

INSPECTION REPORT

LAWNSIDE LOWER SCHOOL

Biggleswade

LEA area: Bedfordshire

Unique reference number: 109500

Headteacher: Mrs Carla Goodall

Reporting inspector: Natalie Moss

22685

Dates of inspection: 14th – 17th January 2002

Inspection number: 194176

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Lower
School category:	Community
Age range of pupils:	5 to 9
Gender of pupils:	Mixed
School address:	Lawnside Biggleswade Bedfordshire
Postcode:	SG18 0LX
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr E. Ferris-Brown
Date of previous inspection:	6 th May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22685	N. Moss	Registered inspector	Geography History Provision for pupils with English as an additional language Equality of opportunity	Information about the school The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
9039	B. Eyre	Lay inspector	Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?	
12326	P. Cameron	Team inspector	Science Information and communication technology Design and technology Physical education	How good are the curricular and other opportunities offered to pupils?
2229	D. Hansen	Team inspector	Areas of learning for children in the foundation stage	
20516	C. Kennally	Team inspector	Mathematics Art and design Music	How well is the school led and managed?
4351	J. Strickland	Team inspector	English Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lawnside Lower School has 264 pupils between the ages of five and nine on roll, which is about the same as other primary schools. The majority of the pupils come from white family backgrounds and only a small minority of 0.4 per cent speak English as an additional language. No pupils are at an early stage of language development. The school is situated near the centre of Biggleswade and pupils come from a mixture of owner occupied, rented and local authority housing. Both the town and the school are rapidly increasing in size because of current growth in the area. About ten per cent of pupils are eligible for free school meals, a figure which has recently lessened and which is broadly in line with the national average. The percentage of pupils who have special educational needs is broadly in line with the national figure and the percentage of those with statements of special educational needs is below the national average. A significant number of pupils enter the school or leave at other than the normal entry or leaving times. This mobility has increased considerably during recent years because of movement in and out of the area. Most pupils join the school from the adjacent nursery. Attainment on entry is overall broadly average. Space is at a premium in the school, due to rising numbers in the area and the popularity of the school.

HOW GOOD THE SCHOOL IS

This is a school with significant strengths. Teaching in the reception class and in Years 1 and 2 is good and this leads to good achievement by the majority of pupils by the age of seven. Standards are at least average in all subjects by the time pupils reach age seven, though they are not as high in Years 3 and 4. Pupils have good attitudes towards their work and behave very well. Learning in classrooms in reception and Years 1 and 2 is also good and it is satisfactory for extra-curricular activities. The school provides a broad, balanced and relevant curriculum, particularly in reception and Years 1 and 2, which enhances learning effectively. The school's management is satisfactory overall, though the monitoring roles of subject co-ordinators are not fully developed. Overall, the school provides satisfactory value for money.

What the school does well

- Provides good teaching in reception and Years 1 and 2, leading to effective learning by the pupils in these classes;
- Ensures children make a good start to their education in their reception year;
- Promotes very good standards of behaviour;
- Successfully establishes a positive atmosphere for learning, fosters very good attitudes in pupils and provides them with good opportunities for personal development, particularly moral and social;
- Ensures very good relationships within the school;
- Has established very good, productive links with parents and the community.

What could be improved

- The quality of teaching for Years 3 and 4;
- Ensuring that subject co-ordinators develop their responsibilities for monitoring and evaluating teaching and learning in their areas so that standards may be raised further;
- Ensuring that good procedures for assessment and marking of pupils' work are implemented consistently by all teachers;
- Providing improved facilities for outdoor and creative play for children in reception.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress in addressing the issues raised in the last inspection report in 1997. Standards in mathematics have risen well through the introduction of new teaching methods in numeracy, which ensure steady progress. The links between assessment and planning have been strengthened, by the use of a whole school approach to procedures for assessment and the use of the analysis of data to aid the planning of future work and strategies for raising standards, especially in Key Stage 1. Marking, however, is still not consistently carried out in a constructive manner across the school so that pupils are clear on how they can improve. Teaching time now complies with government recommendations, number work in mathematics and science lessons have been given an increased percentage of time and there is little wasted time at the start of the day or at breaktimes. There is a regular act of collective worship. The use of information and communication technology (ICT) across the curriculum has been well developed and staff have been trained to teach it successfully. There are now schemes of work for every subject, which enable clear progress to be made throughout the school. There has been an increase in the amount of monitoring of teaching by the headteacher, though not by subject co-ordinators, who are not fully realising their roles of responsibility for subjects across the curriculum by regular sampling and monitoring of pupils' work and the results of teaching. Standards are similar to those confirmed during the previous inspection, although there have been improvements in certain areas, such as reading and mathematics in Years 1 and 2 and in ICT. Progress of pupils with special educational needs is now better in Years 1 and 2 than at the previous inspection. In the light of this, the school is in a good position to make further improvements,

