

INSPECTION REPORT

Langland Combined School

Netherfield

LEA area: Milton Keynes

Unique reference number: 110354

Headteacher: Mr. R. Pickard

Reporting inspector: Mrs. G. Peet
18842

Dates of inspection: 3rd – 6th July 2000

Inspection number: 189894

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INFORMATION ABOUT THE SCHOOL

Type of school:	First and Middle School
School category:	Community
Age range of pupils:	3 - 12
Gender of pupils:	Mixed
School address:	Langland Road, Netherfield, Milton Keynes
Postcode:	MK6 4HA
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. C. Jackson
Date of previous inspection:	October 1996

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Team members		Subject responsibilities	Aspect responsibilities
Gillian Peet	Registered Inspector	Art	What sort of school it is
		Design and Technology	The school's results and pupils' achievements
		Equal Opportunities	Teaching
			What the school should do to improve further
Gillian Bindoff	Lay Inspector		Pupils' attitudes, values and personal development
			How well the school cares for its pupils
			How well the school works in partnership with parents
Kathleen McArthur	Team Inspector	Under fives	
		English	
		Religious Education	
Ian Chearman	Team Inspector	Science	
		Geography	
		History	
		Special Educational Needs	
Florence Clarke	Team Inspector	Mathematics	How good the curricular and other opportunities offered to pupils are
		Information Technology	
Lynda Parkinson	Team Inspector	French	Leadership and management
		Music	
		Physical Education	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	19
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	22
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	24
HOW WELL IS THE SCHOOL LED AND MANAGED?	26
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	29
PART C: SCHOOL DATA AND INDICATORS	31
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	35

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Langland Combined School is a community school situated in the Netherfield district of Milton Keynes. The school catchment area consists mainly of council owned property and housing association property. A large number of pupils are in temporary accommodation and there is a high degree of mobility within the school. The school is larger than average and has 296 pupils aged four to 12 who attend full time. Sixty six pupils under five attend the nursery and the reception class part time. More than 52 per cent of pupils are eligible for free school meals, which is well above the national average. There are 134 pupils on the school's register of pupils with special educational needs. This is above the national average. Seven of these pupils have statements of special educational needs, which is above the national average. Twenty three pupils speak English as an additional language which is higher than in most schools. Fourteen of these pupils are refugees from Somalia. Assessment on entry to the reception classes indicates that attainment is well below average. Pupils are taught in 11 age related classes with an average of 28.4 pupils in each class.

HOW GOOD THE SCHOOL IS

Langland Combined School is a caring school that copes very successfully with the impact on it of significantly difficult social and educational pressures. Pupils feel secure and enjoy attending school. Standards in the school are rising at the end of Key Stage 2 and by the time they reach eleven many pupils attain the standards that are expected for their age in English, mathematics and science. The majority of the pupils have good attitudes to their work although some examples of disruptive behaviour were observed during the inspection. Children make a good start in the nursery but because there is some unsatisfactory teaching in the reception classes and at the beginning of Key Stage 1 pupils make less progress in the early years and at Key Stage 1 than they do in Key Stage 2. The leadership and management of the school is satisfactory. The governing body is fully committed to the school and willingly gives time and support. The school gives good value for money in providing a stimulating and secure environment where the pupils, especially those experiencing trauma and difficult circumstances, can feel comfortable and safe. The provision for their social development is good and they are well prepared for learning. Although the school is an improving school, other significant aspects are still weak and the school has made only moderate improvement since the last inspection. Overall the school gives sound value for money.

What the school does well

- Teaching at Key Stage 3 and at the end of Key Stage 2 is good and the teaching of literacy and numeracy is good.
- The nursery provides a good start to education for the children under five.
- The presentation of pupils' work is good.
- The provision for pupils' personal, health and social education and for pupils' welfare is good.
- Pupils' attitudes to school, their personal development and their relationships with each other and with teachers are good.
- The contribution the community makes to pupils' learning is good.
- The accommodation is good.

What could be improved

- Standards in English, mathematics and science at the end of Key Stage 1 and in information technology at each key stage.
- The structure of the school development plan.
- The involvement of the governing body in school improvement.
- Standards in art at both key stages, design and technology at Key Stage 2 and music at Key Stage 1.
- Levels of attendance.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection took place in October 1996. Because the school then had some serious weaknesses Her Majesty's Inspector of Schools (HMI) monitored it in March 1998. By 1998 the school had made satisfactory progress in dealing with the issues of the last inspection. Since 1998 more progress has been made although some of the recommendations of the HMI report have not yet been addressed. This is most evident in that some policies and schemes of work are still awaiting ratification by the governing body, as was the case in March 1998. Targets set within the school development plan do not yet identify who will monitor and evaluate outcomes. Good progress has been made in devising a systematic approach to promote pupils' personal development. Standards have risen at the end of Key Stage 1 although they are still well below similar schools. Standards had fallen at the end of Key Stage 2 although this year there has been considerable improvement and standards have risen considerably. Targets set in English and mathematics have been exceeded. On balance, the rate of improvement has been satisfactory although much remains to be done.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	E	E*	E	well above A average above B average C below average D well below E average E* very low
Mathematics	E	E*	E*	E*	
Science	D	E	E*	E*	

In 1999 the results in English, mathematics and science at the end of Key Stage 2 were in the lowest 5 per cent nationally. In mathematics and science they were still very low when compared to the results of pupils from similar schools. In English they were well below average. Over the last four years standards at the end of Key Stage 2 have fluctuated and in 1999, as shown above, were lower than they were at the time of the last inspection. The

results of this year's end of key stage tests indicate that standards have this year risen considerably and are now above the level they were at the time of the last inspection. The school's targets were considerably exceeded and new targets will have to be set for next year. Figures that would enable comparisons to be made with similar schools have not yet been released. Attainment at the end of Key Stage 1 dropped in 1997 after the last inspection and although it has been steadily rising since then, in 1999 was still below the level it was in 1996 in both reading and writing although it was higher in mathematics. Standards at the end of Key Stage 1 this year are similar to last year. They are affected by some unsatisfactory teaching in the early years and at the beginning of the key stage and are not yet high enough. A particular strength of the work seen was the standards of presentation throughout the school. In mathematics pupils are able to use their understanding to solve real life problems. The inspection findings are that standards in speaking and listening remain a weakness throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and have good attitudes to their learning.
Behaviour, in and out of classrooms	Although the behaviour of the majority of pupils is good there are pupils in all age groups who are unable to control their behaviour. These pupils disrupt their own learning and the learning of others.
Personal development and relationships	Pupils respond well to the curriculum for social and moral education and understand that their actions have an impact on others. Relationships between the pupils are generally good and there was no evidence during the inspection of bullying or other oppressive behaviour
Attendance	Levels of pupils' attendance are unsatisfactory. They are well below the national average and unauthorised absences are well above. A few pupils regularly arrive late.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	unsatisfactory	unsatisfactory	good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Ninety one per cent of all teaching is satisfactory or better and nearly half the teaching in the school (47 per cent) is at least good. Eight per cent was very good and one excellent lesson was seen. There are weaknesses in some classes where teaching overall is unsatisfactory. Both literacy and numeracy teaching is good in most classes and pupils are involved and interested in their lessons. This is improving progress, especially at Key Stage 2. Unsatisfactory teaching is usually associated with poor management of pupil behaviour.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a satisfactory range of learning opportunities and some features of the curriculum are good. Good use is made of educational visits and the community.
Provision for pupils with special educational needs	Pupils reach satisfactory standards against the learning targets set for them in individual education plans and their progress is generally sound.
Provision for pupils with English as an additional language	The support for pupils with English as an additional language and for pupils whose parents are travellers is satisfactory. External agencies are used effectively to provide appropriate support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual and cultural development is satisfactory, for their moral development it is very good and for their social development it is good. Provision for pupils' personal development is very good.

The school's links with parents are good. The school provides good information through letters and newsletters. Parents are well informed of the progress of pupils with special educational needs. There is very good provision for personal and social education including health education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher and deputy work well together as a team. The co-ordinator role, however, is under-developed.
How well the governors fulfil their responsibilities	The governing body is fully committed to the school. However, it is not fully informed regarding how the school relates to similar schools and other schools nationally and, therefore, it is not in a position to fully target spending to improve standards. The governing body has not fulfilled all its statutory duties.
The school's evaluation of its performance	There are weaknesses in the school's monitoring of its performance although improvements are being made. The school development plan does not provide sufficient means of evaluating performance.
The strategic use of resources	Satisfactory. The headteacher makes every effort to obtain grants and a variety of funding for the school and these are well used.

The quality of the accommodation is very good and enhances the school environment. The school has adequate staffing. Learning resources are generally adequate although they are unsatisfactory in music. They are good in art. The nursery accommodation is welcoming, bright, spacious and well arranged to promote learning. Outdoor provision is good for the nursery. The school is aware of the principles of best value but they are not always applied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects their children to work hard. • Their children make good progress. • Their children like school. • They feel comfortable approaching the school. • Behaviour in the school is good. • They value the contribution made by the learning support assistants. 	<ul style="list-style-type: none"> • Consistency in homework provision. • More information on the progress their children make. • A wider range of extra curricular activities. • The poor hygiene in the boys' toilets.

Inspectors generally agree with parents' views. Children confirmed that they like school. In most classes they are expected to work hard. Pupils' achievement is satisfactory over Key Stage 2 and in Year 7 but is unsatisfactory overall at Key Stage 1 because teaching in this key stage is overall unsatisfactory. Progress in the nursery is good. Homework is not used consistently throughout the school and parents are not given clear information about what is expected. Information about pupils' progress in end of year reports includes some useful information but does not give sufficient detail of levels of attainment. The smell from the toilets is very unpleasant and pervasive and adversely impacts on the environment for teaching and learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 1999 national tests pupils' results at the end of Key Stage 2 in English, mathematics and science were very low when compared to the national average. Even when these results are compared to those of schools having pupils with a similar number of free school meals the results in English are well below average and the results in mathematics and science very low. Since 1997 the average points score of pupils at the end of Key Stage 2 has dropped in all three subjects. The results of the national tests for the year 2000 arrived during the inspection and show a marked improvement; with the school exceeding its statutory targets. The inspection findings are that standards in all three subjects have risen this year and are now in line with the average. Pupils who have been in the school for some years and who attend regularly make the best progress and attain higher standards than other pupils at the end of Key Stage 2.
2. The results achieved by pupils in the 1999 end of Key Stage 1 tests in reading, writing and mathematics were also very low when compared to the national average. When these are compared to those of pupils from similar schools the results in reading are very low and the results in writing and mathematics are well below average. Teachers' assessments indicate that attainment in science was well below the national average but in line with similar schools. Results in reading, writing and mathematics have all been steadily rising since 1997. The results of the national tests and the teacher assessment of science for the year 2000 indicate that standards are similar to last year in all areas. The inspection findings are that standards are still well below average in reading, writing and mathematics and below in science.
3. On entry to the nursery, the school's assessment tests indicate that the attainment of most children is well below that expected for their age. Although children receive a good start to school life in the nursery, unsatisfactory teaching in the reception year means that standards are still below expectations when pupils begin work on the National Curriculum in all areas of learning except their personal and social development and their creative development.
4. Personal and social development is exemplified in the way children help each other, co-operate with each other and work together. In the area of creative development children mould, shape and make models, and develop their manipulative skills by feeling, rolling and stretching salt dough and plasticine. They play a range of small percussion instruments.
5. At the time of the last inspection standards in English at the end of both key stages were below average. Since then standards fell even further at Key Stage 1 and are only now beginning to reach the level they were in 1996. The rise in attainment since 1997 is due to the successful implementation of the literacy hour. In Key Stage 2 standards rose in 1997 but in subsequent years fell to below the level of 1996. This year's cohort have been very successful and the inspection judgement is that standards this year are in line with expectations. This impressive rise in standards at the end of Key Stage 2 is due to the good teaching at the end of the key stage, to the banding of pupils into ability groups and to the successful introduction and implementation of the literacy strategy.

6. In speaking and listening, pupils' in Key Stage 1 often communicate by single words or brief sentences, and do not have an adequate vocabulary or the confidence to say more. In Key Stage 2 pupils use a wider vocabulary and generally listen carefully to each other. In Year 7 pupils carefully discuss and listen to other viewpoints although they still do not attain standards in line with that expected for their age. By the end of Key Stage 1, pupils read a range of books and some pupils can name favourite books and stories. By the end of Key Stage 2, many pupils read fluently, with expression. Pupils in Year 7 are attaining standards in reading in line with those expected for their age. When writing, pupils in Key Stage 1 know the basic rules, and begin to use full stops and capital letters. They develop an individual style of handwriting. By the end of Key Stage 2, pupils have made satisfactory progress in the use of all the conventions of writing. Standards of presentation are good by the end of Key Stage 2. In Year 7, pupils develop confidence as writers and write in a wide range of styles.
7. At the time of the last inspection standards in mathematics were well below average. In Key Stage 1, standards have risen steadily since then but are still well below average. In Key Stage 2, standards have dropped considerably since 1997 but have risen significantly this year and are now in line with the national average. The rise in attainment in mathematics is due to the successful introduction of the Numeracy Strategy and in Key Stage 2 to the good teaching at the end of the key stage and the banding of the pupils into ability groups. Pupils at the end of Key Stage 1 are developing investigative skills and identify that numbers can have more than one multiple. They are beginning to divide two figure numbers into multiples of tens and ones. At the end of Key Stage 2, higher attaining pupils can add up to three two-figure numbers mentally. Most pupils can write percentages as a fraction and as a decimal. Pupils in Year 7 confidently solve simple equations, estimate probability and express a relationship in words and symbols.
8. At the time of the last inspection standards in science were below average at the end of both key stages. Whilst they remain below expectations in Key Stage 1 they are now judged to be in line with expectations at Key Stage 2. Along with the core subjects of English and mathematics, standards in science have risen considerably this year at the end of Key Stage 2. This is due to the good teaching at the end of the key stage and to the grouping of pupils into ability groups. Poor reading and writing skills slow many pupils' progress and limit learning at Key Stage 1. Although some pupils understand the process of a fair test many pupils are unsure. Pupils in Year 6 possess a sound scientific vocabulary and are able to use their writing to recall accurately their knowledge and understanding. For instance they know the parts of plants and the more able can define physical and chemical changes. In Year 7 pupils' attainment is below the levels expected but they make good progress when they build more formal skills into scientific investigative methods and experimentation.
9. At the time of the last inspection standards were judge to be below average in design and technology, history, geography and music. Since then standards have risen at the end of Key Stage 1 in design and technology, at the end of both key stages and Year 7 in history and geography. In design and technology at the end of Key Stage 2 and in Year 7 standards remain unsatisfactory.
10. Standards in information technology, which were judged to be in line at the end of both key stages at the time of the last inspection, are now judged to be below expectations throughout the school. This is because until recently the school had not increased or updated the number and quality of the computers in the school. This resulted in pupils being unable to spend time on computers in order to develop skills. This

situation has now been remedied with the provision of a modern fully equipped computer suite. Standards are now rising quickly throughout the school.

