individual achievement is celebrated in assemblies and in some classes individual targets for each pupil are displayed. These give good opportunities for pupils to celebrate successes as a class and support one another in their endeavours. Staff are good role models for pupils, and assemblies give strong support to the teaching of the principles which distinguish right from wrong. A particular feature is the consistency with which alternatives are given. For example, pupils are encouraged not to 'hit back' if a classmate is unkind, and are helped to consider different ways of dealing with such situations. The school fosters moral values such as honesty, tolerance and respect for one another, for example giving praise for honesty during Circle Time.

- 36 The provision for pupils' social development is good. The school has a good systematic approach to managing behaviour and has sound policies on how to deal with bullying and harassment. These are applied well. Staff encourage pupils to relate positively to each other, developing their consideration of how it feels when friends let you down and how to deal with this. Relationships between staff and pupils are generally good. Pupils feel that staff care for them and enjoy their company. Discussions in assemblies and Circle Times encourage pupils to take responsibility for their own actions. Such as learning not to hit back when some one is unkind. Older pupils are encouraged to contribute to the school community, taking responsibility for such tasks as collecting and distributing registers, and managing the sound system and the overhead projector during assemblies and singing practice. The school supports a different charity each year and sponsors a child in Brazil, sending letters regularly as well as raising money.
- 37 The provision for pupils' cultural development is satisfactory overall. The school makes good provision for the development of pupils' understanding and appreciation of their own culture. In art they consider the work of famous artists, such as Hockney, Lowry and Picasso. Their appreciation of their own art and its contribution to their school community was developed particularly well during part of the summer term when an artist joined the school. The work from this summer is something which pupils still enjoy and talk about. In English, pupils consider a range of good quality children's texts and authors, and in music they have opportunities to learn about the work of famous composers. Extra-curricular activities add to the provision , for example through local study walks, visits to the school from children's theatre groups and in clubs as the art club, recorder groups, choir and maths club. The school makes satisfactory provision for promoting the pupils' understanding of other cultures and of the multi-cultural nature of Britain today. There are few multi-cultural musical instruments in the school. It is not possible to visit places of worship for other faiths since none is within walking distance of school. The school does consider a range of other faiths within the religious education syllabus, valuing highly the contribution of a new member of staff who can contribute practical knowledge on the Hindu faith. There are also books in the school library with multi-cultural elements. However, this aspect of the school's provision is less well developed.
- 42 **Support, guidance and pupils' welfare**
- 38 The school provides an orderly, caring and safe environment within which relationships between pupils and staff can develop. These aspects, together with successfully promoting the general welfare and health of the pupils, have a beneficial effect on the quality of education provided.
- 39 There are good procedures for helping the children in the nursery to settle in and the children quickly adjust to life in school. In order to help the transition into the 4 Plus classes, the younger children in the age group attend part-time for the first half term or full term. Pastoral care is the responsibility of the class teachers who, together with classroom assistants, know their pupils and their families well, are sensitive to their pupils' needs and thus able to provide good personal support and guidance. Support and guidance for pupils on their academic progress is good overall and make a positive contribution to standards achieved. This is achieved through good assessment procedures, satisfactory use of day-to-day assessment in the classroom and regular marking of work, some of which is informative.
- 40 Pupils with special educational needs receive very good support from external agencies such as the learning support and medical services. The educational psychologist gives very good support when in school but there is insufficient time to see all pupils with specific needs. This results in pupils having to wait before they are moved up the stages of the register of pupils with special educational needs before they gain the necessary support. Within the classroom, there is generally good support for pupils so that they meet the targets in their individual education plans but there is insufficient support in Years 3 and 4 to help all pupils to make satisfactory progress.
- 41 Procedures for promoting good behaviour are good and are effective for most pupils. Classroom rules are displayed in all classrooms and the reasons for having rules are discussed. Pupils are aware of the standards of behaviour expected and generally conform to them, which creates an orderly environment conducive to learning. Good behaviour is promoted positively by awarding stickers, blue cards and certificates in assembly for consistently good behaviour.

- 42 Procedures for monitoring and promoting regular attendance and punctuality are good. The computerised registration system provides very effective monitoring and attendance and punctuality are promoted well through the Junior Compact programme.
- 43 Arrangements for Child Protection are good and all staff are aware of these procedures and their importance. There is good liaison with other agencies. Arrangements for ensuring the health, safety and general well being of pupils are good. Pupils are advised on personal safety by outside agencies such as the police and Fire Brigade and healthy living is promoted effectively through the school's personal, social and health education programme.
- 44 The school's approach to health and safety matters is satisfactory. Inspections are carried out annually, outcomes recorded and appropriate action taken. Day-to-day issues are dealt with effectively by the caretaker but these issues and the subsequent actions taken are not formally recorded. The caretaker, who is a new appointment to the school, is diligent in his duties and checks the premises daily before the start of school looking for broken glass and other potential hazards.
- 45 Since the last inspection good provision for the support, guidance and welfare of the pupils has been maintained with the exception of the provision for pupils with special educational needs where not all their needs are met.
- 50 **Partnership with parents and the community**
- 46 There is a good partnership with parents and the community which makes a positive contribution to pupils' attainment and personal development.
- 47 In the responses to the parents' questionnaires, the parents expressed a very high degree of satisfaction with the school. They find the school approachable and are welcomed and encouraged to play an active part in the life of the school. Parents of children in the nursery and 4 Plus classes respond well and there is good parental help in these classes. However, this declines rapidly in the rest of the Key Stage 1 classes and there is very little parental help at all in Years 3 and 4. There is good parental support on trips and visits and the school is very appreciative of this limited but valued support from parents and its positive impact on the pupils' progress and development. The Parents, Staff and Friends' Association organises frequent social events and raises significant funds for the school.
- 48 Parents are well informed about the school through the prospectus, newsletters and other correspondence. The school makes every effort to publish these in an attractive format. The information provided to parents about their children's progress through termly consultation evenings and annual reports is good and parents are welcome to raise issues or concerns at any time.
- 49 Parents' involvement in their children's learning is satisfactory overall. Parents are given guidance on how to help their children through parents' workshops, the most recent being on literacy and numeracy. Parents are also given a clear understanding of homework expectations and the use of homework to support learning is satisfactory at Key Stage 1 and good in Years 3 and 4. Not all parents support their children with homework but, where they do, it makes a positive contribution to those children's attainment and progress.
- 50 The parents of pupils with special educational needs are informed as soon as their children are entered on the school's register of such pupils. All parents of pupils who have statements of special educational needs attend reviews and are given a copy of the individual education plan. There are good links with the school's co-ordinator on both a formal and informal basis and there is often a good dialogue maintained between home and school. These reports and daily meetings are excellent practice in the support of these pupils. These arrangements have a positive impact on the pupils' progress, where support by parents is good.

- 51 Pupils' personal development is enriched by involvement in community activities. The pupils deliver harvest festival gifts to the elderly and the choir sings carols at a local Day Centre for the elderly. The choir also participates in the local music festival and at local carol services. Links with local businesses have benefited the school through sponsorships and there are links with other primary schools through sport. The school participates in local football tournaments and swimming galas. There are close links with the associated middle school including use of information technology facilities, a 'language morning' and satisfactory transfer arrangements, which ensure that pupils move on happily to their next stage of education.
- 52 Since the last inspection, the good partnership with parents and the community has been maintained. The quality of reports to parents, which were part of a key issue for action at the last inspection, have improved and are now good.