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	E	C	C	C
writing	E	B	B	B
mathematics	E*	D	B	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards for the pupils in Years 1 and 2 are at average levels in most subjects. The national test results in 2001 showed standards to be average in reading and above average in writing and mathematics. Current Year 2 pupils are reaching similar standards in reading and average standards in writing and mathematics, but there has been significant improvement in mathematics. These achievements show pupils making good progress overall within the school. Children begin the Foundation Stage with average standards overall. Learning is good, especially in literacy and numeracy. Many are ready to start the National Curriculum early, having achieved the required 'stepping stones' in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development, but not in physical development, by the time they enter Year 1.

Standards by the age of seven in art and design and music are good. Standards in design and technology, geography, history, ICT, physical education and religious education are average. Pupils achieve well in all these subjects. Standards meet average levels by the age of nine in all subjects.

Standards for nine year olds, tested by the school and by teachers' assessments, are average in English, mathematics and science. Pupils in Years 3 and 4 do not progress as well as those in Years 1 and 2, Inspectors found that standards by the age of nine are broadly average for English, mathematics and science, with few attaining at a higher level.

Achievement by pupils with special educational needs is good in Years 1 and 2 and sound in Years 3 and 4. The progress made by the very few pupils for whom English as an additional language is satisfactory. The school has not identified gifted and talented pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are happy, work with interest and concentrate well on learning.
Behaviour, in and out of classrooms	Very good. Pupils show respect for one another and mix well in a harmonious atmosphere. There were very few exclusions last year.
Personal development and relationships	Good. Pupils develop very good levels of personal responsibility. Relationships are very good throughout the school and lead to co-operative and collaborative learning in classrooms.
Attendance	Satisfactory. Broadly in line with the national average with a lower than usual level of unauthorised absence. Punctuality is generally good.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Good	Good	Satisfactory

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.

Teaching is satisfactory overall. In the Foundation Stage, teaching is good. There is a strong focus on developing the skills for all children in all areas of learning which enables them to make a very good start to their education. Teaching up to the age of seven is good overall, but with some very good features. The best lessons enable pupils of different abilities to make equally good progress through good planning which matches work appropriately to their needs. In Years 3 and 4, teaching is generally satisfactory, with significant weaknesses. Teachers do not always plan sufficient opportunities for pupils to undertake their own research and investigation. Lessons are not always thoroughly planned and prepared to take account of the different levels at which pupils are working. This prevents pupils in Year 3 and Year 4 from making better progress, since the work does not always match their needs. Less successful teaching in these years is often the result of too low expectations of pupils, lack of variety and challenge in teaching methods and lack of pace. Marking is often lacking in constructive comment. However, in these and all other lessons, pupils are well managed and well behaved.