11. Standards in art at the end of both key stages and in Year 7 have fallen since the last inspection and are below average. This is because there is not yet a scheme of work to ensure that teachers' planning builds on previous learning and that there is a balance of all areas of the art curriculum.
12. In religious education and physical education standards remain in line with the national average throughout the school. In music standards are below average at the end of Key Stage 1 but are in line with expectations in Year 7. There is insufficient evidence to make a judgement on attainment at the end of Key Stage 2.
13. Pupils with special educational needs reach satisfactory standards against the learning targets set for them in their individual education plans and their progress is generally sound.
14. Pupils whose first language is not English make good progress in their comprehension of English and are helped when they do not understand even though the school does not have access to mother tongue speakers in Chinese or Somali. They make satisfactory progress in all curriculum areas.
15. In order to improve standards in the core subjects of English and mathematics targets have been set for the end of Key Stage 2. These targets were based on previous performance and not on improvements to teaching and learning. This year the targets were greatly exceeded. The targets for next year will need to be reconsidered.

Pupils' attitudes, values and personal development

16. Most pupils enjoy school and have good attitudes to their learning. In assemblies and in the lessons where teaching is good, pupils show interest and respond well to questions. Many pupils work hard and persevere at their tasks but a significant minority of pupils have difficulty in sustaining their concentration. Pupils enjoy literacy and numeracy lessons. Pupils in Years 3 and 4 participate very well in mental maths sessions and are keen to give their answers. Pupils also contribute well to discussions, for example Year 5 and 6 pupils had a lively discussion about friendship and honesty in a lesson on personal and social development.
17. Pupils are enthusiastic about visits to places of interest outside school. Pupils from Years 3 and 4 were keen to talk about their visit to Sulgrave Manor which linked to their study of the Tudors. Year 5 and 6 pupils very much enjoyed going to Northampton Museum during the week of the inspection. The pupils behaved well and sustained their interest over a long period of time and were able to accurately recall details of the visit in a lesson on the following day.
18. After school activities are attended by a relatively small number of pupils. The number of Year 7 pupils attending the Art Club has reduced to approximately six from an initial 12 at the beginning of the year. These pupils value the activity and the relaxed but purposeful atmosphere established by the teacher who leads it. They respond well to the teacher's support and produce good quality work.

19. Pupils develop good learning skills in their early years at school. Pupils in the nursery respond very well to good teaching and to the consistent routines established there. They are able to sit quietly and listen to others, they work co-operatively and share equipment, they choose activities and tidy away afterwards and they help each other.
20. The behaviour of the majority of pupils is good in lessons and around the school. However, there are pupils in all age groups who are unable to control their behaviour. These pupils disrupt their own learning and the learning of others and their behaviour has an adverse effect on their attainment. Teachers generally have good strategies for dealing with the problems caused by disruptive behaviour but in the mixed age classes where pupils with learning and behavioural difficulties are in a majority, class teachers have a particular difficulty in motivating pupils and promoting good strategies for effective learning. Pupils are well aware of the school's expectations of good behaviour and are actively involved in discussions about behaviour in assemblies and in lessons of personal and social education. They value the rewards for good behaviour and understand the sanctions. Most pupils behave well at lunchtimes and pupils of all ages play well together. However, a minority of pupils do not show respect for the mid-day supervisors and are verbally abusive towards them. During the school year, three pupils have been excluded for a fixed period of three days each.
21. Pupils take care of books and resources for learning and value the displays of work around the school. The school premises are also treated with respect and there are few instances of vandalism even though this is a problem in the area surrounding the school.
22. Pupils are friendly and welcoming to visitors to the school. They are helpful and are quick to hold doors open for adults when needed. Relationships between the pupils are generally good and there was no evidence during the inspection of bullying or other oppressive behaviour. Relationships between the pupils and teachers are also good. Pupils in the nursery benefit from very good relationships with the nursery nurses and this supports their learning well. There is also a very good relationship between the pupils in the social group and the learning support assistant who works with them and this promotes their self-confidence and self-esteem.
23. Pupils' personal development is good. They respond well to the curriculum for social and moral education and understand that their actions have an impact on others. This was well illustrated in assemblies where pupils reflected on actions that are 'fair' and 'unfair'. Pupils also respect each other's differences. A very good example of this was seen in the nursery where pupils work alongside pupils from the local special school each week. Pupils are very pleased to see the visiting children when they arrive and they say 'goodbye' to them at the end of the session with affection. Year 7 pupils have also worked with pupils from the special school and were very positive about the arts project they shared together. Pupils work well together in groups, for example, they work successfully in pairs in the new computer suite.
24. Pupils in all year groups take responsibility for a variety of classroom duties. Year 7 pupils also take on a wider role in the school and are conscientious about their tasks. For example, four pupils run the morning tuck shop. Little evidence was seen of pupils being given responsibility for their own learning.
25. Levels of pupils' attendance are well below the national average and unauthorised absences are well above. This unsatisfactory level of attendance is largely created by the high number of new families arriving at the school, often from difficult circumstances. When pupils settle into school attendance levels usually improve. A

small minority of pupils regularly arrive late for school. There is some evidence that pupils with better attendance records achieve higher standards of attainment.

HOW WELL ARE PUPILS TAUGHT?

26. Although almost half the teaching in the school is at least good there are weaknesses in some classes where teaching overall is unsatisfactory. Good teaching is most often seen in the nursery, in the Years 5 and 6 classes and in Year 7. Although there is no permanent teacher at present in the nursery, the two nursery nurses provide a good standard of education and children are given a good start to learning. Teaching for some of the under fives and for younger pupils in Key Stage 1 is unsatisfactory and learning is slow when children enter the school. In Key Stage 1 teaching is unsatisfactory because an unacceptable level of 13 per cent is unsatisfactory or poor. However, teaching is good in Year 2. The unsatisfactory teaching at the beginning of the school affects the progress pupils make and the standards they attain at the end of Key Stage 1.
27. The findings of the last report indicated that teaching was a strength of the school yet 14.5 per cent of teaching observed then was unsatisfactory. Teaching has improved since then with 9 per cent being less than satisfactory overall and 47 per cent being good or better.
28. In Key Stage 2, teaching is mostly satisfactory and pupils make satisfactory and sometimes good progress. In Key Stage 2 pupils are grouped according to previous attainment into 3 classes of Year 3 and 4 pupils and 3 classes of Year 5 and 6 pupils. Teaching in the classes that contain average and above average attaining pupils is at least satisfactory and in the two Year 5 and 6 classes teaching is good. In the class that contains lower attaining Year 3 and 4 pupils teaching is satisfactory because for most lessons the teacher is able to use learning support assistants to give the extra help that some pupils require. In the class that contains lower attaining Year 5 and 6 pupils most of the pupils are on the register for special educational needs. In literacy and numeracy lessons the teacher receives extra support from a learning support assistant and in these lessons pupils in this class attain the standards of which they are capable. In these subjects teaching is at least satisfactory and in mathematics it is good. In the afternoons when there is no extra support, many of the pupils who have a poor concentration span are badly behaved and restless. Activities planned for these pupils are too demanding for the pupils to undertake without extra assistance and as a result teaching in the afternoon is often unsuccessful and, therefore, unsatisfactory.
29. The quality of teaching in the other Year 5 and 6 classes is good. The grouping and the quality of the teaching are both significant factors in the raising of standards at the end of Key Stage 2 this year. The best teaching in the school is seen in Year 7, where all the teaching is good and one third of teaching observed was very good. These pupils who attained standards well below average at the end of Key Stage 2 are making good progress and are well prepared for moving to the next stage of education.
30. The good quality of teaching by the nursery nurses of the under fives has a positive impact on standards and in particular on the children's personal and social development and their creative development. The nursery nurses have high expectations and their management of pupils is good. Opportunities are taken throughout the day to develop pupils' skills in speaking and listening. Work is planned

to the nationally agreed areas of learning and ensures that children are prepared for work at Key Stage 1 of the National Curriculum. Unsatisfactory teaching was seen in the reception class. Behaviour is well managed in the nursery, but sometimes becomes more challenging in the reception class and too much teaching time is spent settling children to their learning activities. When lesson plans are not followed or there is no direct teaching input, children do not achieve the learning objectives and their progress is unsatisfactory.

31. Teaching of literacy and numeracy is mostly good although one unsatisfactory literacy lesson and one poor numeracy lesson was seen for some under fives and pupils at lower Key Stage 1. In these lessons the teacher had poor control of pupils' behaviour and was unable to focus their attention sufficiently for them to learn. In other classes teaching is at least satisfactory in both subjects. Nearly two thirds of both literacy and numeracy teaching is good and one very good lesson was seen in each subject. The effectiveness of the literacy strategy is evident throughout the school. Teachers plan lessons with clear aims that are shared with pupils at the beginning of every lesson. As a result pupils are aware of what is expected of them. Questioning is used well to involve pupils and retain their attention. Teachers give clear instructions and explanations that enable pupils to work independently and successfully. In the very good lesson the pace was lively and pupils were highly motivated. They were encouraged to join in by the generous use of encouragement through praise and reward stickers. Good teaching in Year 7 results in good progress. Here good pace involves all pupils and plenaries are used effectively to reinforce learning and for pupils to identify what they have learnt.
32. The introduction of the Numeracy Strategy has been very successful and its impact is clearly seen in the raised standards of attainment at the end of Key Stage 2. The impact is less significant at the end of Key Stage 1 because numeracy teaching in this key stage is not as well developed as at Key Stage 2. Throughout the school resources are well used to help pupils learn, for example in the use of white boards and 'one hundred' squares. Teachers begin with clear learning objectives that they share with pupils. They use question and answer sessions effectively to involve all pupils and manage lessons with a lively pace that motivates most pupils to want to be involved and learn. Where teaching is better than satisfactory teachers spend more time allowing pupils to reflect on how they arrive at answers and give time for pupils to share their strategies with others. In the very good lesson seen in Year 5 and 6 the activities were particularly challenging and were delivered in a lively and stimulating way that pupils enjoyed and responded well to. In this lesson learning was very good. In good lessons teachers make frequent assessments of pupils' understanding and alter their planning to meet identified needs. This was seen in the Year 2 class when the teacher realised that pupils needed more consolidation of the previous day's lesson and amended her planning. Teaching in Year 7 is good. A good rapport with the pupils, good subject knowledge and a lively pace to the lesson ensures that pupils are fully involved and make good progress.
33. Pupils with statements of special educational needs receive teaching and support directly related to their individual needs, and teachers organise the learning support assistants effectively to promote sound learning towards targets in individual education plans and monitor effectively to track their progress. Teacher's use of tasks matched to pupils' abilities is not consistent throughout the school. Good practice in this respect was seen in Year 2 and in Year 7. Pupils who speak English as an additional language are supported at a satisfactory level and external agencies are used effectively to provide appropriate support. This is also the case for pupils whose parents are travellers. These pupils make satisfactory progress.

34. Teaching in science is satisfactory overall although one unsatisfactory lesson was observed in the Year 1 and 2 class and one in the lower attaining Year 5 and 6 class. In the Key Stage 1 unsatisfactory lesson the pace was too slow to retain pupils' attention and the worksheets given to pupils were confusing and did not help pupils to understand. In the Key Stage 2 lesson the teacher had to manage some difficult behaviour without assistance. The activity involved heating and because of safety implications could not involve all pupils practically. The pupils became restless and failed to learn effectively. Teaching in other science lessons is based on clear learning objectives and expectations are clearly explained to the pupils. Good questioning was observed in one Year 5 and 6 lesson when pupils were baking a cake in order to observe physical and chemical changes. The teacher used questions well to promote thinking about what was happening, for example, "why does butter turn pale when beaten with sugar?" In the two good lessons observed, in Years 2 and 7, the pace was lively and ensured full pupil involvement. Teachers had high expectations and managed the class well. Pupils are encouraged to talk about what they have learnt. In the Year 7 class learning was broken down into small units of work to help pupils concentrate better. This was effective in ensuring that they remained focused on what they were doing. Teaching was good in the Year 2 class because a number of opportunities to recall previous learning helped pupils sustain concentration on the task and continue to develop their learning.
35. Throughout the school the teaching of information technology is good. Teachers have worked hard to keep abreast of current developments in the subject and plan lessons that move pupils quickly through the different stages of learning. Teachers explain clearly and allow pupils opportunities to practise and discover for themselves.
36. In both key stages teachers have satisfactory subject knowledge in most curriculum areas and use this to plan lessons that develop pupils' skills knowledge and understanding. There is some insecurity in teachers' knowledge of science at the beginning of Key Stage 1 which slows progress down in lessons in this class. Teachers throughout the school are unsure in their knowledge and understanding of design and technology. This is evident in the teachers' reluctance to plan activities that involve extending the range of skills and materials that pupils learn to use and results in pupils making unsatisfactory progress. Lessons usually start promptly in both key stages and there is no time wasted. Teachers always plan with clear learning objectives which they share with the pupils. In the good lessons these are reviewed at the end of the lesson but in many lessons this is omitted and pupils are not aware of how well they are learning. Teachers generally keep a brisk pace that ensures pupils contribute fully.
37. Except when teaching is unsatisfactory, expectations are at least satisfactory and in the lessons where teaching is good they are high. Teachers expect pupils to give their best efforts and many pupils respond well to these expectations. Unfortunately a number of pupils have poor levels of concentration. This was evident particularly in the classes where there were a high number of pupils with special educational needs. Teachers in these classes show a great deal of patience and skill when dealing with these pupils. On the occasions they are without extra support, the number of pupils in the class makes it hard for them to meet pupils' learning needs and this inevitably impacts on the progress made.
38. A weakness in both key stages is that information and communication technology is not yet used well to support learning in other areas of the curriculum. Although computers in the computer suite are well used computers in classrooms are not fully

used and there is little evidence that they are used to research topics, for example in history and geography.