## 57 THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### 57 Leadership and management

- 53 The leadership and management of the school are good. As reflected in findings at the last inspection, the headteacher continues to provide very effective leadership for the school. There have been recent changes in staffing, including a new deputy headteacher and secretaries, and their contribution to the management of the school is developing satisfactorily.
- 54 Since the last inspection, the senior management of the school has made satisfactory progress in resolving the key issues that arose and in developing the school's provision further. Standards have risen broadly in line with the national rise in the last four years in reading, mathematics and science at the end of Key Stage 1. Standards in writing have improved significantly. In relation to the key issues for action, senior management has successfully developed the role of the senior management team and curriculum co-ordinators in monitoring standards in school. Staff analyse school and national statistics in relation to attainment, progress and the attendance of pupils and set challenging targets. Progress in developing their role in monitoring the quality of learning has been satisfactory. For example, the teaching of English has been monitored by senior staff, the subject co-ordinator and outside specialists and provision for special educational needs has been monitored, but other subjects have yet to become a focus. In addition, staff regularly monitor samples of pupils' work. The school has made little headway in resolving the second key issue, to encourage the pupils to develop independent learning. Pupils in Years 3 and 4 do not display sufficient skills in this aspect, except in their investigational skills in science. In relation to the final key issue, to develop assessment procedures and indicate more clearly in marking and in reports to parents how pupils might improve, the school now has good assessment procedures in place which are used well to help the staff plan appropriate work for the pupils. Marking is satisfactory overall and there are some good examples of staff indicating where pupils might improve. The quality of reports to parents is good with clear examples of how pupils might improve. Other initiatives to develop the provision since the last inspection include the achievement of the Quality Mark of the Basic Skills Agency in Literacy and Numeracy, involvement in the Compact scheme to improve attendance and the personal development of the pupils and in the local Reading Partnership scheme to develop reading skills of individual pupils. There have also been improvements to the accommodation, including a new classroom and two refurbished toilet blocks.
- 55 The governing body makes a satisfactory contribution to the management of the school. There is a very experienced chair of governors and all governors are very supportive of the school. Their involvement in the school's development through their committee structure is satisfactory and there is evidence that in recent months they have begun to make a bigger contribution to monitoring the curriculum and to financial decision-making. Governors are invited to attend meetings of the senior management team and some have done so. A representative of the governing body is encouraged to join staff when the school development plan is being compiled. However, there are few governors other than those who are members of staff who have taken on specific responsibilities, such as literacy.
- 56 The provision for pupils with special educational needs is managed by an experienced co-ordinator and some aspects are managed well. For example, review meetings and individual education plans conform well to the Code of Practice. However, the school does not enter all the pupils who have a specific need on to Stage 1 of the register. This is not good practice as it can slow down procedures and parents are not then informed when concerns are first noted. The school has a clear rationale for allocating support time and priorities are made mostly with regard to classes with high proportions of pupils with special educational needs. However, support is still not adequate to enable all pupils to make satisfactory progress. The governor with responsibility for special educational needs has good expertise for the role and maintains good links with the co-ordinator to develop the provision further.

57 Planning for the development of the school is good. The school's development plan is a comprehensive document which has a good long-term overview and includes a review of practice, individual action plans, targets, dates and costings. It is regularly monitored and evaluated by senior staff, governors and all staff. This process helps the school to maintain a clear vision and purpose. The school has a positive ethos and senior management are effective in implementing the aims and values of the school. Staff actively promote equal access for all pupils to the activities provided. As a result of the effectiveness of the headteacher and developments in the role of the governing body, the school has good capacity to effect improvements and raise standards further. All statutory requirements are met, except for an omission in the governors' annual report to parents concerning reporting on provision for pupils with special educational needs.

62 **Staffing, accommodation and learning resources**

58 Staffing levels are satisfactory and staff are suitably qualified and experienced for teaching all subjects of the curriculum throughout the school. Teachers working in the under-fives age range have good expertise for teaching the age group. There are sufficient classroom assistants to provide satisfactory general support in the classroom and nursery nurses in the under-fives age range.

59 Arrangements for professional development are good. Staff development priorities are linked to the school development plan as well as individuals' needs and these arrangements make a positive contribution to staff's effectiveness in the classroom. Staff appraisal, including appraisal of the headteacher, is up-to-date and the induction of newly qualified teachers follows local education authority guidelines.

60 Accommodation is good overall and allows the full curriculum to be taught effectively. The buildings are well maintained overall and include a new information technology suite and a music/television room in addition to the usual facilities. However the open plan arrangement of the paired classrooms does cause distraction when noise from adjacent rooms transfers across. There is a good sized playing field and adequate hard surfaced play areas but these lack equipment or markings for imaginative play.

61 Levels of learning resources are satisfactory overall and make a positive contribution to pupils' attainment and progress. They are good in physical education and satisfactory in all other subjects. Access to resources is good in information technology, physical education and for children under five and satisfactory in all other subjects. The quality of resources is good in mathematics, information technology and physical education and satisfactory in other subjects. The limited number of books in the library is supplemented by books from the local Reading Partnership scheme and the schools' library service, which result in satisfactory provision overall.

62 Despite financial restraints in recent years, governors have successfully rebuilt levels of general classroom support staff to the satisfactory levels at the last inspection. There has been a satisfactory improvement in teachers' expertise to teach design and technology, music and physical education. However, the provision of support staff for pupils with special educational needs is insufficient despite the effort of the governors to provide for these pupils. The accommodation has improved through the addition of a new good-sized classroom, creation of an information technology suite and refurbishment of the toilets. In addition, there has been satisfactory improvement in learning resources in mathematics, information technology and for the under-fives.

67 **The efficiency of the school**

63 The school is run efficiently. Financial planning is good and is firmly linked to educational priorities. Good financial management for the school year 1998/99 turned an expected deficit into a surplus for the current year. The school and governing body budget prudently against an estimated income which is related to projected numbers of pupils on roll. Expenditure is carefully monitored and when final income figures are known, school priorities are reviewed and any surplus in funding is spent accordingly.

- 64 Financial control and administration are good. Effective financial and administrative systems are in place and specific grants and funding for pupils with special educational needs are used appropriately. The school adds to funding available for the provision, which shows the importance the school attaches to it. There are plans to direct funds recently allocated from the local education authority to support the provision from January, in order to meet more fully the needs of pupils. Finances are kept in good order and the computerised system is used efficiently. The most recent auditor's report confirms that the school's financial procedures are satisfactory and its recommendations are being carried out. The day-to-day organisation of the school and the administration are effective in supporting the teachers and other staff in the smooth running of the school.
- 65 Satisfactory use is made of teaching and educational support staff overall and good use is made of the additional teacher in Year 4 to teach English and mathematics. The expertise of the music co-ordinator as a specialist teacher is used well to support the teaching of music. She provides detailed lesson plans for colleagues and also teaches the subject to some classes. The accommodation is used well. For example, good use was made of spare space to create a computer suite when the new classroom was built. The use of learning resources is satisfactory overall and good in English, mathematics, physical education and for the children under five. However, although the use of computers is satisfactory overall, classroom computers are under-used.
- 66 In relation to its context, attainment on entry which is below average overall, the good quality of education provided, the standards achieved by its pupils, which compare favourably with similar schools, and the unit costs, which are just above the lower quartile of schools nationally, the school provides good value for money. Since the last inspection good financial planning, good financial control and school administration have been maintained and the school continues to provide good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **71 AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

- 67 The quality of the provision for the children under five is good.
- 68 Children start part-time nursery education generally in the term following their third birthday. There are further intakes in January and in the summer term as places allow. At the time of the inspection, there were 59 children attending the nursery unit part-time. On transfer to the 4 Plus classes in the September, most take up full time places, though younger children may remain part-time for a further half-term or full term. There were 34 children in the two 4 Plus classes attending full-time and 20 attending part-time during the inspection. Almost all of the children were under five years old.
- 69 The school follows the admissions policy of the local education authority, priority being given to children on medical grounds, to those who have brothers or sisters in school currently or in the past and to those who live in close proximity to the school. When the children enter the nursery, levels of attainment of the majority are below expectations for their age. Many are not able to speak in sentences or retell stories. Knowledge of number, colour and shape is poor. Many have not sufficiently developed their social skills and find it difficult to share with others.
- 70 The quality of the curriculum provided is good. The children gain an appropriate range of experiences within all the required areas of learning. The early focus on social development is effective in building the confidence they require to build on their knowledge and skills. There is a good balance of activities throughout each day. Children's progress is planned for and monitored very well. Assessment procedures are very good and include an assessment of attainment on entry to the nursery, ongoing assessments which are thorough and recorded well, as well as a 'baseline assessment' when the children enter the 4 Plus classes. These assessments are used very well to plan appropriate work for the children.