The new literacy strategy has been effectively implemented in Key Stage 1 but not in Key Stage 2. The teaching of numeracy is good and is successfully extended in other areas of the curriculum, such as design and technology and science. The teaching of ICT skills is consistently sound across the school and teachers are making the best use of computers in their classrooms to raise standards. Pupils with special educational needs are supported well and make good progress in Years 1 and 2, but their learning needs are not always adequately met in Years 3 and 4. Pupils for whom English is an additional language are supported satisfactorily in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum meets requirements and is designed throughout in Years 1 and 2 to ensure that pupils make good progress in learning. In Years 3 and 4, its design and breadth are sometimes unsatisfactory, through lack of opportunities offered in planning. There is a satisfactory amount of extra-curricular activities.
Provision for pupils with special educational needs	Provision is satisfactory overall. It is good in Years 1 and 2 and satisfactory in Years 3 and 4. Those pupils on the school's register generally receive good support and make appropriate progress.
Provision for pupils with English as an additional language	Satisfactory. The few pupils in the school in need of additional help are effectively supported and take a full and active part in all lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, with very good provision for moral and social development. This leads to very good levels of responsibility in pupils and a trusting and mature atmosphere within the school.
How well the school cares for its pupils	Good care and welfare procedures are in place, particularly for promoting good behaviour and pupils' personal development. Overall assessment of pupils' attainment is done satisfactorily, but insufficient information is gathered on the rate at which pupils progress and achieve in individual subjects.
How well does the school work in partnership with parents	Good links exist with parents and carers who make a very positive contribution to pupils' learning. Parents are made welcome in the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The leadership by the headteacher and senior management ensures the school is continuing to improve. The role of co-ordinators in helping to raise standards in their own subjects is insufficiently developed.
How well the governors fulfil their responsibilities	Governors are very supportive of the school and they carry out their statutory duties well, but the role of governors is unsatisfactory in that they do not always have sufficient knowledge and understanding of the curriculum of the school to help in shaping its development and to ensure the raising of standards.
The school's evaluation of its performance	Unsatisfactory. Although the school does much to appraise its own performance, not all areas of the school's management, particularly the subject co-ordinators, have a clear view of its strengths and weaknesses.
The strategic use of resources	Good overall. The school uses its accommodation to good advantage. Resources are used well in all subjects, including ICT. Great care is taken to ensure that spending decisions are fully evaluated and that best value for money is obtained wherever possible.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • children enjoy coming to school and make good progress; • behaviour is very good; • teaching is good and staff are approachable over questions or problems; • the school has high expectations of children; • the school works closely with parents; • children are helped to become mature and responsible adults; • the school is well led and managed. 	<ul style="list-style-type: none"> • better information on how children are progressing, especially in the form of consultation evenings; • the number of out of school activities provided by the school.

The inspectors endorse many of these positive views of parents. Information on pupils' progress was judged to be satisfactory. However, annual reports to parents do not set targets for future learning and parents are not kept consistently aware of what their children are studying and of how they can help them. The leadership of the school would benefit from the further development of the roles of subject co-ordinators and more thorough evaluation of teaching. The range of out of school activities offered is of a satisfactory level.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the Foundation Stage with broadly average standards of attainment. They learn well and make good progress, particularly in literacy and numeracy. By the time they are ready to enter Year 1, most have achieved the goals expected of them by this age.

2. In 2001, in reading, pupils' scores in the national tests for seven-year-olds matched the national average and that seen in similar schools. In writing and mathematics, they were above both the national average and that for similar schools. These results follow a pattern set in the previous three years where reading has risen to close to the national average, has, with a little fluctuation, remained above average in writing and has risen to well above the national average in mathematics. However, at the time of the previous inspection, standards were in line with the national average in reading and writing and below it in mathematics. In all three subjects, the proportion of pupils attaining the higher than expected level was above average. Teachers' assessments for seven-year-olds in science showed results of well below average for the expected level, but well above average for the higher than expected level. In most of the past few years, boys and girls have reached roughly equal standards. The findings of the inspection are that at the age of seven:

- attainment in English, mathematics and science is in line with national averages;
- there is little difference between the attainment of boys and girls;
- there has been a generally rising trend in science and mathematics, while English has remained at a level close to, and sometimes above, the national average.

3. Standards by the age of nine, tested by the school's use of optional national tests for this age group and by teachers' assessments, are average in English, mathematics and science. Pupils in Years 3 and 4 do not progress as well as those in Years 1 and 2. Inspectors found that standards are broadly average for English, mathematics and science, with few attaining at a higher level. Evidence also indicates that more able pupils are sometimes insufficiently challenged.

4. When pupils enter Year 1, their attainment is average overall, though there is a wide range of ability. By the age of seven, attainment is at least in line with average expectation in most aspects of English, mainly due to the effects in the last three years of the National Literacy Strategy and the intervention and booster classes the school has put in place. Attainment in mathematics is also average and has improved greatly because of the effort and focus given to the subject by the school. Attainment in science is satisfactory and is steadily improving, with the use of investigative work and clear schemes of work. Progress in these subjects is good. Progress in art and design and in music is good, because of the school's commitment to and enthusiasm for pupils' cultural development, while progress in design and technology, geography, history, ICT, physical education and religious education is satisfactory and attainment is in line with national expectation.