39. In both key stages pupils are expected to practise reading at home. Other homework is set to support the learning that takes place in the classroom but at present the amount of homework to be set is not agreed or clearly set down. This leads to some inconsistencies in provision across the school. Parents who attended the pre-inspection meeting expressed satisfaction with the amount of homework that is set.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

40. The school provides its pupils with a satisfactory range of learning opportunities and some features of the curriculum are good. In accordance with national guidelines the school has reduced the amount of time given to other curricular subjects in order to give more time to literacy and numeracy. The school's curriculum meets the statutory requirements to teach the National Curriculum and religious education as set in the locally agreed syllabus. The curriculum continues to be broadly based and balanced and taught in a way that meets the need to promote personal and intellectual development in all the pupils and prepare them appropriately for the next stage of their education. The previous inspection reported that insufficient time was given to some subjects at Key Stage 1, the time allocated to class teaching in Key Stages 2 and 3 was below that recommended nationally and the time allocated to music was insufficient throughout the school. These issues have been addressed and an appropriate allocation of time is now given to all subjects.
41. The curriculum for children under five is sound and provides for satisfactory progression in children's learning. It takes account of the national guidance about what children of this age need to learn in all the areas of learning. Sufficient emphasis is given to personal and social development, language and literacy and mathematics.
42. Pupils with special educational needs receive a broad and balanced curriculum. Teachers contribute to termly reviews of pupils' progress toward their targets for learning. The introduction of the Literacy and Numeracy Strategies for learning give an improved structure in which pupils with special educational needs can increase their competence in the basic skills. The school's contacts with external agencies are good and key staff are well informed about pupils' needs. Annual and transitional reviews of pupils' statements for special educational needs meet the statutory requirements.
43. The school has suitable curricular aims. There are policies in all subjects although some still remain to be approved by the governing body. Planning for English and mathematics is based on the demands of the Literacy and Numeracy Strategies and the school has adopted the exemplar schemes of work from the Qualifications and Curricular Authority for most subjects. This ensures appropriate coverage. However, the school has still not adapted these to its own needs or provided appropriate guidelines for their use. There is no scheme of work for art. The role of the subject co-ordinators is insufficiently developed and at present although some of the teachers' planning is looked at there are no systems in place to evaluate its coverage of the subject and its effect on pupils' learning.
44. The school has responded well to the national strategy on the teaching of literacy and the literacy curriculum is good. Daily, well organised literacy sessions which adhere closely to the national framework are taught in each class. Pupils' literacy skills are

used sufficiently well in both key stages. Provision for numeracy is good and the Numeracy Strategy is well established throughout the school and is having a very positive effect on pupils' learning and standards achieved.

45. There is satisfactory extra curricular provision for pupils, including those in Key Stage 1, to participate in activities such as choir, netball and art after school. Pupils from Year 2 to Year 7 benefit from coaching sessions put on by a local football club. Lower attaining Year 6 pupils have the opportunity to attend a three week summer school staffed by Langland teachers to improve numeracy and literacy skills.
46. The school's arrangements for ensuring that pupils have equal access to the curriculum are satisfactory overall. In some classes the progress of all pupils but particularly the higher attaining pupils is slowed by the inability of substantial numbers of pupils with special educational needs for behavioural difficulties to work independently for a period of time. As a consequence the teacher does not have sufficient quality teaching time with other groups of pupils, particularly at those times when there is no additional adult support. This was most evident in the classes of lowest attaining pupils.
47. There is very good provision for personal and social education including health education through designated lessons and through other subject areas, particularly science. There is a coherent and comprehensive programme to develop this aspect of the curriculum and which incorporates sex education and drug and safety awareness to guide teachers' planning of opportunities across the curriculum. The co-ordinator has developed several valuable initiatives, such as the imaginative use of the puppet "Molly" and associated worksheets to provide opportunities for the pupils to explore within themselves physical, psychological and emotional topics and give expression to their feelings and attitudes. A healthy lifestyle is promoted through the "Cooking in Schools" project. Good use is made of outside agencies to promote the dental and general health of all pupils.
48. The school has maintained the overall good provision for the spiritual, moral, and social and cultural development of pupils and for children under five since the last inspection. It has a positive effect on pupils' attainment and progress.
49. The provision for pupils' spiritual development and for collective worship is satisfactory. Pupils are helped and encouraged to develop spiritual awareness through religious education and collective worship when time is provided for stillness and reflection. Christian festivals are celebrated and Christian values are promoted through stories about the life of Jesus. Clergy from local churches occasionally visit the school to talk to the pupils. The vicar who is to conduct the marriage service of one of the teachers successfully conveyed a sense of the importance of God in their lives. In another religious education lesson pupils responded thoughtfully when encouraged to reflect on ways of improving our world and suggested a range of people who do this.
50. The school's provision for moral development is very good and rooted in the aims of the school. In all key stages pupils are made aware of the need to take responsibility for their own actions. Respect for others and positive caring relationships are central to the school ethos and adults provide good models of sensitive and caring behaviour, which are readily followed by most pupils. Pupils know the difference between right and wrong. Opportunities are provided for them to reflect on moral dilemmas. For example, during the week of the inspection some assemblies were focussed on the theme of being fair to others. In a Year 7 lesson, pupils considered the effect on a

mother when a stolen car kills her child. Each week there is an assembly to celebrate and reward good behaviour and achievements.

51. The provision for social development is good. Children under five are given opportunities to work with different children and adults in all areas of learning. An arrangement for them to share a weekly learning session with pupils from a school for children with learning difficulties enables them to show sensitivity for the needs of others. Pupils in the three key stages are provided with a wide range of opportunities to practise and develop their social skills. Older pupils have special responsibilities such as preparing the hall for assemblies and managing the tuck shop. Younger pupils are given the responsibility for returning the registers to the office each day. Opportunities are provided in lessons for pupils to develop their speaking and listening skills and to work in pairs and groups. Visits within the local area and further afield are arranged and speakers invited into school to encourage pupils' awareness of the wider community. Links with the school for children with learning difficulties enabled their pupils and Year 7 pupils to work on a project together, which developed their awareness of and protective feelings towards others less fortunate than themselves. The school fosters a sense of citizenship by raising funds each year for the National Society for the Prevention of Cruelty to Children. Pupils are encouraged to practise their conversational and communication skills when they entertain residents in an old peoples' home and patients in a local hospital at Christmas.
52. Provision for cultural development is satisfactory. Pupils learn to appreciate the values and beliefs of others when studying different faiths such as Judaism and Islam. In school pupils in some classes study the works of a range of artists including Henry Matisse and Charles Rennie Mackintosh and pupils in Year 7 are given many opportunities to look at art both in a living context locally and in the city centre and in visits to art galleries. Studies in history and geography teach about other times and places that differ widely from each other and from pupils' own experience. This knowledge is reinforced and extended by local studies at Sulgrave Manor and by visits to the Millennium Dome and to the Imperial War Museum. Older pupils' perception of carnival and festival dressing was enhanced when they worked with a local artist and a dancer to make magnificent costumes and create appropriate dance and movement routines and took an active part in two carnivals.
53. Strong links with the community add much to the breadth and relevance of the curriculum. For instance the school's liaison with the neighbouring Care Centre enables them to have the use of an excellent adventure playground whose use supports areas of the curriculum such as personal and social and physical education. There are good links with a local football club and this connection enables pupils to benefit from training sessions.
54. Visitors to the school such as the police, the fire service and park rangers enrich curricular opportunities and the school makes very good use of 'Hazard Alley', an area specially designed to raise pupils' awareness of dangers in different environments.
55. There are effective links with the local secondary school to which most pupils will transfer. During their final term at the school Year 7 pupils become familiar with some aspects of their new school by being taught for some sessions by the secondary school teachers and also through attending a play at the school. Effective arrangements are in place to facilitate transfer and all pupil records are passed on to the receiving school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS

56. Provision for the care of pupils is good. The school places a high priority on pupils' welfare and provides a safe and secure environment for learning.
57. Pupils are well known by the school and are well supported. A high level of pupil mobility is a feature of the school and, generally, pupils who join the school during the year are helped to settle in quickly. Class teachers help pupils to adapt to school routines and to understand the expectations about behaviour but some pupils find these aspects of school life difficult.
58. Pupils are very well cared for in the nursery. They settle in well and their progress is thoroughly monitored. They are helped to develop independence and self confidence and they make a good start to their schooling. Procedures are less effective in the reception year where behaviour is less well managed and pupils' progress towards the goals for early learning are monitored less systematically.
59. A Social Group has been set up provide support to pupils who have difficulties relating to each other. This is very successful in helping them to develop self-esteem. Good links with other agencies also support pupils well. In particular, the project with the National Society for the Prevention of Cruelty to Children gives pupils a good opportunity to build a relationship with another adult in the school and to discuss their feelings and concerns.
60. The school's policy for health and safety is thorough but is not fully in place. Weaknesses within the procedures are the lack of governor involvement by the designated governor and an absence of written risk assessments for classroom activities and out of school visits. Informal assessments of risk are carried out and the safety of pupils was well provided for on the visit to Northampton Museum. First aid procedures are very good and there are good arrangements for contacting parents in an emergency. The school premises are secure. Whilst action has been taken since the previous inspection to improve the foul smell from the boys' toilets on the ground floor this has been ineffective. The smell pervades the whole building and has an adverse impact on the provision of a healthy environment for teaching and learning.
61. Procedures for child protection are in line with locally agreed arrangements. There is a good policy giving useful guidance to staff but the lack of appropriate training for teaching and support staff is a weakness. The lack of a systematic review of pupils who have given rise to concerns is also a weakness. The very good provision for pupils' personal, social and health education is a strength of the school and is an area of improvement since the previous inspection. It supports pupils well and enables them to develop personal responsibility, to keep themselves safe and to understand the features of a healthy life. The annual 'safety week' also contributes very well to pupils' personal development.
62. Procedures in place to promote good behaviour are generally good. However, the arrangements for pupils who are temporarily excluded from classrooms are not satisfactory and are a weakness within the strategies for behaviour. The 'Protective Behaviours Strategy' adopted by the school is used consistently and clear guidelines are in place for dealing with incidents of bullying. Pupils and parents are aware of the school's expectations and procedures and have confidence in them. Pupils' behaviour is closely monitored and good records are kept of pupils who have difficulties in managing their own behaviour. Class teachers generally manage pupils'

challenging behaviour well although in the classes where there are a high number of pupils with emotional and behavioural difficulties teachers have difficulty maintaining pupils' interest when there is no additional adult in the room. Procedures for the exclusion of pupils are satisfactory.

63. Assemblies and lessons in personal and social development are used effectively to raise issues of behaviour and to give pupils good opportunities to discuss situations and to reflect on them. The recent provision of the adventure playground and equipment for playground games has improved behaviour at lunchtimes but the tolerance of the use of verbal abuse to mid-day supervisors is a weakness.
64. The school has a range of strategies to encourage attendance. Parents are well informed about the importance of ensuring that their children attend school and about notifying the school when their children are absent. Good procedures are in place to monitor patterns of attendance and lateness and the Education Welfare Officer gives support. The school makes a very good effort to contact parents on the first day when pupils are absent. In spite of these good procedures levels of attendance are persistently well below the national average. For established pupils levels of attendance have improved. Poor attendance is most commonly found amongst the pupils newly arrived in the school who often have some difficulty settling into the area. As they become established in the area and in the school attendance normally improves.
65. Procedures for monitoring pupils' progress over time are satisfactory. Procedures to assess children's attainment soon after they start school are in place in the nursery and reception classes. Each child has a personal record and a personal book. Staff have yet to finalise a suitable system for recording more informal assessments of progress. Reading tests are used systematically throughout the school. Standard National Curriculum tests are used at the end of both key stages and, in addition, at the end of Year 4. The results of end of key stage tests are analysed and give useful information about the overall progress of boys and girls and other groupings of pupils. However, there is insufficient detailed use of assessment data to analyse the short term progress of pupils in literacy and numeracy and other areas of the curriculum. There are no systematic procedures to identify weaknesses and to make the necessary adjustments to the curriculum and to teaching. Consequently the changes that need to be made in order to raise standards cannot be identified. There is no school policy for marking pupils' work and this is inconsistent throughout the school. Learning targets are shared in some classes and this helps pupils take more responsibility for their learning. However this is not done consistently throughout the school for the benefit of all pupils. Pupils in Years 5 and 6 are given good guidance and their levels of attainment have improved in English, mathematics and science. However, pupils in other year groups are not clear about what they must do to improve. Targets for learning and for personal development are clearly identified for pupils with special educational needs and their progress is assessed and recorded well by class teachers. The assessment co-ordinator, subject co-ordinators and class teachers do not work together closely enough to ensure a consistency of practice throughout the school and do not compare levels of attainment between year groups and key stages.
66. The school works hard to support pupils whose first language is not English but does not have access to mother tongue speakers in Chinese or Somali. Pupils make good progress in their comprehension of English and are helped when they do not understand. The school community is welcoming and the provision for these pupils is satisfactory.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

67. The parents who contributed their views to the inspection are generally supportive of the school but the number returning questionnaires and attending the pre-inspection meeting were low. Questionnaires were returned by only 15 per cent of parents. These parents are pleased that their children like school and are expected to work hard. They think their children are helped to achieve and make good progress. They think that there is good discipline in the classroom and on out of school visits and that their children behave well. Parents appreciate the welcome they receive in the school and feel able to express their suggestions and concerns. They value the positive contribution of the support staff to their children's learning. A significant minority of parents who responded to the pre-inspection questionnaire expressed concerns about the large size of some classes and about the work their children are expected to do at home. They feel they are not sufficiently well informed about their children's progress. Complaints were also made about the smell from the boys' toilets. Inspectors generally confirm parents' views. Pupils make good progress in Key Stage 2 and in Year 7 but unsatisfactory progress in Key Stage 1. Progress in the nursery is good. Homework is not used consistently throughout the school and parents are not given clear information about what is expected. Information about pupils' progress in end of year reports includes some useful information but does not give sufficient detail of levels of attainment. The smell from the toilets is very unpleasant and pervasive and adversely impacts on the environment for teaching and learning.
68. Parents of pupils entering the nursery are given good information about the routines and activities provided. There is a useful introductory booklet given to parents before the children enter the nursery. Parents are given good support and are able to be involved in their children's learning. The very good opportunities for informal contact with parents and carers at the beginning and end of sessions ensure that communications between families and the nursery are very good and this helps pupils to settle in quickly and make progress.
69. The school provides good information for parents and carers through letters and newsletters about its day-to-day life and information is given in good time about school events and activities. Parents are well informed of the progress of pupils with special educational needs, and are able to contribute to assessments and reviews. Class teachers are also able to attend review meetings. Good information is given about the school's discipline policy and the response to incidents of bullying. Parents are clear about the school's expectations about the behaviour of pupils. The prospectus is very well presented and provides useful information to parents but the annual report from governors lacks several of the required elements. The lack of all the required information in the governors' annual report to parents was also noted in the previous inspection report and progress in this aspect is unsatisfactory.
70. Parents value the willingness of class teachers to take time to discuss problems or concerns when they arise and opportunities for informal contact between home and school are good. Attendance of parents at the consultation evenings with class teachers to discuss pupils' progress is low at 62 per cent but is gradually improving. Attendance at meetings to give information about national tests, for example, is very low. The school has good links with some parents but has a continual struggle to encourage a significant minority of parents to take an interest in the life of the school

and in their children's education. Home/school agreements are in place but parents did not have an active part in deciding what they should include.