- 71 The accommodation for the children under five is good and includes rooms of a good size as well as secure outside play areas. Resources are satisfactory in quantity and generally good in quality.
- 72 All children make good progress in their early years education. There is early identification of children who have special educational needs and they too make good progress. Nearly all children, by the time they are five, reach the desirable learning outcomes for children of their age.
- 77 Personal and social development
- 73 Children's personal and social skills are generally below average when they begin nursery. They make good progress towards the desirable learning outcomes for five year olds. They come into the nursery happily and settle quickly after choosing an activity. Children share resources well and work co-operatively with one another. They are keen to explore their surroundings and quickly find their way around the classroom. When listening to stories, they begin to concentrate for an increasing length of time. During Circle Time, children take turns to speak whilst others listen appropriately. They discuss topical events, such as Bonfire Night, linking them to personal safety. They learn about celebrations such as Hanukkah and Advent. Children develop good relationships with one another. They are keen to share ideas and to talk about what they know and do. By the time they are five, the children have attained the desirable learning outcomes for this aspect of their development. They are confident and express their thoughts clearly. They undress themselves for physical education, and make reasonable attempts at folding their clothes.
- 74 Teaching of personal and social education is good in both the nursery and 4 Plus classes. The teachers and nursery nurses encourage children to practise their independence and they have high expectations of what they can do. For example, they expect the children to clear up toys and sweep up the sand after using the sand tray.
- 79 Language and literacy
- 75 Children's language skills are below the levels expected when the children enter the nursery. They make good progress and by the age of five reach the desired outcomes for this aspect of their development. The children enjoy listening to stories and when looking at books independently, they turn the pages carefully. They learn to recognise and write their names and practise pencil control by tracing around shapes. They understand that print and pictures convey meaning. Letter sounds are made meaningful to children through a commercial scheme. Children in the 4 Plus classes build well on earlier reading and writing skills. They sequence words in simple sentences and most can read the sentences they make. Their handwriting is more controlled, and they form their letters correctly.
- 76 Teaching in this area of learning is good in both nursery and 4 Plus classes. Literacy is promoted well in the nursery. There is a good selection of story books for children to choose from. Teachers and nursery nurses use opportunities well to challenge and extend children's vocabulary. In one lesson, the teacher used crib figures to stimulate interest and encourage children to participate in the Nativity story. The teachers have high expectations, which are reflected in their planning and in the range of activities provided.
- 81 Mathematical Development
- 77 When children begin in the nursery, their mathematical understanding is below that expected for their age. Many do not recognise colours or shapes and understanding of number is poor. They make good progress in developing their skills. By the time they are five, almost all attain the standards expected for that age. Nursery children learn to count and order numbers to five, and recognise written numbers. They learn to recognise colours by making collections of red or blue objects and by using colours in their creative work. Older children count up to twenty and accurately match numbers of objects to numerals. In the 4 Plus classes, the children sequence the days of the week, and are beginning to learn the months of the year. In number work, most can count to twenty, and put numbers one to ten in the correct order, beginning with zero. Children learn mathematical language, such as "more or less" or "before and after." They learn the names of shapes such as triangle, circle and square. Number work is promoted well through counting games and rhymes.

78 The teaching of numeracy is good in both the nursery and 4 Plus classes. The teachers use every opportunity to promote the children's understanding. For example, in one class, children worked out how many pupils were present in the class by working out the difference between those absent and those on the register. Expectations are high and work is well planned to extend children of all levels of attainment.

83 Knowledge and understanding of the world

79 When starting nursery, the children's knowledge and understanding of the world around them are not sufficiently developed. They make good progress because of the range of experiences provided for them. By the time they are five, most children reach the standards expected of them. The children gain an understanding of the different properties of materials through sand and water play. In one lesson they learned to manipulate clay and dough when making Diva Lamps. They talk about homes and learn about animals and their habitats. In one activity, children enjoyed hunting toy spiders and beetles in a bath of autumn leaves. They explore natural features such as grass seeds and beans germinating and growing. They observe changes in the seasons. The children learn about their bodies and growth and know the names of many body parts. Children select from a range of construction materials to make models. They cut and join materials together, as seen in the "mouse masks" made by children in the 4 Plus classes or the vehicles made by the nursery children. The children make models of computers and use these to learn the name of the different elements of the equipment. They make three-dimensional models of vehicles with moving parts, such as rollers, and create a range of puppets with joints and hinged limbs. The children use computers confidently and control the mouse well to "dress teddy."

80 In both the nursery and 4 Plus classes, the teaching of knowledge and understanding of the world is good. The teachers provided a good range of well designed opportunities through which children explore their surroundings. In a nursery lesson, for example, the teacher showed the children a variety of lamps for pupils to examine while learning about festivals of light. Occasionally, there is too great an emphasis on discussing artefacts, limiting the opportunities for children to handle and explore them through their senses.

85 Physical development

81 On entering nursery, children can run, skip and balance appropriately for their ages, but many are not able to hold a pencil correctly. They make good progress in physical development and in developing the skills needed to write well and to handle small objects. In outdoor play, children approach apparatus and large toys without inhibition. They climb and balance well and show good awareness of others around them. In physical education lessons, children in the 4 Plus classes balance well when using apparatus. They move on and off the apparatus confidently and sustain concentration when "travelling" in different ways using hands and feet. The children are taught to hold pencils and crayons correctly. They play with jigsaws and small construction sets to develop manipulative skills. By the time they are five they show good pencil control and writing becomes a more consistent size. All the children achieve the desirable outcomes for learning at the age of five and some are beyond that level.

82 Teaching is good in both the nursery and 4 Plus classes. Lessons are conducted at a brisk pace and the children are expected to listen and follow instructions. Tasks are appropriate to the stage of development and provide a suitable challenge. Support staff are effectively used to help the progress of groups or individual children.

87 Creative development

83 On entry to the nursery, the children's attainment is below average but they make good progress and develop the skills expected of them by the time they are five. They experience a wide range of media to explore their own creativity. They use skills well, for example, to make "presents" for the advent calendar, or when making Christmas decorations. They learn to apply paint in a variety of ways, such as using string, rolling a marble or by "splatter" painting as seen in their bonfire pictures. They increase the range of colours they use to represent their ideas. In music, they show an increasing sense of rhythm and tune when singing songs and carols and play untuned percussion instruments confidently.

84 Teaching is good in both the nursery and 4 Plus classes. A wide range of interesting media is provided for the children to explore. They are encouraged to use their imagination and express ideas independently.

85 These findings are similar to those at the last inspection. The quality of teaching has improved from satisfactory to good.

## 90 ENGLISH, MATHEMATICS AND SCIENCE

### 90 English

86 Standards of attainment at the end of Year 4 are in line with national expectations and this is evident from a scrutiny of work and records of the pupils who left school at the end of the 1998 / 99 school year. In the current Year 4, however, there is an above average proportion of pupils with special educational needs and as a result the proportion of pupils achieving the expected Level 3 in reading, writing, speaking and listening is below average. Approximately two thirds of these pupils are achieving the expected standard or above for their age in reading and writing.

87 At the end of Key Stage 1, standards overall are in line with national expectations. Standards in speaking and listening and reading are in line with national expectations. In the national test results in 1999 in reading, 84 per cent of pupils achieved the expected Level 2 or better. Twenty seven per cent of pupils achieved the higher Level 3. These results are in line with national averages and they are an improvement on the test results in 1998, taken by the group of pupils in the current Year 4. The performance in reading is well above average for similar schools. In writing, standards are in line with national expectations. In the 1999 test results, 78 per cent of pupils achieved the expected level or better and this is below the national average of 83 per cent. However, taking account of the average points scored by pupils in these tests, standards are in line with the national average and above average for similar schools. Eleven per cent of pupils achieved the higher Level 3 and this is above the national average and well above average for similar schools. Despite the dip in the 1998 results, standards in reading have risen broadly in line with the national rise since the last inspection and in writing, standards have risen significantly. There is little difference between the performance of boys and girls.

### 92 Speaking and listening

88 At the end of Year 4, standards are in line with national expectations. In the current Year 4 classes, higher and average-attaining pupils express themselves clearly in class. They quickly learn and use correct terms. For example, in lessons on instructional texts, the pupils know and use the terms non-fiction, contents, index, resources and equipment. They speak in full sentences and justify their opinions with sound reasoning. Lower attainers tend to use short, one word answers and are less confident talking to adults. Most pupils listen well but some with emotional and behavioural difficulties are easily distracted and do not follow instructions well. They require much support to help them to maintain attention. The pupils make satisfactory progress in Years 3 and 4 but a significant minority of pupils with special educational needs, especially those with emotional and behavioural difficulties, make insufficient progress. This is because there is insufficient support for the pupils in the form of classroom help which would help to keep them concentrating in discussions.