5. By the age of nine, standards reached by pupils in English, mathematics and science are average. Levels of attainment are also average in art and design, design and technology, geography, history, ICT, music, physical education and religious education. Overall, though, progress is not as good as in Key Stage 1 and is insufficiently rapid in most subjects. There is also some underachievement in the development of specific skills, often as a result of planning in topic form, rather than by a continuous scheme of work, which sometimes leaves too little scope for pupils to develop their own independent research skills.

6. Provision for special needs was good at the last inspection. It is now satisfactory overall. Whilst remaining good in Reception and Key Stage 1, inconsistencies at Key Stage 2 means that provision for this age group are satisfactory. Pupils with special needs attain well make good progress in Reception and Key Stage 1, particularly in mathematics. They are well supported by clearly taught concepts and activities which are well matched to their needs. In Key Stage 2, although progress is satisfactory overall in Years 3 and 4, progress is not as rapid as it might be in some classes and subjects. This happens where identified needs and targets for learning are not sufficiently precise, activities are not well matched to pupils' prior knowledge and teachers' questioning and tasks do not sufficiently involve and challenge pupils. Some pupils, however, continue to make good progress. For example, good support for a visually impaired pupil in Year 4 is enabling him to make good progress. He is learning to use a laptop effectively to record his work and appropriate resources enable him to participate effectively in lessons. In some subjects, such as music and physical education, teachers include all pupils effectively in activities and pupils with special needs achieve well in these lessons. The progress made by the very few pupils for whom English as an additional language is satisfactory.

7. Positive contributions to pupils' achievements are made by the effective ways in which literacy and personal development and citizenship are integrated into their work in other subjects.

8. Since the previous inspection in 1997, with the exception of writing, which has remained at generally the same level, standards have improved overall by the age of seven in reading and in mathematics. However, the lack of definition of the roles of subject co-ordinators, with consequent lack of monitoring and evaluation of subjects, is holding back the school's capacity to improve standards of attainment more rapidly in all subjects.

Pupils' attitudes, values and personal development

9. The attitudes of the pupils to their learning and their behaviour are very good. Their personal development is good and their attendance is satisfactory. Pupils are well motivated. They show a high level of interest in their lessons and they respond very well to the praise and encouragement they receive from the staff. They co-operate well with each other and take pleasure in each other's success.

10. When pupils are engaged in conversation they are able to speak confidently. They are always ready to explain what they are doing in their lessons and to describe the school's routines. However, they do not always have sufficient opportunity in lessons to respond to open questions posed by teachers. Consequently, their ability to apply reasoning skills to their answers is not well developed. Shy pupils are encouraged to develop their confidence and teachers are usually careful to engage all pupils in class activities. Most understand that they must wait patiently whilst their colleagues answer questions.

11. Standards of behaviour are very good. Rules on display are clear and easy to understand and rewards and praise are used effectively to create a harmonious environment. The majority of teachers implement routine procedures well and pupils' shortcomings are reviewed in a constructive manner. Pupils are co-operative and helpful, reminding one another of what constitutes acceptable behaviour. They know that the inappropriate behaviour of one pupil often affects the work of all. Discussions with parents confirm that they approve of the standards of behaviour the school promotes. They believe that incidents of inappropriate behaviour are dealt with fairly and reflect the high expectations promoted by the teachers. Inspection evidence is that there are few problems of behaviour, because of the level of support and guidance pupils receive. There have been very few exclusions in recent years.

12. Pupil's personal development is good. Teachers and other adults in the school all attach high importance to the welfare of the pupils and they care for them very well. There are, though, not always enough planned opportunities for the pupils to explore relationships and feelings, for example, through quiet periods of reflection in classes or through class debates. Pupils would benefit from more opportunities to increase their understanding of their own and other cultures, or to develop thought and respect for the environment.

13. Attendance is satisfactory and the amount of unauthorised absence is close to the national average. This is similar to the position when the last inspection took place. Lessons commence on time and there are few punctuality problems. The school records the reasons for absence well and this has a positive effect on attendance levels. Some teachers encourage conversation whilst marking their registers and this creates a harmonious beginning to the school day.