71. Support for parents who want to help their children learn is satisfactory, the information they are given about the curriculum and the work their children do in class is insufficient. There is no consistent timetable for homework or clear information about the work pupils are expected to do at home. End of year reports do not give sufficiently detailed information about the knowledge and skills pupils have gained, the National Curriculum levels attained and what pupils must do to improve.
72. A small number of parents are involved in the life of the school as volunteer helpers. They help with support tasks, work with pupils and support out of school visits and school events. The help given by these parents benefits pupils and is valued by the school. Some parents also attend class assemblies each term. The annual Christmas fair and summer term picnic are very popular school events. They provide good opportunities for the school community to come together and are very well attended.

HOW WELL IS THE SCHOOL LED AND MANAGED?

73. The headteacher provides satisfactory leadership and has a clear idea of the kind of school Langland should be. He is very ably supported by the deputy headteacher. They work well as a team, sharing an understanding of the strengths and weaknesses of the school and establishing some ways of securing improvement in the standards achieved and improvements in behaviour. The ethos of the school is very caring and it fulfils the school's aims and objectives. All pupils are happy to come to school. The headteacher's presence around school ensures smooth running from day-to-day. The school has clear aims that are supported by the pupils, staff and governors. They successfully promote good positive attitudes to school, good behaviour by the majority of pupils, good manners and equality of opportunity. The quality of the accommodation is very good and enhances the school environment. The continued care, good maintenance and continued improvements reflect the pride in the school shown by staff and pupils and this has had a significant impact on the personal development of pupils.
74. Since the previous full inspection and since the monitoring visit by Her Majesty's Inspector of Schools, there have been satisfactory improvements although the rate of improvement is slow. Whilst attainment at Key Stage 1 has risen slowly since a significant drop in standards in 1997, it has still not reached average levels. In Key Stage 2 standards have dropped since 1997 only this year rising in English, mathematics and science to a level higher than at the time of the last inspection.
75. There are still a number of policies in draft form waiting governing body approval. Schemes of work are still not fully in place. There is no scheme of work in art. In the other subjects, the school is in the process of amalgamating previous curriculum plans with national schemes of work. Although this represents development since the previous inspection and monitoring visit the school is in the same position as before, in that policies are still awaiting approval by the governing body. The school development plan provides a broad picture for continued development and improvement, but sets few targets that can be monitored in terms of their impact on the curriculum and attainment of pupils. The provision for pupils' personal and social development has improved and this is now a strength of the school.

76. This year the school achieved well above the local authority targets for the year 2000. This is mainly due to the very recent management decision to put the pupils in Years 3,4,5 and 6 into bands according to prior attainment in literacy. This has had a good effect on the standards of the higher and middle attaining pupils. The impact on the lower attaining pupils and those with special educational needs has not been as effective. This is because the management of these classes has not been fully thought through. The teachers do not always have the necessary help and support required to teach these pupils, who have many and varied needs and the classes are the same large size as other classes.
77. The school is moving forward and satisfactory developments are taking place. Priorities related to national initiatives, such as promoting literacy and numeracy are given appropriate attention and the impact of this is reflected in the rise in standards at the end of Key Stage 2 this year. Improvement is slow because development planning is a weakness. Insufficient information is gathered on the work of the school to inform decision making. The criteria to indicate the expected impact on pupils' attainment and progress or the quality of provision are not clearly defined.
78. Since the previous two reports, monitoring and evaluation of the school's performance by the headteacher, senior management and governors has begun but is still in its infancy. There is a shared commitment to improvement amongst senior management and staff. The deputy headteacher and co-ordinators have clear job descriptions. The school improvement plan is a one year document which is useful in a number of ways. It contains information about past and future developments and indicates some long term aims and developments. Some, but by no means all, costings are included. Co-ordinators contribute to the school improvement plan by submitting their individual action plans. Although the school's targets for development are appropriate, there is no explicit target for raising standards, and items are not always fully planned and thought through. The monitoring and evaluation of the school's progress towards its priorities is more difficult because, in the improvement plan, there are many targets and aims but they are not prioritised. References to people responsible for taking action; to who will monitor; to success criteria and evaluation; and to resourcing, are variable and often vague, adding to the school's difficulty in evaluating the impact of its measures for improvement.
79. Co-ordinators work very hard and contribute as much as they can but their role, however, is under-developed. For example, co-ordinators are given an allowance to spend on their subject but are not expected to show their plans for its expenditure in order that they can measure the effectiveness of their planning and financial decisions. The school is aware of the need to develop co-ordinators' expertise and has itemised it in the present improvement plan. There are no specific plans, however, for the headteacher to allocate time on a regular and structured basis for the deputy headteacher or the co-ordinators to carry out their management roles, or to monitor teaching.
80. The special educational needs co-ordinator gives satisfactory leadership and has effective links with external agencies to ensure that pupils get the best available resources and expertise that can be provided. She is released from full time class duties to give training to the learning support assistants. She does not, however, have enough time to support teachers who have difficulty in caring effectively for the very high number of pupils on the special needs register, to monitor the application of strategies in the individual education plans on a regular basis or to assess the effectiveness of the strategies implemented.

81. The monitoring of teaching was successful recently in raising the quality of teaching of mental mathematics because teachers were given rigorous guidance on how to improve. Monitoring of teaching other aspects of the curriculum are still underdeveloped and teachers do not yet have individual performance targets. There is no formal arrangement for using the strengths of the best teachers to influence the teaching practice of the rest. The induction and support of newly qualified teachers is not consistent in quality and the school has no policy for the induction of new staff whatever their status.
82. In order to try to raise the standards of pupils' work, the headteacher monitors pupils' progress based upon the required end of key stage tests and optional tests in Year 4. He does this in order to identify pupils who may need extra help. Whilst he takes some steps to address slow or unsatisfactory progress by speaking to class teachers and the co-ordinator for special educational needs, there is, however, no planned and formal, structured system for following up these monitoring procedures, other than those for pupils on the special needs register.
83. The governing body is fully committed to the school. It takes a keen interest in school activities and willingly gives time and support. It monitors the school's progress through the headteacher's reports. Other members of staff give reports to the governing body concerning their areas of responsibility. The headteacher ensures governors receive the end of key stage test results and the school's analysis. However, the governing body is not fully aware of the strengths and weaknesses of the school because it is not fully informed regarding how the school relates to similar schools and other schools nationally. Therefore it is not in a position to fully target spending to improve standards. The governing body has not fulfilled all its statutory duties. It has not set targets for the headteacher and deputy headteacher for this academic year; and several requirements are missing from the annual report to parents.
84. The systems for financial administration in the school's administrative office are efficient. The school secretary is a very good point of first contact for parents. New technology is well used in an administrative capacity as well as in teaching. The headteacher makes every effort to obtain grants and a variety of funding for the school and these are well used. The budget benefits pupils. However, the principles of best value are not always applied. The school development plan is not fully supported by forward thinking, financial planning and the outcomes and effectiveness of spending are not evaluated against objectives as recommended in the last monitoring report. For example, the school has taken the decision to keep the number of teachers low in relation to the number of additional learning support assistants. The school spends a large amount of the budget on support assistants who have had impressive additional training. Because there are no teachers without class responsibility the special education needs management role is carried out by a teacher with full class responsibility, which is unsatisfactory in a school with so many such pupils. There is no scope to give the deputy headteacher or the curriculum coordinators time to carry out their responsibilities. The impact of these decisions on the life of the school has not been evaluated.
85. Learning resources are generally adequate although they are unsatisfactory in music. They are good in art. The nursery accommodation is welcoming, bright, spacious and well arranged to promote learning. Outdoor provision is good for the nursery.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

86. In order to raise the standards of work and the quality of education the headteacher, governors, and staff should:

(1) Raise standards of attainment in English, mathematics and science at the end of Key Stage 1 by:

- improving the consistency of teaching in the reception class and in Key Stage 1;
- improving the effectiveness of the senior management team to ensure they play a greater role in monitoring and evaluating the quality of teaching and learning and raising standards of attainment;
- developing the role of the curriculum co-ordinators to enable them to monitor and evaluate standards of attainment and be more directly involved in the overall development, delivery and standards achieved in their subjects throughout the school;
- developing effective assessment procedures which will enable teachers to record pupils' attainment; monitor progress; assist teachers in their planning and accurately match work to pupils' needs.

(paragraphs 26, 30, 31, 34, 65, 78, 79, 81, 82, 89, 95, 115, 116, 122, 126, 136, 137, 155)

(2) Raise attainment in information technology throughout the school by:

- continuing to use the information technology suite fully;
- planning for and using information technology in other subjects more fully;
- carefully monitoring teaching and learning.

(paragraphs 78, 116, 124, 137, 146, 154, 169, 175, 179, 190, 197)

(3) Raise attainment in art at the end of both key stages, design and technology at the end of Key Stage 2 and music at the end of Key Stage 1 by:

- ensuring that there are policies for each of these subjects approved by the governing body;
- adopting a clear scheme of work for each subject that is clearly understood by all teachers;
- provide further training for teachers in the teaching of design and technology.

(paragraphs 9, 10, 11, 12, 138, 144, 147, 153, 154, 185, 189)

(4) Improve the school development plan by:

- setting a very clear order of priority for targets clearly linked to financial planning;
- breaking down each priority into steps which can be evaluated.

(paragraphs 75, 77, 84)

(5) Involve governors more effectively in setting targets for improvement, in monitoring the progress made in achieving the targets set and in taking decisions about how the curriculum could be improved.

(paragraph 83)

(6) Implement more rigorous procedures to improve punctuality and attendance.
(paragraph 25)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Improving the procedures for the induction of new staff and newly qualified teachers.
- Meeting the statutory requirements relating to the governors annual report to parents.
- Meeting the statutory requirements to set targets for the head teacher.
- Take further steps to eliminate the offensive odour from the boy's toilets.

• PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	74
Number of discussions with staff, governors, other adults and pupils	46

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	8	38	43	8	1	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	24	305
Number of full-time pupils eligible for free school meals	0	156

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	134

English as an additional language	No of pupils
Number of pupils with English as an additional language	23

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	61
Pupils who left the school other than at the usual time of leaving	89

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.4

Unauthorised absence

	%
School data	3.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	26	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	13	14
	Girls	14	17	18
	Total	25	30	32
Percentage of pupils at NC level 2 or above	School	49 (33)	59 (38)	63 (43)
	National	82 (77)	83 (79)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	14	20
	Girls	16	18	21
	Total	27	32	41
Percentage of pupils at NC level 2 or above	School	53 (35)	63 (40)	80 (45)
	National	82(76)	86 (84)	87 (86)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	18	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	6	8
	Girls	6	2	7
	Total	14	8	15
Percentage of pupils at NC level 4 or above	School	42 (33)	24 (28)	45 (45)
	National	70(65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	8
	Girls	6	5	5
	Total	13	12	13
Percentage of pupils at NC level 4 or above	School	39 (34)	36 (29)	39 (45)
	National	68 (63)	69 (64)	75 (69)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	8
Black – other	8
Indian	2
Pakistani	0
Bangladeshi	1
Chinese	2
White	239
Any other minority ethnic group	11

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR– Y7

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	30
Average class size	28.4

Education support staff: YN– Y7

Total number of education support staff	9
Total aggregate hours worked per week	165.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	

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

Number of pupils per FTE adult	13:1
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FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
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	£
Total income	510984
Total expenditure	511805
Expenditure per pupil	1466
Balance brought forward from previous year	0
Balance carried forward to next year	- 821

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	362
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	31	9	4	2
My child is making good progress in school.	54	24	15	0	7
Behaviour in the school is good.	41	33	13	4	9
My child gets the right amount of work to do at home.	24	26	24	13	13
The teaching is good.	54	30	7	4	6
I am kept well informed about how my child is getting on.	3-	35	22	11	2
I would feel comfortable about approaching the school with questions or a problem.	54	28	4	13	2
The school expects my child to work hard and achieve his or her best.	59	33	2	2	4
The school works closely with parents.	28	41	19	7	6
The school is well led and managed.	35	41	15	6	4
The school is helping my child become mature and responsible.	30	51	9	7	4
The school provides an interesting range of activities outside lessons.	24	31	19	13	13

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

87. The youngest children in school are taught in the nursery and in the reception class which has pupils aged both four and five. Other pupils who are five are in a mixed reception and Year 1 class. Children in the nursery attend either the morning or the afternoon session. During the inspection there were 66 children aged under five, 48 of whom were in the nursery. The nursery is normally staffed by one teacher and two nursery nurses. The nursery teacher is currently on long term absence, and a temporary teacher was employed during the inspection. The nursery nurses have been responsible for all the planning during the teacher's absence. Planning in the nursery is good and covers all the nationally agreed areas of learning. One full-time teacher, with some part-time support from learning support staff and a classroom assistant, teaches the reception class. All staff establish good caring relationships with the children and provide them with a secure environment.
88. Children's attainment on entry to the nursery is well below average and very low in the area of language and literacy and mathematics. By the time they are ready to begin work on the National Curriculum satisfactory progress has been made but their attainment is still well below the levels expected of children by the age of five in language and literacy and mathematics, below in knowledge and understanding of the world and physical development but in line with that expected in the area of their personal and social development and in their creative development. Standards are similar to those at the time of the last inspection in most areas but have improved in personal and social development and in creative development.
89. Many children come to school with limited personal skills. Staff in the nursery encourage independent, active experience and thinking to develop the children's sense of awe and wonder in what they learn. In school, children are encouraged to work in every area of learning in order to get a balanced, varied range of experience. The provision in the nursery prepares children well for the next stage of learning. A significant amount of teaching in the reception class is unsatisfactory and in this class children's progress is unsatisfactory.