89 At the end of Key Stage 1, the pupils' attainment is in line with national expectations. In a lesson on favourite poems, the pupils give their opinions and preferences clearly and when they read poems aloud they know to use expression in their voices in order to make the reading lively. Most pupils answer in complete sentences. In other subjects, the pupils are confident to make comments too. For example, in a science lesson on light, one higher attainer sees that a Christmas bauble is 'bending the reflection'. Pupils use terms such as smooth and cracked when describing surfaces. All pupils, including those with special educational needs, make satisfactory progress and some higher attainers make good progress. This is because the teachers encourage the pupils to think carefully about what they see and read and they accept their responses readily. For example, in a lesson on the Good Samaritan in religious education, the pupils in Year 1 can give examples of how people have helped them. One higher attainer says of the priest who walked by without helping, 'He might come from another country and he doesn't want to get hurt.'

90 At the end of Year 4, standards are in line with national expectations. However, there is a large minority of pupils in the current Year 4 with special educational needs and their attainment is below expectations. This is confirmed by the results of optional tests taken at the end of Year 3. Higher attainers are already becoming independent readers and read with fluency and expression. Pupils of average attainment also read with a good degree of fluency and have enough understanding of letter sounds and combinations to read unfamiliar words by splitting them into smaller parts first. Lower attainers struggle to read unfamiliar words and the number of words they recognise on sight is more limited. The pupils make satisfactory progress in Years 3 and 4 and the majority read regularly to staff and adult helpers or in groups during the 'literacy hour.' Some pupils whose attainment is just below average are given additional support with a trained assistant and make good progress in small group sessions. For example, they understand the difference between a phrase and a sentence and are familiar with all the most common punctuation marks. Some lower attainers with emotional and behavioural difficulties make limited progress in group reading and whole-class sessions but for most pupils who have special educational needs, progress is satisfactory over time. The pupils become familiar with works of non-fiction and can use contents and index pages appropriately. However, there are limited opportunities for the pupils to undertake independent research from books in the library.

91 At the end of Key Stage 1, standards are in line with national expectations. Higher-attaining pupils recognise a large number of words and have a good range of skills to help them to read unfamiliar words. They retell events in a story well and put good expression in their voices. Pupils of average attainment have more limited skills to help them read words and are still learning some of the more common letter blends and clusters. They do not always realise when they have made a mistake and correct it. The minority of lower attainers are unsure about many blends and their reading is hesitant. Progress of all pupils in Years 1 and 2 is at least satisfactory and some pupils make good progress. The pupils in Year 1, for example, have a good awareness of letter sounds because they have been systematically taught them through a popular commercial scheme introduced into the nursery and 4 Plus classes in recent years. In most classes, progress is assisted by the quality of teaching during group reading. The teachers have established good routines so that the focus groups receive their undivided attention. All pupils read individually to their teacher or other adults on a regular basis and they read from a good range of books from reading schemes and the library. Some pupils are well supported by volunteer helpers who take part in the local Reading Partnership.

96 Writing

92 At the end of Year 4, standards are in line with national expectations, though there is a significant minority of pupils in the current Year 4 who are achieving below that level. The pupils write to good purpose across other subjects of the curriculum, for example religious education, history and science. Higher-attaining pupils vary the length and complexity of their sentences. The accuracy of their spelling is good for their age and they use a range of punctuation marks consistently. The handwriting skills of higher and average attainers are generally good. They write using a clear, joined script. The spacing and size of letters in the handwriting of lower attainers are inconsistent and these pupils need much support if they are to write at any length. These pupils write a few short sentences and there is little variety to the writing. Most pupils make satisfactory progress in Years 3 and 4, but some pupils with special educational needs, particularly those with emotional and behavioural difficulties, make insufficient progress. There is a limited amount of support available for these pupils. Where it is available, the pupils make better progress. This was evident in a Year 3 class where a classroom assistant helped one pupil with behavioural difficulties to make good progress creating an advertisement to find a lost toy.

- 93 At the end of Key Stage 1, standards are in line with national expectations. The pupils use their skills well in other subjects of the curriculum. Higher-attaining pupils develop a neat joined script and have good spelling skills for their age. The length of their writing is also good. Pupils of average attainment use full stops and capital letters regularly in their work. They make short booklets beginning 'Once upon a time' and they generally write short sentences in a joined script. The small minority of lower attainers write in simple sentences and their handwriting is often large with inconsistent spaces. From samples of work seen, the pupils' progress in a full year is often good in Key Stage 1. The length of most pupils' writing in Year 1 increases well and their spelling and punctuation skills improve. Lower attainers begin to write their own sentences from early attempts at copy writing and though they omit punctuation marks, they are confident to write short stories and accounts.
- 94 The pupils in Key Stage 1 have good attitudes to reading and writing. In lessons they listen well and answer questions readily. Most enjoy reading and a good number visit the local library regularly. Few can name a favourite author but they all have favourite books they enjoy. When they are working on their own in lessons of the Literacy Strategy, most behave well and get through a good amount of work in the available time. In Years 3 and 4, the attitudes and behaviour of the pupils are satisfactory and occasionally good. Some pupils are inattentive in whole-class sessions and a few who have behavioural difficulties can be confrontational and need much support if they are to remain on task. The teaching arrangements in Year 4, when the pupils are taught in three smaller classes, is effective in helping to maintain the progress of the great majority of pupils. The pupils co-operate with one another when they are working in groups and this was evident when the pupils in Year 3 were creating an advertisement and in Year 4 when they were analysing a recipe. The pupils' independent learning skills are more variable, however, and some pupils lack motivation.
- 95 The quality of teaching is good and there is no unsatisfactory teaching. At the last inspection, teaching was judged to be satisfactory overall. In Key Stage 1, almost all the teaching is good and in Key Stage 2, half the lessons observed were good. The school has introduced the National Literacy Strategy well and staff plan the lessons with good reference to lesson content and objectives. Often staff share these objectives with the pupils and this good practice helps the pupils to focus on what lessons are about. The level of work that the teachers plan is challenging. For example, classes in Year 4 have covered aspects such as character and plot in fiction, the front page lay-out of newspapers and dialogue in play scripts. The teachers have good understanding of the requirements of the Literacy Strategy and they organise the lessons well to make effective use of time and resources such as Big Books and group readers. The teachers provide good opportunities for the pupils to write in other subjects of the curriculum and this helps the pupils to write at length. At the last inspection, this was an area for improvement. The teachers generally manage the pupils well but there are occasions when the pupils who are not paying sufficient attention are not checked. There is good use of staff to teach pupils in Year 4 in three teaching groups and the support assistant who provides additional support to small groups of pupils is making effective use of resources to improve their rate of progress. However, in some instances, support staff are not sufficiently involved in the parts of the lesson where the pupils are taught as a class and this is ineffective use of their time. In Years 3 and 4 there is insufficient support available for pupils with special educational needs, despite the good efforts of staff to provide them with appropriately challenging work. The marking of pupils' work is satisfactory and there are good examples of teachers writing supportive comments with stars and stickers to motivate the pupils. Homework is making a good contribution to the progress of most pupils in school. Policy and practice have recently been revised so that more varied assignments are given in Years 3 and 4.

96 The subject co-ordinator manages the provision well. She monitors the teachers' planning and organises staff to scrutinise samples of the pupils' work. The headteacher, co-ordinator and outside specialist teachers have monitored teaching in lessons of the Literacy Strategy and this has made a good contribution to the quality of teaching. The school has achieved a Quality Mark by the Basic Skills Agency for its ongoing work in Literacy and its involvement in the local Reading Partnership benefits the progress that up to a dozen pupils make. There is a good range of procedures in place to assess the pupils' progress, including optional testing at the end of Years 3 and 4 as well as national tests at the end of Year 2. The information is used well to organise reading groups and make best use of available support, for example in Year 4. This is an area of improvement since the last inspection. There are some drawbacks to the accommodation, especially where classes are next to one another with open access. Noise from other areas can detract from whole-class teaching sessions. In addition, conditions can be cramped when the teacher teaches the whole class on the carpeted area. Resources are satisfactory in quantity and quality and generally staff make good use of them. However, some books in the reading scheme are old and in a poor state. The library has a satisfactory range of books and the stock of non-fiction and fiction in school is bolstered by loans from a local schools' library service. No examples of older pupils using the library for research were seen during the inspection. Visiting theatre groups make a good contribution to the pupils' cultural development.