14. Parents commented that there are few out- of- lesson activities organised by the teachers, although this, in part, is compensated for by a locally established cluster arrangement, where the school has successfully secured additional funding to meet the needs of the locality. Inspectors agree that this is the case, but also note that the young age of the children makes after school activities difficult to organise because of the need for them to be collected at the end of the school day.

15. Adults in the school present caring and supportive role models who show genuine affection and interest in the welfare and educational progress of the pupils. This includes being alert to the needs of individuals who arrive at varying times during the school year and the support they receive means that they are quickly integrated into the daily routines.

16. Pupils with special needs flourish in the positive and supportive ethos of the school. Pupils try hard and are eager to participate. They take care with their presentation and with the resources they use. Very little poor behaviour was seen and attention was quickly re-established by teachers' constructive responses and by the positive influence of peers. Expectations are high and routines are clear which lead to pupils developing independence and good work habits. Good behaviour and relationships with staff and other pupils extend to the playground where pupils cooperate well with one another. The organisation, groupings and provision for pupils with special needs has a positive impact on their learning and their progress closely matches that of their colleagues. This represents an improvement since the last inspection. The few pupils for whom English is an additional language also prosper through the care and attention of their teachers.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching is satisfactory overall in the school. Over half of all lessons were judged as at least very good or better. In the Foundation Stage and in Key Stage 1 it is good, but there is significant unsatisfactory teaching in Key Stage 2.

18. The strengths in teaching and learning in Key Stage 1 are:

- teachers' good knowledge and understanding and their teaching of basic skills, especially in literacy and numeracy, are effective;
- high expectations of pupils by teachers offer challenge and stimulation to pupils;
- good teaching methods that allow pupils the freedom under teacher's direction to learn independently;
- very effective management of classes so that no time is lost and pupils are kept busy and interested;
- very good use of time and resources to widen pupils' learning experiences.

19. Teaching varies within the school. Most of the very good and good teaching seen during the inspection was in the reception classes and in Years 1 and 2. Elsewhere, teaching is three-quarters good or satisfactory and a quarter is unsatisfactory.

20. Teaching in the Reception and Year R/1 classes ranges from satisfactory to good and is good overall. Teachers have high expectations of achievement and behaviour. Teaching is most frequently tightly structured, with planned, whole class introductory sessions and follow-up tasks for individuals and groups. Whilst this generally meets lesson objectives effectively, children are seldom able to make their own choices about what they will do and so develop their independent learning skills. Where children do 'choose', it is often within 'free play', that is, where activities are provided that may or may not be linked to a lesson's content or theme. The Reception and Year R/1 teachers and the nursery officer are beginning to plan lessons together and to discuss the success of children's learning.

21. Teaching and learning overall for infant pupils up to the age of seven is generally good. Teachers build successfully on the skills acquired in the Foundation Stage. Learning mirrors the teaching and is usually good. In the best lessons in this part of the school, teachers use time effectively. In numeracy in Year 2, for example, mental sessions proceed with great zest. Pupils enjoy the challenges and learn basic facts well and consolidate their prior learning effectively. In Year 1 science, lessons are prepared very well to include use of a wide range of learning resources as pupils learn about the properties of materials. Lessons are most successful when the pace is brisk and questioning extends pupils' knowledge. Teachers' management of pupils is very good at all times, so that pupils concentrate and work with effort and interest.

22. For pupils aged between seven and eleven, teaching and learning are sometimes unsatisfactory, although there are examples of good practice. Management of pupils, however, is rarely less than good. Where teaching is successful, staff have defined very clearly what they expect pupils to learn and precisely how they will go about learning it. Aims for the lessons are clear, precise and achievable. In unsatisfactory lessons, pupils are not clear about what they are doing and why they are doing it. Occasionally, teachers' knowledge of some of the subjects they are expected to teach is insecure. Planning does not always give pupils the opportunities to work independently and to make deductions and to investigate for themselves. Expectations are sometimes low of what pupils can achieve, so that many, especially the more able, are insufficiently challenged. Teaching methods are not always varied enough to keep pupils' interest. Teachers' plans do not always provide well for the needs of pupils of different abilities, so that the pace of work is slowed down by the less able pupils and the more able pupils make less progress than they might. Teachers' marking is not always constructive in showing pupils how they could improve their work. Activities provided for older pupils are sometimes over-prescribed and questioning does not probe and encourage effectively. As a result, pupils do not make consistent progress throughout this key stage.