Personal and Social Development

90. In the nursery children make very good progress in their personal and social development and in the reception class make good progress. By the time children are five they children attain the levels expected for children of their age. Children in the nursery soon become familiar with the daily routines. When they arrive in the morning they help themselves to milk and join their group in circle time for the register, to exchange news and discuss the day's activities with staff. There are good relationships between staff and children, and between the children, who learn to help and care for each other. This can be seen in the very good relationships with children from the Redway School for children with learning difficulties, who come every week, and who are fully integrated into all nursery activities. Children help each other, for example to put on aprons before using the water tray. Children readily applaud each other's successes. They know how to line up to go to the hall or the computer suite. Children particularly enjoy using the parachute, and learn a great deal about co-operation, working together and listening very carefully.

91. In the reception class, children know they choose a book while they wait for the class to gather. They share resources amicably and work well together in the sand and water trays.
92. Teaching in this aspect of learning is very good in the nursery and good in the reception class. In the nursery, sensible behaviour is promoted when staff turn routines into a game and sing instructions. In both classes teachers and nursery nurses expect high standards of behaviour from the children. In the nursery, children respond positively to these expectations. In the reception class the teacher manages behaviour effectively but does not always use opportunities to improve it. For example, when in one lesson a behaviour target was for children to put their hand up before speaking this was not referred to during the lesson. In both classes children are encouraged to take responsibility and develop independence, to use equipment carefully, to share equipment, to take turns and to help tidy the room.

Language and Literacy

93. Children's development in language and literacy is good in the nursery and satisfactory in the reception class. By the time they are five children are still well below the level of attainment expected for children of that age. When children begin in the nursery many have very poor speaking and listening skills, and staff work to give them confidence to contribute to discussions, even if they can only give one or two word answers. In the nursery, children enjoy finding and describing objects hidden in a 'Feely Box' but many find it difficult to find the words to describe the objects they obviously recognise. All the children listen with enjoyment during stories. In the younger reception class children enjoy the story of 'Goldilocks' during their literacy lesson, and join in with the repetitive phrases. Children in this class recognise, and many can write their own name. They begin to know that print has meaning and handle books well. Some reception children know up to twenty important words. A few higher attainers know the letter sounds, and use them to build unfamiliar words. There is a good selection of books available to the children, and they readily select a favourite to read. Some can recall the main points of a story. Pupils have little confidence when speaking to adults and many still find it difficult to find the appropriate words to say what they want to say.
94. Teaching of language and literacy is good in the nursery and satisfactory in the reception class. In the nursery, language development, in particular speaking and listening skills, is considered a priority and actively promoted. In both classes questions are well used to enable children to widen their vocabulary. In both classes staff talk and listen to children while they are engaged in all their learning experiences and encourage them to talk about and describe what they are doing. Some children do not have sufficient vocabulary to do this.

Mathematics

95. In the nursery children make good progress in developing their mathematical skills but in the reception class progress is unsatisfactory. By the time they are five children are still well below the level of attainment expected of children of that age. In the nursery children sing counting songs, and some children can identify different numbers on the wall display. Some children can count forward to twenty and back. Children count and match their paintings of bears. They look for, make and copy repeating patterns. Children have experience of practical activities using sand and water for measuring and capacity, completing puzzles, weighing ingredients and baking biscuits. They build with Lego and large blocks. In the reception class children

begin to count in twos and fives to 100. They can order random numbers from one to five and begin to understand addition and subtraction. Few children are able to count or read and write numerals beyond five.

96. Teaching in the nursery is good and counting skills are developed when the children join in as the teacher counts them to see how many are present. In the reception class teaching is unsatisfactory because sometimes activities are disjointed, for example when the teacher repeatedly stops the class to deal with behaviour or when activities are interspersed with a song that does not relate to the counting activity. Because of this inconsistency in teaching progress in this class is unsatisfactory.

Knowledge and Understanding of the World

97. Progress in this aspect of learning is good in the nursery but unsatisfactory in the reception class. Attainment is below the nationally expected levels when the children enter Year 1. In the nursery, the children develop a sense of time through regular routines, and can say what they do on a particular day, for example, 'On Wednesday, we go into the hall'. Festivals are celebrated through the year, particularly Christmas and Easter. Children learn about caring for their teeth when the dental nurse visits the nursery. All children use the computer suite, and become familiar with the keyboard and controlling the mouse. In the interest area, children use magnifying glasses, lenses, egg timers and kaleidoscopes. Both classes make good use of the extensive school grounds and pond area for studies of the environment. In the reception class they are particularly proud of their tall climbing plants grown from seeds. In this class, children use the home' area, but otherwise have fewer planned opportunities to extend their knowledge and understanding of the world.
98. Teaching in the nursery is good, but is unsatisfactory in the reception class. In the nursery the rich environment interests the children and encourages them to learn. In the reception class when activities lack a focus, children make unsatisfactory progress.

Creative Development

99. In the nursery children make very good progress in developing their creative skills and in the reception class make satisfactory progress. By the time they are five, children meet the levels expected for their age in creative development. In the nursery children use a variety of materials to mould, shape and make models, and develop their manipulative skills and dexterity by feeling, rolling and stretching salt dough and plasticine. They paint stones and bricks to use when the book area is turned into a castle or a house. In the music room, they have opportunities to play a range of small percussion instruments. The teacher from Redway School plays the guitar and nursery children love to sing and accompany themselves with the instruments she brings. nursery staff sing as they count the children and children quickly learn to join in. Imaginative play is encouraged when the entrance hall becomes a house area. Language development is encouraged as the children play in role. They make simple models of jointed teddy bears in design and technology. In the reception class children continue the theme of teddy bears when they make clothes for their cutout bears. Art is linked to literacy work when the children use their brightly coloured phonic letters to decorate a hatband.
100. Teaching in the nursery is very good. A wide variety of activities are provided for the children to experience. Adults guide the children in these activities to ensure that opportunities are fully exploited. In the reception class teaching is satisfactory. An

appropriate range of activities are provided but children are invariably left to work on their own. This results in children making slower progress than in the nursery.

Physical Development

101. Progress in physical development is good in the nursery and satisfactory in the reception class. Physical development is below national expectations when they reach the age of five. All the children in the nursery use the use large apparatus in the hall and the enclosed play area outside the nursery to develop their skills of climbing, jumping and moving in different ways. They learn to control the way they move when hopping, jumping, skipping and running. Small skills are practised and developed effectively when children use scissors, tools and equipment to cut, model, build and use glue. Children in the reception class enjoy dancing to music. There is no designated play area for the reception class but the children benefit from sharing the spacious school playground and field.
102. Teaching in the nursery is good and in the reception class is satisfactory. In the nursery children are taught to move safely, with consideration for other children. In the reception class the teacher introduced the children to the importance of warming up before acting out the story of Goldilocks to music but unsatisfactory management of the class meant that children lost interest in the lesson and did not maintain the initial good progress.

ENGLISH

103. The previous inspection found that standards achieved by the pupils in English were below average throughout the school, and the achievement of higher standards became a key issue. The standards achieved by pupils in the national tests in 1999 showed an overall fall in standards at Key Stage 1 since 1996 although a rise in standards in reading and writing since 1997. Standards are at about the same level as 1996 in Key Stage 2. The results of the national tests for the year 2000 show similar results to 1999 in Key Stage 1 but an improvement in standards at the end of Key Stage 2.
104. In the 1999 national tests for eleven year olds the percentage of pupils attaining the expected Level 4 was well below the national average as was the percentage of pupils attaining the higher Level 5. When these results are compared to those schools with a similar number of pupils entitled to free school meals the number of pupils attaining Level 4 was below average and the number of pupils attaining Level 5 was well below average. The trend over the last three years showed some improvement in 1997 but a sharp decline in 1999. The class of 1999 had more than the usual number of pupils with special educational needs. The results of the national tests for the year 2000 arrived during the inspection and show a marked improvement, with the school exceeding its targets for the number of pupils attaining Level 4. National results and those of similar schools are not yet available for comparison. There was little difference between the performance of boys and girls. The inspection findings are that standards at the end of Key Stage 2 are in line with national expectations. Improvements this year are due to improved teaching, the effectiveness of the National Literacy Strategy and the setting of pupils into groups based on previous attainment.
105. In the 1999 national tests for seven year olds the percentage of pupils attaining the expected Level 2 and the higher Level 3 in reading was very low when compared to

the national average. In writing the percentage of pupils attaining Level 2 was well below the national average and the number of pupils attaining Level 3 was below. When these results are compared to those of schools that serve pupils similar to those at Langland the number of pupils attaining both Level 2 and Level 3 in reading are well below average. In writing, the number of pupils attaining Level 2 was well below average and the number of pupils attaining the higher Level 3 was below the average. In writing, results at Level 2 are well below when compared to similar schools and at Level 3 are broadly in line with the average. In 1997, standards in writing and reading fell, but have been gradually rising since then. Key Stage 1 English results for the year 2000 are broadly similar to last year. Comparisons show that more girls than boys attain the nationally expected levels. The inspection findings are that standards at the end of Key Stage 1 are well below expectations in both reading and writing. This is due to the unsatisfactory start pupils make in the reception class and in the reception/ Year 1 class where pupils make unsatisfactory progress.

106. Pupils now in Key Stage 3 achieved very low standards in the national tests in 1999. Although their attainment remains below nationally expected levels, pupils are making good progress in English. This is due to good teaching in this class.
107. In speaking and listening pupils' attainment is well below that expected at the end of Key Stage 1 and below at Key Stage 2. Lower and average achieving pupils in Key Stage 1 often communicate by single words or brief sentences, and do not have an adequate vocabulary or the confidence to say more. Higher attaining pupils communicate using longer, more complex sentences and use a developing variety of adjectives to express their ideas, describe their work or share their news. In one Key Stage 1 class, pupils developed their oral skills well when they acted out the story of a lost teddy bear and their audience developed their listening skills. Not all the pupils listen well in this class, and this hinders their learning. In the Year 2 class pupils were discussing the vocabulary used in advertisements, and gave good, reasoned oral feedback on their findings. By the end of Key Stage 1, most pupils make a useful contribution in class and group discussions. This is encouraged in the plenary sessions at the end of lessons. In Years 3 and 4, pupil discussion about the meaning of words helps widen their vocabulary. However, not all pupils listen attentively enough to know exactly what they are going to do. At the end of Key Stage 2 a significant minority of pupils do not have the confidence to speak clearly in class. Pupils report to their own group, and listen well to each other. In Year 7 pupils carefully discuss and listen to other viewpoints when considering how to alter the mood of a poem and make good progress in developing their speaking and listening skills.
108. By the end of Key Stage 1, pupils read fiction; non-fiction and poetry books and some pupils can name favourite books and stories. Many take their reading books home and read regularly to parents. They learn strategies to use when they meet new words, such as learning how letters and groups of letters sound together. Sometimes a lack of vocabulary hinders pupils when they try to use picture clues to help read a new word. Reading skills are well promoted within the school, and most pupils enjoy reading. There are good quality books in every class and in the library.
109. By the end of Key Stage 2, pupils' attainment in reading is in line with national expectations. Many pupils read fluently, with expression. In Year 4, pupils predict what will happen next in a story, and respond to punctuation clues in the text. By the end of the Key Stage, some lower achieving pupils still do not have a wide enough vocabulary to support their reading. Even though they may be able to 'sound out' and read an unfamiliar word, they may not know what it means. Pupils identify the parts of

a book, and look for the name of the illustrator. They name favourite authors, such as Roald Dahl in Year 3 and Dick King Smith and Robert Swindells in Year 5 and 6. Pupils in Year 7 enjoy Jacqueline Wilson, Terry Pratchett and Ann McCaffrey. Some Year 7 pupils select books from different genres such as romance, or horror stories. They enjoy poetry and experience a wide variety of literature. They understand how the choice of language affects meaning. They skim a text to extract information. Pupils in the present Year 7 last year attained standards well below the average for their age. Although they are now making good progress they are still attaining standards in reading below those expected for their age. All pupils use the school library every week and many pupils go to the library in Milton Keynes.