## 101 **Mathematics**

97 Standards achieved by pupils in Year 4 at the end of the summer term in 1999 were in line with national expectations. Standards in the current Year 4 as seen during the inspection are below average for pupils of that age. This is attributed to the high proportion of pupils in that year group who have special educational needs. A significant minority of those have behavioural as well as learning difficulties.

98 In the 1999 National Curriculum tests at the end of Key Stage 1, the proportion of pupils who attained the expected Level 2 or above was below the national average. The proportion who attained Level 3 was in line with the national average. When compared with schools with pupils from similar backgrounds, attainment at both levels is average. This indicates an improvement in results over time, which showed a declining trend and in 1998 were well below average nationally and when compared with other similar schools. The performance of boys and girls is similar in these tests.

99 Standards of attainment in the current Year 4 are below national expectations. Most pupils in Year 4 understand place values of hundreds, tens and units, which they add and subtract accurately. They calculate doubles and halves of numbers mentally. For example, they know "half of 200" or "double 120," but use written methods to divide 580 by two. Pupils understand that fractions are parts of one whole and know the terms "numerator" and "denominator," but a majority struggle with the process of finding values such as one tenth of 20. Lower-attaining pupils recognise for example that one out of four objects represents one quarter of the set. They sequence numbers correctly within a one hundred square.

100 Current standards of attainment as seen during the inspection meet national expectation for pupils in Year 2. The pupils order numbers to one hundred, identifying the missing numbers in a sequence. They count on and back in twos and have a good grasp of addition and subtraction to twenty. They understand "odd" and "even," and know the "doubles" of numbers to ten. Higher-attaining pupils begin to understand the place value of numbers. They know, for example, that forty eight is equal to four tens plus eight units. They recognise halves and quarters as parts of a whole, and know names of common two dimensional shapes.

101 Pupils make satisfactory progress overall. The implementation of the National Numeracy Strategy is having a positive impact, particularly on pupils' skills in mental arithmetic. The school provides an extra teacher during morning sessions to enable the two Year 4 classes to be taught in smaller groups. This results in satisfactory progress for the majority of pupils in those classes whose performance at the end of Key Stage 1 was well below average. Progress for pupils in Key Stage 1 who have special educational needs is satisfactory. In Years 3 and 4, however, some make unsatisfactory progress because there is insufficient support for them.

- 102 Pupils' attitudes to learning and their behaviour in lessons are satisfactory overall. Most show interest in what they do and are keen to answer questions and talk about their work. A significant minority of pupils in Years 3 and 4, however, display unsatisfactory behaviour. They are unable to sustain concentration on their work, and continually distract others around them, by, for example, making silly comments. Their behaviour sometimes interrupts teaching and adversely affects the progress of others. Most pupils are able to work co-operatively. There are insufficient opportunities for pupils to work independently, for example by being responsible for their own practical investigational work.
- 103 The overall quality of teaching is satisfactory. In Key Stage 1, 60 per cent of the teaching is good. In Years 3 and 4, teaching is satisfactory overall and 30 per cent is good. There was one unsatisfactory lesson in each key stage. All teachers follow the structure of the Numeracy Strategy satisfactorily, giving a clear focus to what pupils will practise and learn during lessons. The methods used are appropriate to the ages of pupils. Classrooms and resources are well organised and used efficiently. Where teaching is most effective, time is used well and there is good pace to the pupils' learning. Teachers question pupils skilfully, to assess their levels of understanding. Teachers use a consistent approach to managing behaviour. In one lesson, for example, the teacher commented on the behaviour and effort of each pupil at the end of the lesson, acknowledging the success of each one and raising self-esteem. Where lessons were unsatisfactory, time at the end of the lesson is not used well to consolidate what pupils have learned. Tasks are not sufficiently challenging for higher-attaining pupils. For example, average and higher-attaining pupils are given the same work. There is insufficient support for pupils with special educational needs, particularly for those in Year 4 with emotional and behavioural difficulties. Marking is satisfactory and homework in the form of exercises and the learning of tables makes a satisfactory contribution to the pupils' progress.
- 104 There is effective leadership and management of the subject. The co-ordinator has supported colleagues well during the implementation of the new strategy and through the first stages of training. There is a clear view of the strength and weaknesses of the subject and early strategies for improvement are already in place. There are effective systems for assessing pupils' attainment. Assessment data is analysed and used to set future targets. For example, the school currently focuses on developing mental arithmetic skills, as this was identified as an area for improvement. Resources have been suitably enhanced to support the teaching. There is an adequate supply and they are of good quality.
- 105 For most pupils, levels of numeracy are satisfactory. As a result of the Numeracy Strategy pupils gain knowledge and skills in handling number at a reasonable pace. There are some examples of computers being used to present data in the form of graphs and pie charts. In geography, pupils use coordinates when studying maps. However, the application of mathematical skills in other area of the curriculum is under-developed.

## 110 **Science**

- 106 By the end of Year 4, the pupils are achieving standards in line with national expectations for their age. This represents good progress for this particular year group during their time in Years 3 and 4, since their performance at the end of Key Stage 1 in 1998 was well below average. The results of the 1999 teacher assessments in science at the end of Key Stage 1 show that standards are in line with the national average at the expected Level 2 and are high in comparison with the national average at the higher Level 3. The results are high compared with those from similar schools both at the expected Level 2 and at the higher Level 3. Overall, standards have risen in line with the national rise since the last inspection. The performance of boys and girls is similar in the teacher assessments.

- 107 Pupils in Year 4 learn about a range of forces and how force can be measured and altered. They investigate magnetism and the use of levers in a range of situations. They discuss the factors that make a test fair, and design and carry out their own fair tests, considering how to alter one variable without affecting another. The oldest pupils in previous years have worked beyond levels expected for their age, such as in their study of electricity. They know what makes a good conductor, have considered safety issues and compared and contrasted coal, atomic and hydro-electric power stations, considering their relative merits. Pupils in Year 3 discuss the origins of different materials and how materials are manufactured. They identify solids and liquids and discuss the properties of each. They conduct experiments to investigate the insulating properties of different materials and consider reversible and non-reversible changes. They know about the human life cycle and consider the functions of bones, muscles and organs of the body. They consider food chains in a range of environments.
- 108 Pupils in Key Stage 1 know the principle differences between living and non-living things. They consider health and hygiene and can identify and name parts of the human body. They investigate the five senses in detail. They identify the properties of a range of materials and compare these. They consider how some materials are changed by such processes as heating and stretching. They learn about light and colour, experimenting with reflecting light and with splitting colour. They design and make their own musical instruments and can describe the different types of sound made by instruments which are struck, shaken or plucked. They are given good experience of investigative science. They use simple equipment and develop their use of scientific language through their observations and findings from their experiments. They record their findings in words, tables and diagrams.
- 109 Overall progress is satisfactory in all year groups. In some lessons observed in Years 3 and 4 pupils made good progress in understanding the concept targeted during the lesson. Class discussions develop thinking and reasoning skills, and written tasks build on this. Some older pupils with special educational needs make insufficient progress, especially those with emotional and behavioural difficulties.
- 110 Pupils throughout the school enjoy practical science and relish opportunities to undertake open-ended investigations. Pupils in several year groups were observed testing out a range of objects with care and precision. They share equipment well, and particularly the older pupils collaborate effectively to reach joint conclusions. Pupils listen and contribute well in whole class discussions. However, a significant proportion in each class become restless when required to write about their experiment and their results.
- 111 Overall, the quality of teaching is a balance of good and satisfactory lessons. There is no unsatisfactory teaching. This is an improvement since the last inspection when 20 per cent of lessons had some shortcomings. Teaching is good in Key Stage 1 and satisfactory in Key Stage 2, with some examples of good teaching. Where teaching is good it is typified by teachers making good use of questioning to assess and develop pupils' understanding. Teachers encourage pupils to listen to one another and chair lively discussions that extend the pupils' thinking and reasoning. Teachers plan tasks that grab pupils' attention and excite them. They make good use of open-ended experiments to develop pupils' thinking and investigative skills. The teachers plan work for pupils of different levels of attainment either by varying the task or by giving additional support to lower attaining pupils. A significant minority of older pupils do not obey class rules to listen to each other. At times the management of these more challenging pupils takes a disproportionate amount of the teachers' time and reduces the support available for all pupils. In a minority of cases, teachers' expectations for the recording of investigations are too low and do not give pupils sufficient challenge and opportunity to develop their recording skills.