23. In English, the quality of teaching in the lessons observed was consistently good in Key Stage 1, where the literacy hour is being effectively used. Teachers use lesson time appropriately to ensure that the different areas of literacy are covered well, especially reading, which is given extra emphasis. They are secure enough in the use of the strategy to be able to adapt it sensibly and effectively to the needs of their particular pupils. Teachers ensure that pupils are challenged enough in the range of writing undertaken through other subjects in the curriculum, taking opportunities for promoting specific styles of writing for different purposes, such as for fiction and non-fiction writing. Teachers demonstrate good subject knowledge and methods, which inspire pupils to learn successfully. Pupils, including boys and girls and pupils of different abilities, are motivated well by the interesting tasks prepared for them. The best lessons proceed briskly. Work is generally well matched to pupils' abilities, so that all make at least good progress. Planning has clear aims and teachers' management of pupils is very good, carefully and creatively implemented. In Key Stage 2 the quality of lessons seen did not match the good quality of many seen in Key Stage 1. Some lessons are unsatisfactory because the literacy hour is not being well used, and opportunities for extending and enriching pupils' understanding and use of language are being missed. Planning lacks imagination and too much time is spent on routine exercises.

24. The quality of teaching in mathematics is generally good, especially in Key Stage 1. Lessons are carefully planned, using the National Numeracy Strategy and mathematical skills are taught well, often at a brisk pace in Key Stage 1. Teachers identify activities well for different ability groups. Teachers' knowledge of the subject is good and expectations of pupils' concentration are high. Teachers manage their time well. Support staff make a very valuable contribution to the quality of teaching and learning. All teachers have good relationships with their classes and manage their pupils well. Insufficient challenge is sometimes offered for more able pupils and work is not always matched to the needs of the lower attaining pupils.

25. In science, teaching is good throughout the school. Teachers understand the subject well and ensure that pupils know how to use scientific enquiry processes. They attach importance to helping pupils to challenge themselves to think and to solve problems. Teachers ensure that pupils enjoy and are interested in the science lessons. Questions are used well to judge pupils' progress. Teaching and learning is good in Years 1 and 2, because teachers are very clear about what the pupils are expected to learn and plan activities well to support this. Teaching for older pupils in Years 3 and 4 is sometimes too teacher-directed and allows pupils too little opportunity to participate and to carry out their own experiments.

26. In ICT, teaching is developing well to help pupils apply their skills effectively. Pupils are therefore becoming aware of the relevant uses of the subject and teachers are helping them to continue and develop this awareness.

27. Teaching in art and design is satisfactory overall, with good teaching in Key Stage 1, where lessons are well prepared and organised and techniques are clearly demonstrated, although there is inconsistency between classes, particularly in Year 4. In some Key Stage 2 lessons, insufficient opportunity given for experimenting with ideas and techniques and poor use is made of available resources to stimulate pupils. Teaching is often good in design and technology, where teachers explain tasks carefully and give clear guidance to pupils.

28. The teaching in the few lessons seen in geography was good. Teachers gave clear explanations to pupils, used questions well and lessons were often lively and pupils interested and motivated to learn. In history, teaching varied in quality. In Key Stage 1, pupils were developing historical skills well and learning to work out their own conclusions. In Years 3 and 4, pupils are given less opportunity to research facts for themselves and make their own deductions.

29. When teaching is good in music, as it is in Key Stage 1, pupils are taught to develop their skills well and to make the most of the opportunities offered to them. This is not true of all lessons, some of which fail to provide pupils with the opportunity to evaluate their work and progress.

30. Teaching seen in physical education was generally good. Pupils are given the opportunity to practise a good range of skills and teachers have high expectations of them, especially in Years 1 and 2. In some of the older classes, pupils were allowed to remain inactive for much of the lesson and this, consequently, inhibited their learning of new skills.

31. Teaching seen in religious education was satisfactory, with teachers doing much to help pupils learn about other faiths and beliefs, as well as the value of moral concepts and the realisation that they were a part of a large and varied society.