110. Pupils at the end of Key Stage 1 know the basic rules of writing, and begin to use full stops and capital letters. By the end of Year 1, some higher attaining pupils can write several sentences unaided, whereas lower achievers write three letter words and suggest other words that rhyme. In Year 2, pupils write for a range of purposes using a wider range of styles: information, lists, poetry and short stories. Pupils read holiday brochures, and write in a similar style. From handwriting practice, they develop an individual style.
111. In Key Stage 2 pupils make satisfactory progress in the use of all the rules of writing. Lower achievers have poor writing skills, work at a slower pace and find it difficult to write freely. Higher achievers use a good range of grammatical skills in sentences, dialogue and instructions. Pupils in Year 4 write Haiku poetry, and use repetition to develop rhythm. In Year 5, pupils write at length when they construct an argument. In Year 6, pupils are able to evaluate the style of different authors. Handwriting and spellings are practised regularly and contribute to the good standards of presentation at the end of Key Stage 2.
112. In Year 7, pupils' writing is below that expected for their age. Pupils develop confidence as writers and write in a wide range of forms. They develop their skills of planning, drafting and checking their work. They alter the atmosphere of a poem by substituting new adjectives, and writing additional verses. Throughout the school, spellings are not always accurate. In all key stages pupils with special educational needs are generally given appropriate tasks in line with their individual education plans, are well supported and make similar progress to other pupils. Pupils whose first language is not English and traveller pupils are well supported and make satisfactory progress.
113. Pupils generally show good attitudes towards English. They enjoy reading and are keen to read to an adult or an older pupil. Pupils enjoy discussing their work and recounting what they have learned and show appreciation of the efforts of others. They know the routine of the literacy hour, and organise themselves quickly. In some Year 1 lessons, when behaviour is not well managed, pupils do not have good attitudes. In some lower achieving groups in Key Stage 2, pupils make unsatisfactory progress when their attention span is limited and they are not enthusiastic. In Key Stage 3, pupils' attitudes are good. They work hard and clearly enjoy English.
114. Since the last inspection a new reading scheme has been introduced into the school to support reading and pupils enjoy their new reading books. Annual reading tests are now held at the beginning of each year to inform teachers of reading difficulties and enable them to plan an appropriate programme of work for pupils. The National Literacy Strategy has been successfully introduced and this is having a positive effect on the raising of standards at the end of Key Stage 2. Pupils at the end of Key Stage 2 have been grouped into groups according to their previous attainment in literacy.

This is having a significant impact on the progress of the higher and middle attaining pupils. Lower attaining pupils also make satisfactory progress because in literacy lessons teachers are supported by learning support assistants. Pupils in Key Stage 1 make less effective progress because teaching at the beginning of the key stage is unsatisfactory.

115. The quality of teaching of literacy throughout the school was mostly good in the lessons observed, especially at Key Stage 2. Sixty per cent of the teaching observed was judged to be good or better, and ten per cent very good. However, ten per cent, representing one lesson was judged to be unsatisfactory. In the unsatisfactory lesson the teacher had insufficient strategies to cope with pupil restlessness and disruption and was unable to carry out the planned lesson successfully. Other lessons observed in Key Stage 1 were judged to be good. The development of speaking and listening skills, and the acquisition of a wider vocabulary is a priority in Key Stage 1. Pupils are given many opportunities to develop their confidence when communicating. They are expected to listen carefully to questions from the teacher, to speak well when they report back during the plenary sessions of lessons, and to listen to each other. This is having a positive effect on pupils' progress in this aspect of English. Progress in other aspects of English is unsatisfactory because teaching at the beginning of the key stage is unsatisfactory. In Key Stage 2 fifty per cent of the teaching observed was good or better and one very good lesson was observed. This together with the grouping of classes according to prior attainment is having a positive effect on the quality of learning and is raising standards. In Key Stage 3, teaching is good. Expectations are high and work is well matched to the needs of the pupils. Throughout the school, teachers have good subject knowledge and have successfully established the literacy hour. This is evident in good lesson planning which fully complies with the National Literacy Strategy. They make skilful and lively use of questions to involve all pupils, and to recap on previous learning. Work matched to pupils' different learning needs is provided to meet the requirements of all ability groups. Work is well matched to support the Individual Education Plans of pupils with special educational needs, and enables them to make satisfactory progress. At the beginning of Key Stage 1, time is not always well used, or pupil behaviour is not well managed. Throughout the school, teacher's planning shows assessment opportunities, but the assessment process is underdeveloped and is not supporting pupils' learning. The school is aware of this and the development of assessment is included in the current School Improvement Plan.
116. The English co-ordinator provides effective leadership. The staff have been well led in the implementation of the literacy strategy. The co-ordinator has started to monitor teachers' planning and carries out observations in class but this aspect of the co-ordinator's work is still underdeveloped. Apart from some Year 7 work on word processing few examples of computers being used to develop English were observed during the inspection.

MATHEMATICS

117. The previous inspection found that standards achieved by pupils in mathematics were below average throughout the school. The results for the national tests in 1999 showed an overall rise in standards at Key Stage 1 since 1996 but standards lower than in 1996 in Key Stage 2. The schools' 1999 national curriculum test results for eleven year olds show that the percentage of pupils reaching the expected Level 4 or higher was very low in comparison with the national average and well below when compared to similar schools. At the end of Key Stage 1 the national tests at the end

of 1999 show that the percentage of pupils attaining the expected Level 2 or higher was very low in comparison with the national average and well below when compared with similar schools. The results of the national tests for the year 2000 show similar results in Key Stage 1 but a significant improvement in standards at the end of Key Stage 2. Inspection evidence indicates that the percentage of pupils at Key Stage 1 reaching levels in line with those expected nationally is similar to last year and is well below expectations. The inspection evidence indicates that results at the end of Key Stage 2 are rising and that they are now in line with national expectations. The attainment of pupils in Year 7 is below that expected nationally for pupils of this age.

118. At the end of Key Stage 1 higher attaining pupils understand the value of different coins. They exchange coins for their equivalent value and change money into amounts up to fifty pence. They are developing investigative skills. For example, they identify that numbers can have more than one multiple. They are beginning to recognise symmetry and partition two figure numbers into multiples of tens and ones.
119. At the end of Key Stage 2, higher attaining pupils can add up to three two figure numbers mentally, record information using tally charts and construct graphs to show, for example, the costing of a variety of holidays. They are familiar with the concept of probability, have a knowledge of averages including an understanding of the terms 'mean', 'medium' and 'range' and are beginning to solve problems involving real life situations. Most pupils can write percentages as a fraction and as a decimal. They can find and define properties of two and three-dimensional shapes, tackle word problems relating to time and have a good understanding of volume and capacity. Lower attaining pupils are developing their competency with the four rules of number and scrutiny of their work indicates that they have worked in all areas of mathematics.
120. Pupils in Year 7 are able to construct acute, obtuse and reflex angles. They can solve simple equations, estimate probability and express a relationship in words and symbols, for example, $G=8P$ is a formula for changing gallons into pints. Throughout the school pupils with special educational needs, pupils whose first language is not English and traveller pupils are well supported and make satisfactory progress.
121. In most lessons observed pupils' behaviour is good and they have positive attitudes towards their work. They are attentive, work independently and co-operate well. Pupils engage enthusiastically in practical activities where they collaborate and share equipment. Most pupils display confidence when they answer questions or speak about their work. There are, however, in all key stages a minority of pupils who are disruptive and if their behaviour is not effectively managed cause other pupils in the class to behave badly too.
122. The teaching of mathematics in Key Stage 1 was poor for the youngest pupils, satisfactory for those a little older and good for the pupils in Year 2. Teaching in Key Stage 2 is good overall. Of the six lessons seen one third were satisfactory, half were good and one was very good. Teaching of the older pupils in the key stage is always good or better. Teaching for Year 7 pupils is good.
123. In the best lessons, teachers have a very good understanding of the Numeracy Strategy. They are very aware of what they want their pupils to learn and they ensure that this knowledge is shared with the pupils. They use a variety of methods and resources to achieve successful learning outcomes. Lower attaining pupils in Year 7 make good progress and are able to complete set tasks because of the support that they are given by the teacher and by learning support assistants. The lesson observed was well paced with clear instructions and demonstrations of what was

required and at each stage the teacher ensured that the pupils were consolidating their knowledge and understanding by pertinent questioning. Year 6 pupils made good progress when the teacher presented the relevant facts and pupils were required to use all four number operations to calculate what a client would receive from the sale of a house after paying a percentage commission to an estate agent. Another group of Year 6 pupils developed investigative and problem solving skills effectively when given activities related to their own interests such as preparing realistic lists, including costs, of what they would buy with a specified budget. In a lesson on money with older Key Stage 1 pupils, the teacher very successfully engaged and retained the interest of her pupils by maintaining a lively pace and by good use of resources such as a puppet and individual white boards for each pupil. Careful assessment procedures were used effectively to ascertain each pupil's knowledge and understanding of money values. In lessons where teaching is less than good there is usually some elements of poor pupil behaviour management. In the lesson where the teaching was poor, the teacher had no strategies for dealing with a minority of disruptive pupils. This resulted in other pupils losing interest in the lesson; deterioration in their behaviour and the progress all pupils made was seriously limited. Teachers use the initial mental oral session well and the plenary session is used effectively to consolidate pupils' learning.

124. Mathematics is used satisfactorily to support other subjects. Measurement skills are used in design and technology and in science. In geography, pupils successfully interpret data collected when investigating traffic flow in a local shopping area. Information technology is not yet making a significant contribution to mathematical learning. Throughout the school pupils develop their speaking and listening skills through discussion and through the introduction and use of specific mathematical vocabulary. Reading and writing skills are developed in problem solving and investigative activities especially those related to real life situations. For instance in one lesson on percentages, pupils were encouraged to think about and write down their views on earning a living through being paid by commission.
125. Pupils' achievements of the learning objectives are assessed at the end of every half term but procedures are not in place to ensure that assessment is used to effectively inform short term planning.
126. The satisfactory and often good or very good standards of teaching and learning described in the last report have been maintained in Key Stage 2. Problems associated with the lack of a scheme of work and effective assessment procedures have been addressed to some extent by the school's successful adoption of the National Numeracy Strategy. This is having an impact on raising standards in Key Stage 2 overall and in some classes in Key Stage 1. Co-ordination of the subject has improved. The two co-ordinators have made a good start towards raising standards by ensuring that all teachers receive the necessary training and information to implement the Numeracy Strategy. There is no monitoring of pupils' work and strengths and weaknesses in the learning are not identified.

SCIENCE

127. At the last inspection attainment was well below national averages at Key Stage 1 and below at Key Stage 2. Progress was slow and this was attributed to poor reading and writing skills. Investigational work was poor. This is now satisfactory and the support of literacy skills in the subject is a strength. There has been an improvement in attainment.

128. The school's results in the 1999 tests for eleven year olds were very low when compared to the national average in terms of the percentage of pupils attaining the expected Level 4 or higher. When these results are compared to those of schools that serve similar pupils to those at Langland, the number of pupils achieving the expected level is well below average. Standards have fallen since 1996. The test results for the year 2000 and inspection evidence indicates that results at the end of Key Stage 2 are rising throughout the school and that at the end of Key Stage 2 they are now average.
129. The Key Stage 1 teacher assessments in 1999 indicated that the percentage of pupils attaining the expected Level 2 in science was well below the average although the number of pupils attaining the higher Level 3 was broadly in line with the average. When these results are compared to those of schools that serve similar pupils the number of pupils attaining the expected Level 2 is broadly average but the number of pupils attaining the higher Level 3 is above the average. The inspection findings are that attainment at the end of Key Stage 1 is below average. This is confirmed by this year's teacher assessment.
130. In Year 7 pupils' attainment is below the levels expected but they make good progress when they build more formal skills into scientific investigative methods and experimentation.
131. Poor reading and writing skills slow many pupils' progress and limit learning at Key Stage 1. Some pupils are able to construct an investigation to test how different sized toy cars move down a ramp. Higher attaining pupils understand the process of a fair test. Most pupils are unsure of this and do not understand how the experimental evidence indicates the result. Pupils know which foods contribute to their health and have a basic understanding of animal life cycles. They describe materials and see similarities and differences such as rough and smooth or bendy and stiff. Most can construct a simple electrical circuit and name its components. In a lesson observed most were able to understand that the battery stored electricity and that this was released to flow if it was properly connected in a wire loop. The higher attainers were able to demonstrate that single circuits could be connected in series, some attempted to introduce a switch. Most are able to draw a circuit but the level of observational drawing and labelling for many is below expectations. Pupils in Year 1 investigate pushes and pulls as forces by looking at objects in the classroom such as doors and windows. However some pupils find difficulty in telling the difference.
132. Year 6 pupils have a satisfactory scientific knowledge and level of skills. For example, when they construct an experiment to test different substances to see if they will dissolve in water they understand that temperature is a variable that affects the outcomes. They represent their results in neat tables and charts. They share an experiment on the effects of heat on substances such as chocolate, ice cubes and paper and most know the difference between reversible and non-reversible changes and record their results on a chart. The higher attainers define physical and chemical changes. Pupils possess a sound scientific vocabulary and use their writing to recall accurately their knowledge and understanding. For instance, they know the parts of plants and explain reproduction. The higher attaining pupils are very secure in their knowledge of photosynthesis. They have clear ideas about the contribution of different foods to health and growth, and the more able have a technical understanding of proteins, minerals, carbohydrates and fats in nutrition. Pupils recognise the dangers to health of the misuse of drugs and substances. They construct electrical circuits both in series and in parallel and know the parts of the

circuit and their functions. They represent parts such as batteries, bulbs and switches, by using symbols. In the lower key stage pupils' progress is satisfactory. They attempt with some success to classify living things according to criteria represented on a branch diagram or by habitat.

133. Pupils in Year 7 use charts and graphs to demonstrate results. They know the functions of organs in the body. The higher attaining pupils understand systems such as circulation and respiration. They extend the knowledge gained in Year 6, for example, when they identify the differences in the cell structure of plants such as celery and onions. They extend their previous knowledge of dissolving substances to include an understanding of saturation and solvents. They investigate acids and alkalis. Pupils in Year 7 receive a broad curriculum and overall make sound progress.
134. The teaching, through effective collaboration with support staff, gives sound support to pupils with special educational needs. This enables most of them to make satisfactory progress in the same work as other pupils. A few pupils on the special needs register for behaviour disrupt lessons. When this occurs it results in low levels of learning for all pupils in the class. There is inconsistency across classes and key stages in providing challenging tasks for the higher attainers. Throughout the school pupils whose first language is not English and traveller pupils are well supported and make satisfactory progress.
135. Pupils are interested in science and enjoy the subject. They are keen to learn and work very well in collaborative groups. Pupils present their work well and in discussion they were proud to show their work. They are responsible when using equipment, for example, when using microscopes and slides in Year 7.
136. Of the two lessons seen at Key Stage 1, one was good and one was unsatisfactory. The unsatisfactory teaching in Key Stage 1 was characterized by insecure knowledge of the subject and failure to control a pupil who disrupted the lesson. This slowed the pace of the lesson and the learning of other pupils. In the good lesson the teacher had good control and good subject knowledge. Clear learning objectives were set and questioning was used well to assess learning. There were high expectations of pupils in terms of behaviour and learning. In Key Stage 2 teaching is mostly satisfactory although one unsatisfactory lesson was seen. The unsatisfactory teaching in upper Key Stage 2 resulted from a poor match of tasks to abilities, and a slow pace caused by both poor planning and challenging behaviour by pupils. In Key Stage 2 teachers used questioning well to assess learning and had appropriate expectations of most pupils and used support assistants well to promote learning. However, the tasks for the higher attaining pupils rarely challenged them. Some good marking was seen in Key Stage 2. This gave pupils useful information about their success in learning and directed them to the next step. Teaching in Year 7 is good. The good teaching in Year 7 is based on good planning and evaluation for pupils of all abilities. The teacher has good control and sets clear expectations for pupils about what they are to learn, the work required and time allowed to complete it. Planning includes assessment criteria for learning and marking informs and motivates pupils. Collaborative groups are managed well. Classroom displays make a good contribution to learning throughout the school.
137. The subject contributes well to literacy. Few worksheets are used and pupils have to order their thinking to understand investigations and record results. Its support for personal, social and health education through life processes is a strength. The use of information technology to support learning in science is still underdeveloped. The co-ordinators manage the subject well and monitor by collecting and scrutinising

pupils' books from all classes. They work very hard to provide teachers with guidance and feedback to aid subject improvement, but they have no opportunity to monitor teaching and learning in classrooms in order to help prioritise issues for subject improvement. Teachers are just beginning to relate the key objectives for learning to assessment of pupils' learning. Planning is weak in this area. The planning of work related to previous attainment is hampered by lack of precision in assessing progress against the key objectives and in identifying strengths and weaknesses in pupils' attainment or in teaching.