112 The school has adopted the local education authority's scheme of work for science, which demonstrates progression in the development of pupils' skills and knowledge. Planning for experimental and investigative science is an intrinsic part of the scheme of work, and the school is developing this well at all levels. There is evidence of planning for higher-attaining pupils in that there are examples of work at Level 4 of the National Curriculum – the expected level for pupils aged 11 years – in all areas of science. Assessment opportunities and materials are built into the scheme of work for each unit and are satisfactory. The co-ordinator for science is new to the school and is beginning to make a significant impact upon the provision. Resources for science are satisfactory with a good range of science-based Big Books which are used to support the development of literacy. There are good opportunities in Key Stage 1 for the pupils to write simple accounts of their work but the use of mathematics is less well developed. There is insufficient computer software to support the subject.

## 117 OTHER SUBJECTS OR COURSES

### 117 Information technology

113 Standards of attainment are below the national expectation at the end of Year 4 and at the end of Key Stage 1. Standards reported in the previous inspection have not been maintained. However, the recently opened information technology suite is proving to be beneficial for both teaching and the practice of skills. Year 4 pupils have lessons in the information technology suite of the associated middle school and this arrangement provides better access to computers for those pupils and helps their progress. By adapting the national guidelines for the subject as a basis for planning, the school is beginning to keep pace with developments in the subject to ensure that pupils are given the full range of experiences.

114 Year 2 pupils approach computers confidently and use the mouse effectively to move images around the screen. They use art packages to explore their creativity and to present information. Pupils do not yet enter data or retrieve information which they have previously saved. There is little evidence, for example, of pupils' writing, or of information technology being used in other areas such as mathematics or sciences to present results of investigations. A shortage of software prevents pupils from gaining experience of exploring adventure games or of using computers for research.

115 By the time pupils leave the school at the end of Year 4, they are able to switch computers on and access the program they require. They use the mouse and icons on toolbars competently, for example to change the font or colour of text. Pupils use graphics to explore the layout of a town, and generate graphic designs which they fill with colour to present their ideas attractively. However, pupils have too few opportunities to produce pieces of writing, nor do they have the skills to edit their own work. Pupils do not use database programs to search for or to compile their own information.

116 In lessons observed, the pupils at both key stages make satisfactory progress but the limited range of experiences they currently have means that some skills are under-developed. Whilst most pupils with special educational needs make satisfactory progress, some pupils with emotional and behavioural difficulties make insufficient progress.

117 Pupils' attitudes to learning are good. They enjoy using computers and sustain concentration in their work. Behaviour in lessons is satisfactory. All pupils use the equipment carefully and are co-operative. Year 4 pupils collaborated well to produce their graphic designs, for example.

118 The quality of teaching is satisfactory and there is no unsatisfactory teaching. One good lesson was observed. The teachers plan lessons well. There is a clear focus on what pupils should achieve in the time they have. Teachers' instructions are clear, and they involve pupils well in activities. In a Year 4 lesson, time and resources were used particularly well, enabling all pupils to complete and save their work. In some lessons, however, teachers' expectations of what the pupils can achieve are too low. Support for pupils with special educational needs is sometimes insufficient, especially for those with emotional and behavioural difficulties.

119 The co-ordinator manages the subject effectively and supports colleagues by organising training and advising them on developments. The new computers have brought those resources up to the level seen in most schools, but there are shortages in the range of software available, particularly for modelling and research, and in mathematics and science. Year 4 pupils record their own progress on disk, but this practice is not extended to all pupils. Planning is monitored by the co-ordinator to ensure consistency, but there is no monitoring of teaching or the use of computers in the classroom to ensure the most effective use. On many occasions during the inspection, computers in the classroom were either not switched on or not being used.

124 **Religious education**

120 At the end of Year 4 and at the end of Key Stage 1, the standards which pupils reach are in line with the requirements of the locally agreed syllabus.

121 Pupils in Key Stage 1 consider belonging and describe what makes a family or a special group. They discuss the values of friendship and learn about the friends of Jesus and discuss some of Jesus' parables, such as the Good Samaritan. They know about special times in different cultures, and experience some of the ways other people celebrate. For example during their study of Diwali pupils dressed up and tried some of the special foods associated with the festival. They know about special books in the major world religions, and consider stories from the Old Testament about special people. They can review those things that they value and things that make them happy.

122 Pupils in Key Stage 2 learn about the life and times of Jesus and about aspects of His teaching. They consider rites within different faiths and learn some of the beliefs and stories from the Hindu faith. They learn about Jewish family life and consider what it means to grow up in a Jewish household. They study aspects of church architecture and compare it with other places of worship. They consider the importance of making good choices and know about people in the Bible who made significant choices, such as Ruth, Esther and Jonah. They understand about the importance of food and fasting within many religious rites, and consider the significance of water within Christian and other beliefs.

123 Pupils make satisfactory progress throughout the school in the development of the knowledge and skills related to religious education. Pupils' skills of thinking and reflecting are developed well. In Years 3 and 4 very effective practices in group discussion develop well and pupils learn to use each others' contributions to develop their own.

124 The pupils' attitudes to the subject are generally good. Most are keen to contribute to discussion and value each other's contributions. Most co-operate efficiently and collaborate well on shared tasks. However, a minority of pupils with emotional and behavioural difficulties make limited progress because they are inattentive in class.

125 The quality of teaching is satisfactory and approximately 40 per cent is good. There is no unsatisfactory teaching. Teaching is good in Key Stage 1 and satisfactory in Years 3 and 4. Teachers lead discussion well to promote and stimulate the pupils' own ideas. They value their contributions and encourage them to value each other's ideas too. They question well and know and use the pupils' own experiences to illustrate points. Where teaching is good, strong control of pupils maintains their interest without stifling discussion.

126 The co-ordinator provides clear leadership for the subject. The religious education programme is based on the locally agreed syllabus and the planning for the school's daily act of collective worship supports this. Informal teacher assessment is used to aid planning and ensure that work is suitably tailored to the individual needs of the pupils. Resources are satisfactory in quantity and quality and are managed well. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development.

131 **Art**

- 127 Attainment at the end of Year 4 and the end of Key Stage 1 is in line with what is expected of pupils at these ages. These findings are similar to those at the last inspection. Two lessons were observed in Key Stage 1 and one lesson in Key Stage 2. Judgements are based on these lessons, a scrutiny of teachers' planning, pupils' sketchbooks and work on display, as well as discussions with the subject co-ordinator, teachers and pupils.
- 128 By the end of Key Stage 1, the pupils have printed pictures using hands, objects and shapes cut out. They have used their painting skills to illustrate work in history, for example old toys. They produce Christmas stars from shiny materials and talk about the problems they had in fixing them. In Year 1, they make masks from papier mache and decorate them. During the key stage, the pupils study the work of famous artists such as Picasso and express their preferences. All pupils, including those with special educational needs, make satisfactory progress.
- 129 By the end of Year 4, the pupils have explored aspects such as tone and line using various media, for example, charcoal, pencil, chalk, oil pastels and paint. There are good examples of pupils creating paintings in shades of blue and intricate drawings in black and white that amplify curving lines into complete pictures. During Years 3 and 4, the pupils observe objects closely and draw and colour what they see. They compare the work of famous artists. For example, in a Year 3 lesson, the pupils compared a landscape by Lowry with a street scene by Hockney. Of the Lowry picture, one pupil said 'It looks like it's going to rain and all cloudy,' and another commented, 'It's a landscape with all dark and dull colours.' Another noticed the Hockney picture is bright but has no people in it, whereas the Lowry painting is full of tiny people, 'moving, going to work.' All pupils, including those with special educational needs, make satisfactory progress in skills and in appreciating the work of famous artists.
- 130 From lessons observed, it is evident that the pupils enjoy the subject, they are sensible with materials and resources and tidy away appropriately. In one lesson, some pupils brought into school items they might use to create their Christmas decoration. They were willing to share with other pupils. A minority of older pupils do not co-operate well and leave others to clear away.
- 131 In the few lessons observed, teaching was never less than satisfactory and one lesson was good. The good lesson, observed in Key Stage 1, included a good focus on what the pupils had learnt about using the available materials to create the decorated stars. Teachers' planning is satisfactory and occasionally includes a good level of detail about objectives for the lesson. The teachers have satisfactory expectations of what the pupils can achieve but they sometimes use templates unnecessarily, when the pupils could be encouraged to generate their own shapes. The teachers make good use of sketchbooks and establish good links with other subjects. For example, the work on Christmas stars linked well with the science topic on light and teachers' planning indicates that they link art from different cultures with work in geography and religious education. The teachers manage the pupils well, despite occasional problems caused by pupils with emotional and behavioural difficulties. A valuable initiative designed by the subject co-ordinator has been the production of a record sheet for staff to use which links skills to the content of art lessons in each term.
- 132 The subject makes a good contribution to the pupils' cultural development and this is especially evident in the high quality of work produced by pupils in all the classes last summer when a visiting artist spent several days in school. The work, entitled 'Our Environment' is prominently displayed in the hall.