32. The teaching of pupils with special educational needs is good in the reception and in Key Stage 1. The management and organisation of pupils and relationships in the classroom are at least good in nearly all classes. This provides pupils with special needs, and those entering during the school year, with a secure base. In Key Stage 1, activities are designed effectively to engage and challenge pupils with special needs and to help them move forward in the targets identified for their learning. Teachers ensure learning resources support the activities well and, where possible, provide the additional support of a learning assistant or parent. This level of provision is sometimes, but not consistently, apparent in lessons in Years 3 and 4, where the pace is often slower and teaching for pupils with special educational needs is often unsatisfactory. For example, pupils with learning difficulties in number, in a Year 3 class made satisfactory progress in understanding place value when an activity was well chosen to interest them and modified appropriately. In a Year 4 class, however, several pupils with special needs made a slow start with number problems because their tasks were not well matched to their understanding nor supported well with resources. Activities provided for older pupils are sometimes over-prescribed and questioning does not probe and encourage thinking as effectively as in Key Stage 1. Support staff are usually well briefed and used effectively. Parents have a good relationship with the teachers. Marking and feedback does not help pupils enough in identifying how they can evaluate and improve their work, particularly their writing in English and history and in some art and design activities.

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

33. The curriculum is satisfactory overall. The school has begun to develop cross-curricular links between subjects that enable pupils to consolidate learning in one subject, such as literacy skills, whilst undertaking new learning in another. Both English and mathematics are taught using the national initiatives for literacy and numeracy. A large portion of the teaching week is devoted to English and mathematics and the school has quite rightly focused much energy on improving pupils' basic skills of reading, writing and number. However, reading and writing are not promoted enough through other subjects, and there is insufficient provision for the development of reading and speaking skills. The provision for pupils' development of experimental and investigative science is unsatisfactory in both key stages. All curriculum policies are in place and regularly reviewed. In Year 3 and 4, the lack of detailed weekly planning and schemes of work in some subjects means that pupils' experiences sometimes lack consistency and, as a result, it is difficult to measure their progress. The planning for Year 1 and 2 classes is good, particularly in the expectations teachers have of what their pupils can achieve.

34. In the Foundation Stage, curriculum plans are limited in some areas, though satisfactory overall. They reveal an appropriate range of activities for most areas of learning. The literacy and numeracy strategies are used, as in the rest of the school, with modifications, which take into account the age of these youngest children. Children have adjusted well to the structured literacy and numeracy activities in the Year R/1 class. Children, especially those of higher attainment, are often able to cope with work geared to the early stages of the National Curriculum. Others manage because of good levels of classroom support, as, for example, in the mixed age class where the nursery nurse works with a focus group, providing good quality support on a daily basis. Different areas of learning are set out in the classrooms. Book areas are well organised, but role-play areas are limited. In the main, the structuring of the curricular opportunities gives all pupils the chance to experience what is on offer. At times, this precludes children from making their own choices in meaningful ways, so as to help them acquire important independent learning skills. Knowledge and understanding of the world and physical development are limited, because of the inadequate provision for outdoor play and exploration of a safe outdoor environment. In particular, links between the indoor and outdoor curriculum are insufficiently developed. Planning is not always well matched to curricular guidance for the Foundation Stage. It is not clear how early learning goals and 'stepping stones' for learning are planned for and children's progress assessed against them to aid future planning. learning skills.

35. The curriculum from Year 1 to Year 4 is broad and satisfactorily balanced with a range of extra-curricular activities and some links with the community. The curriculum reflects the school's aims and supports the pupils' moral, social and cultural development well. However pupils' spiritual experiences are not fully met through regular daily worship or in other ways during the working day. Since the last inspection, much work has been undertaken to organise the planning and assessment of pupils' achievements and subjects such as ICT now fully meet statutory requirements. There is much greater attention paid to building upon work carried out in the previous year through the adoption of the nationally recognised schemes of work for all subjects in Key Stage 1. In Key Stage 2, links with the middle schools determine the topics carried out in science, design technology, history and geography and this topic approach does not always provide a sufficiently clear framework for pupils to develop specific skills in these subjects.