ART

138. At the end of both key stages and in Year 7 pupils' attainment in art is below average. Pupils in Key Stages 1 and 2 do not have a sufficient range of experiences in all aspects of art. This is particularly true of their knowledge and understanding of art. Whilst pupils in Year 7 have a wide range of experiences they are insufficient to make up for the unsatisfactory range of experiences in Key Stages 1 and 2.
139. In Key Stage 1 pupils learn how image can be made using line and tone when they work with black charcoal on white paper or white chalk on black paper. At the beginning of the key stage they learn about colour and design collages made from pasta.
140. Pupils in one class at the end of Key Stage 2 have studied the style of Matisse and the work of Charles Rennie McKintosh. In one class in Year 3 and 4 pupils have worked with a local artist to design an alphabet sculpture for the park. To do this they first looked at the work of other artists such as Andy Goldsworthy, Henry Moore and Antony Gormley who all worked with natural materials. They used this to inspire and inform their own designs. Generally, however, pupils in both Key Stage 1 and 2 have insufficient opportunities to look at the work of other artists or to follow a curriculum that builds progressively on previously learnt skills. They have insufficient opportunities to extend their experience of using a wide range of media. This results in their attainment being below average.
141. Pupils in Year 7 experience a rich range of activities. They identify how visual elements are used in images when they investigate colour and texture and take rubbings of different objects. They recognise the ways in which art, craft and design reflect the time and place in which they are made when they examine the public art in their local area of Milton Keynes. They learn about the materials and methods used by artists when they work with the help of a local artist to make costumes of a high quality for the local carnival. Pupils make good progress in this class and come close to attaining the standards expected for their age. They have also worked with the local school for pupils with learning difficulties to design a hanging sculpture.
142. Throughout the school pupils with special educational needs, pupils whose first language is not English and traveller pupils are well supported and make satisfactory progress.
143. Pupils enjoy art, listen carefully to advice on how to improve their work and take pride in the finished product.
144. At the time of the last inspection the school had identified the need to produce a policy and a scheme of work. The school has been slow to respond to this need and only this term has a policy and a scheme of work been produced. The governing body has

not yet approved these. The lack of a scheme of work that supports teachers in planning work that builds on previously learned skills is the reason for the low standards of attainment.

145. Teaching is satisfactory. Teachers are supportive of pupils' efforts and move around the class giving advice and encouragement. Pupils respond well to teachers' praise and this motivates pupils' to produce work of a higher quality. Teachers use the plenary well to draw pupils' attention to the techniques that have been used by other pupils. A strength of the art curriculum is the use made of visiting artists to work with pupils in school.
146. The co-ordinator has only been appointed this year and has already produced the draft scheme of work and policy. The impact of this appointment and the newly prepared documents has still to be felt on the standards of attainment. Work in Year 7 is well supported by an art club run by the coordinator. The few pupils who attend this club are enthusiastic and enjoy activities such as tile printing and learning how to make observational drawings of a human face. The resources for art are good. Little evidence was seen during the inspection of the contribution art makes to the learning of numeracy and information technology. In art lessons pupils are encouraged to develop their speaking and listening skills as they discuss their ideas with each other.

DESIGN AND TECHNOLOGY

147. The standard of pupils' work in design and technology at the end of Key Stage 2 and in Year 7 is below that seen in other schools. At the end of Key Stage 1 it is at a similar level to that seen in other schools. At the time of the last inspection standards were judged to be below expectations at the end of both Key Stages 1 and 2. This marks an improvement in standards at Key Stage 1 but not at Key Stage 2 and Year 7.
148. At the end of Key Stage 1 pupils have had experience of working with food, textiles, card and construction kits. In preparation for making a coat for 'Joseph' after hearing the story of 'Joseph's coat of many colours', they try joining materials in a range of different ways in order to be able to make an informed choice about the techniques they will use. At the beginning of the key stage pupils practise cutting, folding and joining when they make models of playground equipment from card. They also model their designs using parts from a construction kit.
149. At the end of Key Stage 2 pupils work with interest on their designs for slippers and consider designs for different purposes and weather conditions. They are also aware that people from different cultures appreciate different styles. Their work was enriched by a visit to the local shoe museum. At the beginning of Key Stage 2 pupils design money containers. They consider whether they want their design to be fashionable or functional and consider which materials they wish to use. They think about purses they have seen and their size and the weight. Overall in Key Stage 2 pupils have had an insufficient range of experiences of making to be able to use these experiences to design with an understanding of which materials and which techniques will be the most suitable to use and this contributes to the unsatisfactory standards of attainment.
150. In Year 7 pupils experience working with a range of materials such as food, textiles and card and during the inspection were designing an oven glove. When designing pupils considered how the glove would be used and the best materials from which to

make it. They made a paper pattern that they carefully pinned onto the chosen material before cutting it out. They produce step by step plans, measure, and mark and cut accurately. The lack of a sufficient range of experiences in Key Stage 2 means that in Year 7 they are not able to attain the standards expected for their age.

151. Throughout the school pupils with special educational needs, pupils whose first language is not English and traveller pupils are well supported and make satisfactory progress.
152. Pupils have good attitudes to their design and technology work. They are enthusiastic when designing and making and remain sensible particularly when involved in practical activity such as sewing or cutting.
153. Since the last inspection a policy has been written and the exemplar scheme of the Qualifications and Curriculum Authority has been adopted. This has not yet been fully discussed by the school and at present there is no clear development of skills agreed by all members of staff. The lack of a clear scheme of work that ensures that pupils meet all aspects of the design and technology curriculum and builds on previously learned skills is the reason for low standards of attainment.
154. Teaching seen during the inspection was mostly good and one very good lesson was observed. Teachers have worked hard to develop their design and technology teaching and are aware of the requirements of design. The problem lies in their lack of confidence to allow pupils to make and especially to use hard materials such as wood or plastic and to use tools such as saws or to make models that incorporate mechanisms. There are too few opportunities for older pupils to measure accurately or to apply appropriate finishing techniques in order to produce a quality product. The impact of the teaching at Key Stage 2 is, therefore, unsatisfactory. Teachers encourage pupils to develop their literacy skills in design and technology lessons through encouraging them to talk about what they are doing and the process. The subject makes a limited contribution to the development of numeracy skills when pupils measure. Year 2 pupils used computers to design a pattern for 'Joseph's' coat but otherwise the use of information technology in design and technology is still underdeveloped.
155. The co-ordinators have not had any training in design and technology and at present lack the confidence to take the subject forward. There are plans to address this next term. There are not yet any agreed systems for assessing and recording pupils' progress.

GEOGRAPHY

156. At the last inspection standards of attainment were below those expected nationally. There were good guidelines, but staff were not aware of the need for continuity in developing knowledge and skills. There is a satisfactory improvement in the continuity of learning both across key stages and year groupings. Throughout the school standards of attainment overall are similar to those seen in other schools.
157. At the end of Key Stage 1 pupils understand a plan. Many show that they can relate plans and pictures and they describe, using geographical skills, their local environment such as their home and public buildings. Some pupils are able to construct a bar graph to interpret their results of a survey of car parking in their local area. They identify the features of a seaside resort.

158. At the end of Key Stage 2, pupils identify a location on a simple plan and in Key Stage 3; some pupils are competent reading maps with a great degree of accuracy. Pupils in Key Stage 2 compare and contrast different localities such as Cumbria and Buckinghamshire or Woughton Green and Milton Keynes to find differences and similarities. They examine contrasting features. This builds knowledge and skills to enable the pupils at Key Stage 3 to study the development of networks of human communication and the limitations imposed by natural features, human needs, and environmental concerns. They develop skills and acquire knowledge that shows the curriculum provides a satisfactory range of learning opportunities.
159. Throughout the school pupils with special educational needs, pupils whose first language is not English and traveller pupils are well supported and make satisfactory progress.
160. Most pupils have responsible attitudes to the subject and enjoy the activities. They work well and produce neat, careful work. They work sensibly in discussion groups and help each other. For instance, Year 7 pupils followed the teacher's explanations carefully about high and low density, and from discussion were able to offer views about their own area and others in the city.
161. In the two lessons observed the teaching was very good in one lesson, satisfactory in another. The teaching was very good when expectations of pupils were very high, pupils were well controlled and established rules of behaviour were insisted upon. The teacher's knowledge of the subject was good and work was well planned and met the needs of all abilities. The quality of marking that informs pupils about their success in learning and about the next steps in learning is satisfactory overall, and good at the upper end of the school.
162. The subject co-ordinators lead the subject well. They monitor pupils' work and check teachers' medium and long term planning. A nationally produced scheme of work that complies with the requirements of the National Curriculum is being put in place. It provides continuity in learning. However there is a lack of clarity about targets for improvement in geography and how these link to the school development plan. This subject supports the pupils' learning in literacy well and the use of information technology to support learning is a positive feature of the co-ordinators' input.

HISTORY

163. Only one lesson was seen in each key stage but other sources of evidence indicate that standards in Key Stage 1 and Key Stage 2 have improved since the last inspection and are now similar to those seen in other schools. Year 7 pupils are achieving satisfactory standards similar to those achieved by pupils nationally.
164. In Key Stage 1, pupils are developing an understanding of the differences between then and now. They can see similarities and differences in holidays in the past and present and construct a simple time line of holidays in the year. Most can identify differences between old and modern teddy bears. They know about famous people in the past such as Florence Nightingale and can sequence events in her life. Many can compare conditions in soldiers' hospitals before and after her work.
165. Pupils at the end of Key Stage 2 compare and contrast life in Ancient Greece and Sparta and show a sound understanding of the differences of the two cultures. They are beginning to understand the importance of these cultures' influence on the way we

live today. They learn about every day life, schools, and, theatre and show understanding in comparing and contrasting this with life today. Higher attaining pupils show good knowledge and understanding of many aspects of Greek culture and myth. Pupils at the beginning of the key stage show that they know about and understand the problems faced by evacuee children during world war two and their writing shows that they can empathise with their situation. They make good use of a variety of historical sources such as ration books and the BBC World War 2 website. In Year 7 pupils build on their skills and knowledge to produce more analytical work. Many can understand why systems of transport were different then and now. They draw conclusions from evidence about the Black Death and its consequences, and compare and contrast attitudes to health and hygiene then and now.

166. Pupils in the lessons seen were keen to use reference material, to ask questions and to offer their ideas. They are able to appreciate the development of dress for seaside bathing to the present day and were amused by the style in Edwardian times. Older pupils used materials with care and sound progress is seen in their ability to use historical sources. Most present their work neatly and carefully.
167. At the time of the last inspection attainment in the subject was below average. In Key Stage 1 pupils learned through topics. In the rest of the school history was taught as a separate subject. The National Curriculum programme of study was not fully implemented and assessment opportunities were not used to plan for progression in learning. The curriculum now covers all elements of the National Curriculum and there is good progression in learning and continuity between all key stages. This is an improvement since the last inspection. However, the level of assessment to evaluate the impact of teaching is not sufficiently improved.
168. Only three lessons were observed which is insufficient to make an overall judgement on the quality of teaching. One lesson was unsatisfactory. One good and one very good lesson were seen. In these lessons, teachers effectively recalled earlier work to support understanding. Good subject knowledge supported the best teaching and work was planned so that all abilities were challenged. In the unsatisfactory lesson work was not well matched to abilities, pupils were not well controlled, and the pace and organisation was unsatisfactory. Pupils develop important historical concepts such as chronology, change and continuity. Overall, pupils' develop relevant study skills. This was seen clearly in the topics of "Ancient Greeks" and "The Indus Valley" at the end of Key Stage 2. Teachers' support of pupils with special educational needs is always at least satisfactory and sometimes good. Pupils whose first language is not English and traveller pupils are well supported and make satisfactory progress.
169. The co-ordinators manage the subject and its resources very well. They examine pupils' work across both key stages to ensure that they cover all the required work and develop their skills appropriately. The school is preparing to adopt the nationally produced scheme of work but have not yet used the key objectives for learning contained within it, to assess areas of strength and weakness in learning. Overall, the subject supports literacy well and this is strength. There are good links with geography. The contribution to learning made by information technology is improving and where in place is effective in promoting learning. There is limited support for the subject in the use of visits to places such as museums, and useful artefacts to stimulate pupils' interest in learning are in short supply.