137 **Design and technology**

- 133 Only one lesson was observed during the inspection. Judgements are based upon scrutiny of pupils' work, teachers' planning and discussions with staff and pupils.
- 134 Pupils attain standards in line with those commonly seen for pupils of this age. The work on display shows satisfactory progress over time in the development of skills. These findings are similar to those at the last inspection.

- 135 Pupils in Key Stage 1 use an appropriate range of materials and tools. They use a hole punch to make sewing cards and make jointed puppets by punching holes for split pins to make the joints. They select the materials and tools they need to realise their designs for example for musical instruments and evaluate the success of their designs. They embroider simple Christmas cards using binca, and explore a range of printing techniques.
- 136 Pupils in Years 3 and 4 investigate working with levers and make toys with moveable parts using a range of lever systems – such as crocodile puppets with moving jaws and legs, and owls with flapping wings. They disassemble boxes to discover the types of net systems used to make a range of shapes. They make use of their findings to construct boxes of their own, ranging from cubes to pyramids and triangular cylinders (such as those used for chocolate bars). Pupils fashion well-made models of Celtic roundhouses, using card cylinders and can explain their methods clearly. Whilst much of the programme is practical, pupils also have sufficient experience of designing, and discover for themselves the need for accurate measuring.
- 137 Last year the oldest pupils in the school covered a good range of activities. They made lighthouses that included working bulbs, and constructed models to demonstrate what they learned in science, such as parachutes and autogyros. They designed and made models of chariots for a chariot race to demonstrate the use of axles and wheels, and made toys with construction kits. They made a moving model of a skeleton and examined food packaging.
- 138 Pupils enjoy design and technology projects and talk with enthusiasm about their models and how they made them. They were very keen to explain the mechanisms they have constructed and how they work.
- 139 In one lesson observed, teaching was good. The teacher had high expectations of what the pupils can achieve and organised and managed the lesson well. From evidence in teachers' planning and pupils' work, teaching is at least satisfactory across all year groups.
- 140 The co-ordinator is new to the school this term and has not had time to make a significant impact upon the school's provision. The school has a sound policy but not a scheme of work. Design and technology projects are incorporated into work in other subjects, usually science. The work seen shows that pupils have been taught a balance of making techniques. However, the school is aware of a need to review how to develop pupils' technical skills in a way that builds progressively upon what pupils already know, understand and can do. Resources are satisfactory, with a range of tools, materials and construction kits that are used well.
- 145 **Geography**
- 141 Few lessons were seen during the inspection, but the observations, together with talking to pupils and looking at their work, show that attainment is in line with what is expected of pupils at the end of Key Stage 1 and Year 4. These findings are very similar to those at the last inspection.
- 142 At the end of Key Stage 1, pupils have a clear understanding of place, through the study of their own environment. They explain that Houghton Regis has many houses, playgrounds and shops, which are smaller than in the shopping centres in Luton and Dunstable. They know that farms may grow crops, or keep sheep or cattle. Pupils explain that in Britain there are different seasons, and that they wear warmer clothes in winter, and that trees then lose their leaves. They have very clear views about their environment, and talk about the bumps across the roads that should make cars slow down, to make it safe for children to cross. At the end of year 4, pupils' understanding of place is widened, and they explain that there are towns such as Luton, and cities such as London. From the evidence seen, pupils know that rivers have a source and flow into the sea, creating particular features on the way, such as valleys and waterfalls.

- 143 Pupils generally make satisfactory progress. Skills associated with map work develop satisfactorily. Pupils make maps of the local area, and use atlases to gain information. This was seen when a pupil explained that there was little lowland in Scotland. Pupils also gain an understanding of geographical vocabulary, such as the fact that an island is land surrounded by water. However, the tasks given do not always sufficiently challenge all levels of attainment. For example, when pupils examined issues of conflict over land use, the lower attainers were asked to colour in given pictures as part of their task. This activity did not contribute to their understanding of the issues. Because of the large number of pupils with special educational needs in Year 4, these pupils do not have sufficient support to make satisfactory progress.
- 144 The pupils' attitudes to the subject are satisfactory. Most are enthusiastic about geography, and enjoy the tasks. This was seen when pupils drew an imaginary map following a story read to them. The majority of pupils tackle the tasks purposefully, and listen carefully. This was evident when pupils offered comments about land use, for example that factories add to noise as well as air pollution. Unsatisfactory behaviour was seen in a Year 4 class, where there was a high noise level, and some pupils made little progress in the task set.
- 145 The quality of teaching overall is satisfactory. Teaching is good in Key Stage 1. In Year 3 and 4, the quality of teaching is satisfactory, with a balance of strengths and some weaknesses. There is no unsatisfactory teaching. Lessons are generally well planned, and the purpose of the lesson is made clear to all pupils. There are instances of good challenge, for example when higher-attaining pupils wrote a letter of complaint about a chosen land use issue, which involved their full understanding and ideas about possible solutions. However, tasks do not always provide sufficient challenge for all pupils, in order that they make good progress. Where behaviour was unsatisfactory, the open-ended task was a contributory factor, as pupils were not given targets to meet, and the noise level did not allow pupils to concentrate.
- 146 The school does not have a scheme of work for the subject but planning follows an appropriate framework. Monitoring by the co-ordinator, who is very well qualified in this subject, ensures coverage of the National Curriculum. Assessment is currently being developed. Resources are sufficient to deliver the curriculum. The school makes very good use of the local environment to aid pupils' understanding, for example when they study river processes, but visits are not undertaken to other areas.

## **History**

- 147 Only two lessons were observed, but from these, together with talking to pupils and looking at their work, it is evident that the levels of attainment are in line with what is expected of pupils at the end of Key Stage 1 and Year 4. At the last inspection, standards were judged to be above average.
- 148 At the end of Key Stage 1, pupils describe in detail the differences between life now, and in the time of their grandparents. For example, they state that their grandparents did not have televisions, or household appliances such as refrigerators or freezers. This meant that they had to shop more often. They know that in earlier times people had to travel by foot or by using horses, as engines had not been invented. Pupils have a satisfactory knowledge about famous people that they have studied. For example, they explain that Samuel Pepys had written a diary, which describes the Great Fire of London. At the end of Year 4, pupils explain that the Romans had conquered Britain because they were good soldiers, and that they had built roads to help their armies march. They describe Hadrian's Wall accurately, and state that it was built to keep out the warriors in Scotland.
- 149 Most pupils make satisfactory progress in understanding the differences in the times that incidents happened. For example, they know that the Romans invaded about 2000 years ago, and that different periods of time have different names, such as the Iron Age. They have a satisfactory understanding that facts about the past can be found out by examining artefacts, reading what had been written, and talking to people who could remember previous times. Some pupils with special educational needs, however, make insufficient progress in classes where there are no classroom assistants to support the teacher.