INFORMATION TECHNOLOGY

170. Pupils at the end of Key Stage 1 and Key Stage 2 and in Year 7 attain standards that are below those expected for pupils of their age. Until recently pupils did not have sufficient experience of information and communications technology because of lack of teacher expertise in some classes and lack of facilities. The school has benefited from the provision of the National Grid for Learning. It is now satisfactorily resourced with computers and has access to the Internet. This has had a significant impact on the raising of standards throughout the school. All pupils are timetabled to have regular access to computers and can practise new skills throughout the lesson. However, pupils in Year 7 and at the end of Key Stages 1 and 2 have not had enough consistent teaching in the past for them to catch up to the expected level of knowledge and understanding in information and communications technology.
171. Pupils at the end of Key Stage 1 use a range of tools and create patterns of different colours. They can open a programme, control the pen and use the flood tool to create colour. They understand that work can be saved onto a disk and are beginning to understand how they can do this. Their skills in word processing and their use of computers to explore real or imaginary situations are underdeveloped.
172. In Year 7 and at the end of Key Stage 2 pupils are becoming familiar with the Internet. Most pupils are developing and using appropriate computer language. Less able pupils are learning to align text to left and right. Most can use the computer for word processing and can change the size, style and colour of the font to suit the purpose of the text and can edit and save their work to disk. There are examples in the school hall of work done by pupils carefully selecting clip art pictures to match their text. The typing skills of Year 3 and Year 4 pupils vary and some are not yet confident in editing their work when word processing. Many take a long time to type in text and this limits their output in the allocated time that they have on a computer. Pupils have a good understanding of the uses and implications of information and communications technology in the world around them. Pupils in Years 5, 6 and 7 have received and sent e-mails to pupils in other schools. They have a good knowledge of the Internet and are learning how to use search engines effectively. However they have had insufficient opportunities to use computers to collect and access information or to use information technology to explore patterns and relationships.
173. Pupils with special educational needs, pupils whose first language is not English and traveller pupils are well supported and make progress at the same rate as other pupils.
174. Pupils enjoy the subject and are keen to learn. They work well both individually and in pairs. They behave well, take turns and help each other. Pupils are interested in their work and can concentrate for a good length of time when they have the right level of support. They are developing confidence in their abilities.
175. The last report stated that the school needed to update the computer equipment in school and ensure regular access to computers for all pupils in Key Stage 1. This situation has been rectified. It was also suggested that the school needed to decide how the application of information technology could be used to support the development of literacy. This is an area the school still needs to address.
176. In most lessons seen the quality of teaching is good. Teachers are developing a good understanding of the subject and use the computer suite effectively during class lessons. The management of pupils is satisfactory. Work is well planned and matched to pupils' prior attainment. In all lessons seen pupils were making at least

satisfactory and often good progress. Teachers explain the processes clearly and give the pupils good support.

177. Pupils are beginning to use their skills in information technology to complement other subjects. They use CD-ROMs to support history and geography. Their contact with other schools through the Internet enables them to write for a purpose. They use databases to display scientific information. The subject contributes to pupils' personal development as they form constructive relationships when working in pairs.
178. The co-ordinator provides good leadership for the subject and supports colleagues well. She is available for them at lunchtimes and at an evening session. She has no non-contact time to carry out her role. She monitors the subject by collecting samples of pupils' work, looking at planning and by scanning and printing off disks. The co-ordinator has the necessary technical knowledge to help staff when they experience difficulties with computers. Until the recent acquisition of computers and the setting up of a computer suite the work done in information technology was under developed throughout the school. The co-ordinator has selected relevant sections of the exemplar scheme of the Qualifications and Curriculum Authority that will be most beneficial for pupils, taking into account the stage at which they are presently.
179. There are few examples of pupils' efforts in information technology displayed around the school to raise the profile of the subject and no opportunities for pupils to use the facilities at times other than in class lessons. The contribution information technology could make to the development of both literacy and numeracy skills is still underdeveloped as is its use in supporting other subjects of the curriculum.

MODERN FOREIGN LANGUAGES

180. French is taught in Year 7. Only one lesson was seen. Pupils' previous work was scrutinised. The standard of work is commensurate with that expected of pupils of this age just beginning to learn a foreign language and progress is satisfactory for all pupils including those with special educational needs, who have English as an additional language and for traveller pupils. In written work pupils use a wide range of vocabulary and phrases, covering numbers and dates; months of the year and time; the weather; colour and clothes; houses and furniture.
181. Pupils thoroughly enjoy the lessons, especially those with special educational needs because every pupil is starting from the beginning. They show pride in their written work by careful neat presentation. The majority of pupils lack confidence in speaking French but the teacher works extremely hard to encourage and increase it.
182. The quality of teaching in the one lesson observed was very good. The teacher confidently used the language nearly the whole of the lesson and used dramatic actions to help pupils understand the meanings. The lesson observed moved at a very good pace and had a very good variety of activities to keep pupils' interest. The highlight of the lesson was the dramatisation of a café scene, which pupils actively joined in. The activity built upon and extended pupils' learning and laid the foundation for further confidence building. However, the system of assessment is inconsistent and it is not possible to match work to individual pupil needs.
183. There have been improvements since the last inspection. The co-ordinator has improved her own skills in the subject. The pupils had the advantage of having a French assistant for a number of weeks recently. They were able to talk to her in

small groups. The co-ordinator attends liaison meetings at the local secondary school. A new scheme of work originated from these meetings which the school has adopted whole-heartedly, ensuring a smooth transition for pupils when they move from Year 7 to Year 8.

184. The co-ordinator makes many of her own resources which are effective in supporting pupils' learning. There are no information technology resources to support the development of pupils' speaking skills and pronunciation. Links to the development of pupils' literacy skills are made as pupils compare another language with their own. Links to the development of numeracy skills are made where possible, for example in counting.

MUSIC

185. Standards by the end of Key Stage 1 are below those expected nationally. There is insufficient evidence to make a judgement by the end of Key Stage 2. Attainment in Year 7 is similar to that expected of pupils of the same age. Throughout the school, pupils' attitudes and responses to music are mostly good. They are unsatisfactory in one of the Key Stage 2 classes with a high number of lower attaining pupils who have difficulty in sustaining their concentration.
186. By the end of Key Stage 1, pupils are developing listening skills. They follow the teacher's instructions and listen well most of the time. They try to listen carefully but find it difficult to count or clap the beats correctly either in time to the rhythm of words or in time to music. Pupils hear changes of sound and understand that percussion instruments make different sounds.
187. Progress is just satisfactory in Key Stages 1 and 2 given the low level of attainment on entry. In all three key stages pupils enjoy singing and make good attempts at singing tunefully. This is reflected in assemblies. In Key Stage 1 pupils like to listen to music and are interested in making sounds to illustrate a narrative story. In Key Stage 2, lower attaining pupils are only interested in singing and make little effort because other activities are above their level of understanding and do not match their needs. In Key Stage 3 pupils make very good progress. They learn further technical and appropriate language. Their listening and discriminatory skills and knowledge of musical concepts develop well. They contrast hymns and rounds and analyse the effect of tunes on themselves.
188. The quality of teaching in Key Stages 1 and 2 is satisfactory and in Key Stage 3 is good. In more effective lessons teachers have imaginative ideas to promote learning and keep pupils interest. In the good lesson in Key Stage 2 the pace and rigour of the lesson motivated pupils to sustain their concentration. In less effective lessons management of pupils is unsatisfactory because activities are not linked to their needs and do not build on their prior attainment or because there is insufficient support in classes with a large number of lower attaining pupils and pupils with special educational needs. Occasionally the preparation of resources and electrical equipment is insufficient to ensure a smooth running lesson. Pupils with special educational needs, pupils whose first language is not English and traveller pupils make progress at the same rate as other pupils.
189. There have been few improvements since the last inspection. At the time of the last inspection the school's music policy was due for review. The policy is still in draft form awaiting ratification by the governing body. A scheme of work has been

introduced but is insufficiently developed to support teachers and to ensure a depth and breadth of curriculum. This is affecting the standards pupils attain at the end of Key Stage 1. The co-ordinator now monitors planning but has no opportunity to monitor the quality of teaching in the school. This was highlighted in the previous report. Members of staff in Key Stage 1 have received support in the form of in-service training but the impact of this has not yet been felt. The number of pupils receiving lessons from visiting specialist teachers has increased since the last inspection. Parents are not required to pay for lessons or instruments. These are supplied from the school budget. There is a choir with both boys and girls, which meets once a week after school. The choir has a positive impact on pupils' attitudes to singing and on their skills. It helps to build links with the local community by singing in the hospital at Christmas and in a residential home for the elderly and contributes to the pupils' social development.

190. The music room is very useful and well set out. Teachers sometimes however, prefer to remain in their own classrooms for music lessons and so the room is not used to its maximum potential. Resources have been improved since the last inspection. There are more instruments relevant to other cultures than previously. Resources are unsatisfactory, however, because there are no tuned electrical instruments such as those found in many schools and other tuned instruments are becoming shabby. There are few opportunities to develop literacy and numeracy or skills in information technology within music lessons.

PHYSICAL EDUCATION

191. During the inspection outdoor games and outdoor adventurous activities were observed. The school covers other aspects of physical education as required but were not planned at this time of the year. The school takes pupils swimming in Year 3.
192. Standards in physical education are average by the end of Key Stage 1 and 2 and progress is satisfactory. At the end of Key Stage 1, standards in games and orienteering are above those expected for pupils of this age. There is insufficient evidence to make a judgement at Key Stage 3.
193. By the end of Key Stage 1, pupils in Year 2 have learnt to work in teams and have high standards of co-operation. They take part competitively with the right team spirit; solve the problem of planning and negotiating an obstacle course. By the end of Key Stage 2, pupils sustain energetic activity over an appropriate period of time. They use equipment for games or adventurous activities safely. They work at developing skills to solve physical challenges and to work as part of team. Whilst playing games they practise and refine skills such as how to throw a rugby ball correctly for tagging and learn the correct terminology for skills and equipment.
194. In Key Stage 1, pupils develop a good awareness of space and body control. They can travel around a limited space such as the school hall in different ways and without bumping into each other. In Key Stage 2, pupils develop and improve their skills in sending, receiving, and travelling with a ball in preparation for small games. Throughout the school pupils with special educational needs, pupils whose first language is not English and traveller pupils are well supported and make satisfactory progress.

195. Pupils' attitudes to physical education are mostly satisfactory although in one lesson at the beginning of Key Stage 2 pupils' attitudes were unsatisfactory. In this lesson the teachers' expectations were low and pupils were not well motivated to learn. In the excellent lesson in Key Stage 1 pupils' attitudes were good and they were well motivated to cooperate and learn.
196. Teaching is mostly satisfactory and one excellent lesson was seen in Key Stage 1. In the excellent lesson the teacher's enthusiasm motivated the pupils well. The lesson was very well structured and well planned and the pupils were given the correct amount of challenge to develop their skills further. In the other lessons the teachers were less enthusiastic and failed to motivate the pupils effectively.
197. The school is in the process of developing a scheme of work based upon the national scheme of work. There is a draft policy which is awaiting approval by the governing body. This is a very similar position to the one outlined during the previous inspection. The co-ordinators monitor planning but have no opportunity to monitor teaching. The co-ordinators are trying quite rightly trying to raise the profile of physical education in the school but extra-curricular activities are weak. This was highlighted in the previous report. There are efforts to raise pupils' interest in sport. Pupils at the end of Key Stage 2 have been taken a national hockey stadium and watched an international match. There are good links with a local football club and the co-ordinators run a netball club after school. However, the school's links with other local schools are weak. The school is not involved in regular inter-school competitive sports and games. The subject is not one that easily provides opportunities to develop literacy, numeracy or skills in information technology.

RELIGIOUS EDUCATION

198. At the end of both key stages and in Year 7 pupils' attainment is in line with the expectations of the locally agreed syllabus. The previous inspection reported that pupils were given good opportunities to develop an interest in religious education, and the subject made an important contribution to their personal development. This situation has been maintained.
199. By the end of key stage 1, pupils understand the concept of belonging when they discuss the various groups of which they are members. Their understanding was developed when one pupil who is a Muslim showed a picture of the mosque he attends and when a Church of England vicar visited Year 2 to tell them about Christianity. Pupils developed their understanding further when they asked him a range of questions. They experienced a strong spiritual element when the vicar described the importance of God to him and his family. All pupils understand the Christian belief that God loves everyone, and have studied the concept of hope and forgiveness. Pupils in Years 3 and 4 study people who care for the environment. They discuss their 'ideal world' sensitively, and suggest that there should be 'no bullies' and 'no more poor people'. In Year 5 and 6, pupils consider leadership, and hold lively, interesting discussions when debating the key qualities of a leader. They describe a person they respect, and support their choices with good reasons. They do not always understand the particular qualities associated with people of faith communities. Year 6 pupils show an appreciation of the world around them, and study the way charity organisations put religious values into practice when they care for people in need. Pupils in Year 7 widen their studies to consider moral issues, and elements common to all major world religions such as prayer, pilgrimage, symbolism, art and music. Pupils produce lengthy, well written responses that show careful

thought and consideration of the issues. All pupils with special educational needs participate fully, with tasks suited to their levels of experience, and make satisfactory progress. Pupils whose first language is not English and traveller pupils are well supported and make satisfactory progress. Discussions add to pupil's skills of speaking and listening. Pupils work on the computer to extend their learning, using a CD Rom and the Internet.

200. Pupils' attitudes to religious education are satisfactory. Some show a curiosity about religion and want to know about the different beliefs people have. This was seen when pupils listened with interest to a visiting vicar who told them about his own and his family's belief in God. Most pupils become involved when asked to think about religious and moral issues, for example when Years 3 and 4 thought about examples of good elements in the world.
201. Teaching is satisfactory. Teachers show secure knowledge of the subject, and lesson objectives are linked to the syllabus. Pupils respond well to the teachers' calm, sensitive manner and good use of questions to draw out ideas and answers. Pupils respond well when the teachers encourage them to think and this helps them recall what they have learnt in the lesson and in previous lessons. However, teachers do not always take opportunity to draw out the religious element of the lessons and the teaching objectives are not always fully met. For example, when pupils in Years 5 and 6 were thinking about the qualities of leadership the lesson objectives that pupils learn about the role religious leaders play in every day life were not fully discussed and pupils did not fully understand the particular qualities associated with people of faith.
202. Since the last inspection another co-ordinator has been appointed to support the original co-ordinator. A new policy has been written but this has yet to be approved by governors and its impact on standards has still to be felt. The two co-ordinators, for Key Stage 1 and Key Stage 2/3, acknowledge the need to increase the range of artefacts to support pupil's knowledge and understanding of major world religions.