- 150 Pupils' attitudes to the subject are satisfactory. Most pupils enjoy history. They talked animatedly about what they had learnt, and in lessons were ready to describe what they had done. For example, a pupil explained that the drawing of a Celtic helmet meant that the Celts knew how to make iron, and that they had fought, as the helmet was for protection. They tackle tasks with interest and stay focused on their work. Their written work on the local area is well presented.
- 151 The quality of teaching is satisfactory in both key stages. Where planning is good, it enables pupils to consolidate learning and is designed to make pupils think. For example, appropriate questions were asked about Celtic artefacts, to make pupils think about their value in finding out about the past. The lack of purposeful questioning in one lesson, however, meant that opportunities were lost to make pupils understand why different materials were used to make toys in the past. Generally, expectations of behaviour are high and the teacher emphasises that pupils had to listen to others. The plenary sessions are well used, when questioning is used to make pupils think. For example, pupils in one lesson were asked why no articles made from textiles were found.
- 152 The school does not have a scheme of work, but an appropriate framework is followed when medium-term plans are made. The co-ordinator, who is very well qualified, monitors these. This ensures that the National Curriculum is covered. Assessment is currently being developed. Resources are sufficient to deliver the curriculum. The local area is very well used for the local history study. Also, a planned visit by a group showing Roman life is intended to enhance pupils' understanding of that period of time.

## **Music**

- 153 Attainment is in line with what is expected of pupils at the end of Key Stage 1 and Year 4. These findings are similar to those at the last inspection.
- 154 At the end of Key Stage 1, pupils sing and play instruments with a good sense of rhythm. They use dynamics effectively, for example when singing 'Little Donkey', which they sing with a strong verse, and a soft chorus in contrast. They know how sounds are made, by shaking and plucking for example, and that the instruments make different sounds. They provide their own accompaniments, which is an element in composition. At the end of Year 4, pupils sing a range of songs in tune, and add expression to a satisfactory level. They vary the dynamics appropriately, and sing softly well, for example when singing 'In the Bleak Midwinter'. When listening to music, they identify changes in mood, and how this is communicated by a change in tempo. Pupils select instruments appropriately to represent sounds, and know how to play them to create a particular effect, for example using wood blocks to represent a cat stalking. Those pupils who play the recorder play accurately and use traditional notation. For example, they explain the difference in the length of the notes.
- 155 All pupils, including those with special educational needs, make satisfactory progress in music. They learn to listen to music in order to understand it, and to reproduce what they hear. For example, they quickly learn new songs, and their humming when listening shows their concentration. By handling instruments, they learn the different sounds that can be made, and how to play them. They gain in confidence in singing and playing.
- 156 The pupils have good attitudes, enjoy music and are enthusiastic performers. They are ready to offer their ideas, for example how new verses could be added to a song. They are interested in each other's performances and give them their total attention when playing. When singing, pupils show a total commitment, even when there is some whispering between songs in the singing sessions. For those pupils who learn the recorder, their interest extends beyond the classroom, to practising at home.

- 157 The quality of teaching is good, with two out of three lessons good. There is no unsatisfactory teaching. This is an improvement since the last inspection when some lessons has shortcomings. Teachers plan well, so that much is covered and pupils make good progress. Previous learning is consolidated, such as how instruments are used to create different sounds. For example, pupils were reminded that a tambourine could be tapped or shaken. Teachers have high expectations that all can achieve and this gives pupils the confidence that they can perform well. Good use is made of the resources and pupils are involved in making music at every opportunity, which contributes to their enjoyment and progress.
- 158 The school has a committed co-ordinator, whose expertise is used for classes other than her own, and she leads the singing sessions. This contributes to the standards achieved. The school does not have a scheme of work, but the medium-term plans are monitored by the co-ordinator. This ensures that pupils make progress in the main elements of the National Curriculum. Assessment is currently being developed. There is a separate room used for music, which ensures that pupils' playing does not affect the learning of others. Resources are adequate for the delivery of the curriculum, although the school does not have the facility to record pupils' performances. Pupils benefit from listening to professional musicians, and from performing in concerts and carol services. Music makes a positive contribution to pupils' cultural development, through playing, and the study of music of other places.
- 163 **Physical education**
- 159 During the inspection the current focus in physical education was on dance, gymnastics and swimming. In the gymnastics classes seen during the inspection, the standards reached were similar to those seen in most schools. Pupils make satisfactory progress as they move through the school. These findings are similar to those at the last inspection.
- 160 Pupils develop good awareness of space, and of their own bodies. They balance well, and show appropriate stamina and strength when working. Pupils in Year 2, for example held balance using points, such as a hand and a foot. They showed good control of their bodies when changing from one balance to another. Pupils in Year 3 use apparatus imaginatively when holding symmetric and asymmetric balances which they practise on the floor beforehand. Year 4 pupils work with increasing confidence on floor and apparatus. They jump and land confidently and adapt their speed and direction of movement to others around them. In a Year 3 Country Dance lesson pupils made good progress from practising first steps to moving rhythmically as a group in response to music. The pupils make good progress in swimming. Pupils in Years 3 and 4 attend weekly sessions and almost all can swim at least 10 metres by the time they leave the school.
- 161 Pupils generally enjoy their lessons. They are keen and active participants. The large majority listen well and follow instructions. A small number of pupils however are inattentive and do not co-operate during lessons. This often interrupts the teaching, and spoils the flow of the lesson for others. Most pupils show a good sense of responsibility when placing the apparatus, and storing it safely at the end of the lesson.
- 162 Teaching is satisfactory overall. In 60 per cent of lessons, it is good and one unsatisfactory lesson was observed. In the most effective lessons, teachers have high expectation of pupils' behaviour, and manage this well by their consistent approach. The purpose of the lesson is shared with pupils, and the activities challenge the pupils' strength and skills. In the unsatisfactory lesson, pupils had too little time to plan and practise their movements. The best of the pupils' performances were not used sufficiently to encourage others, and the use of apparatus was not planned appropriately to extend and improve movements practised on the floor.
- 163 The co-ordinator is effective in leading and supporting colleagues. There is a development plan for the subject, elements of which are already in practice. There are satisfactory systems for planning and recording pupils' progress. Resources are good. There is good provision for sport outside of normal school hours. Football, gymnastics clubs and unihock are currently provided. There are plans to offer tag rugby. An initial contact has been made with Luton Town Football Club with a view to furthering opportunities for soccer coaching.

## **PART C: INSPECTION DATA**

### **168 SUMMARY OF INSPECTION EVIDENCE**

164 A team of five inspectors carried out the inspection over a period of 16 inspection days. During the inspection, the team

- \* observed 71 lessons or parts of lessons related to the under-fives curriculum, National Curriculum subjects and religious education;
- \* observed acts of collective worship and registration periods;
- \* listened to approximately 10 per cent of the pupils read individually or in reading groups;
- \* sampled and evaluated the pupils' work;
- \* discussed the work with pupils;
- \* held discussions with governors, subject co-ordinators and some support staff;
- \* read and evaluated all major curricular, administrative and management documentation, including teachers' plans and samples of pupil assessments, records and reports.

In addition, 4 parents attended a meeting with the registered inspector and 35 parent questionnaires (10 per cent) were returned.

## 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	300	2	53	90
Nursery Unit/School	30	0	3	N/A

### Teachers and classes

#### Qualified teachers (YR – Y4)

Total number of qualified teachers (full-time equivalent)	12.4
Number of pupils per qualified teacher	24.6

#### Education support staff (YR - Y4)

Total number of education support staff	6
Total aggregate hours worked each week	122

#### Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	30

#### Education support staff (Nursery school, classes or unit)

Total number of education support staff	3
Total aggregate hours worked each week	65

Average class size:	28
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## Financial data

Financial year:

1998/9
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	£
Total Income	464,658.00
Total Expenditure	460,637.00
Expenditure per pupil	1,485.93
Balance brought forward from previous year	0.0
Balance carried forward to next year	4,012.00

**PARENTAL SURVEY**

Number of questionnaires sent out:	330
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	34	60	6	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	49	49	3	0	0
The school handles complaints from parents well	6	69	26	0	0
The school gives me a clear understanding of what is taught	17	71	11	0	0
The school keeps me well informed about my child(ren)'s progress	29	63	9	0	0
The school enables my child(ren) to achieve a good standard of work	37	51	11	0	0
The school encourages children to get involved in more than just their daily lessons	18	68	15	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	23	60	14	3	0
The school's values and attitudes have a positive effect on my child(ren)	24	68	6	3	0
The school achieves high standards of good behaviour	17	63	11	9	0
My child(ren) like(s) school	49	46	6	0	0

Percentages of responses are rounded to the nearest integer, the sum may not = 100%  
 Percentages given are in relation to total number of returns, excluding nil replies