36. Provision for sex education, drug awareness and pupils' personal social and health education is a recent development which has broadened the curriculum provision for pupils satisfactorily. Pupils' understanding of health matters benefits from visitors such as the school nurse.

37. Most individual education plans for pupils with special needs are clear, support their learning targets effectively and make appropriate links to the curriculum followed by the class. Weekly curriculum plans show that the learning needs of special needs pupils are provided for well in mathematics but planning in Years 3 and 4 for English and science and other subjects such as history does not always take them sufficiently into account.

38. There is a satisfactory range of extra-curricular activities overall, particularly during the lunch hour breaks, when a rotation of games and activities are led and managed by the lunchtime support staff. After school clubs and activities take place in the spring and summer term and dance, volleyball and football clubs are open for Year 3 and Year 4 pupils. Performances in assembly, at the summer fair and sports day allow pupils to demonstrate their skills to parents and the rest of the school.

39. Links with the local community are sound and improving. The school has a curriculum link through a pyramid system with the middle schools and negotiated topic areas

ensure that pupils do not revisit areas of the national curriculum when they transfer at the end of Year 4. These links support the ease with which they transfer from one school to the other.

40. Overall, provision for pupils' spiritual, moral, social and cultural development is good.

41. Provision for spiritual development is satisfactory. Many aspects of the religious education curriculum make a significant contribution to pupils' understanding of belonging, believing, symbolism and faith. They are encouraged to reflect upon the effect that these ideas have on their own lives. Assemblies, however, do not always provide strong spiritual guidance or time for reflection. Both moral and personal education in the school are very good. High moral standards are part of the school's vision and the staff teach pupils right from wrong and to be honest and truthful in their dealings. Pupils are encouraged to take responsibility for themselves and others and to respect each other, the school environment and personal property. They are taught to uphold school and classroom rules and Year 4 are encouraged to consider their responsibilities within the class and school community. This is very beneficial to their personal development. The relationships between pupils and support staff, particularly the midday supervisors, are very good and promote co-operative and harmonious behaviour between pupils. However, the school provides insufficient opportunities for pupils to reflect upon the cultural diversity of the local community and the wider world, except in geography.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The provision made by the school for the health, safety and welfare of the pupils is good. The school takes its legal and moral duty to provide a secure and safe environment for the pupils seriously and it does this well.

43. The school promotes high standards of behaviour well. The behaviour policy contains guidance to enable pupils' behaviour to be modified, as well as providing a sensible range of sanctions. This has the approval of parents, who expressed appreciation for the work the school does to promote good behaviour. They also feel that the arrangements to eliminate oppressive behaviour are effective.

44. The school is alert to its duty to protect children from harm and the management of this is good. The school pays good attention to child protection procedures. The child protection co-ordinator is particularly aware of the importance of keeping up with current practices and policies and disseminates this information to her colleagues. The school nurse and education welfare officer both support the work of the school well and appropriate use is made of other external support agencies. First Aid arrangements are secure. Staff have undertaken additional training in order that specific medical problems can be treated appropriately. Health and safety management is comprehensive and effective. Arrangements to ensure safety during outings are included in policy documents.

45. Procedures for promoting and improving attendance are satisfactory. The education welfare officer visits the school each term to analyse attendance patterns and to discuss arising issues. Class teachers raise specific concerns directly with parents and carers. No overall attendance analysis has been conducted in the current school year. There are no significant attendance issues. Registration and admissions data are maintained in accordance with the regulations.

46. The procedures for monitoring and recording pupil's attainment and progress are generally unsatisfactory. The assessment procedures in the core subjects of English, mathematics and science lack the necessary standardised procedures to ensure that pupils of all abilities make steady and consistent progress. Portfolios of work are not handed on from one year group to another and there is insufficient moderation of samples of work for subject co-ordinators to evaluate if schemes of work are being taught as planned. Subject co-ordinators have insufficient opportunities to visit classrooms to observe how pupils are being taught and senior management place too much reliance they place on individual teachers' expertise. Marking is not consistently done in an evaluative manner; consequently, pupils are not given sufficient credit for the work they have done, nor are they told how they can improve. This lack of detailed analysis means that strength and weaknesses are not pinpointed or accurately compared with nationally produced data. At present, the school does not identify pupils who are capable of responding to more challenging work and there is no register of gifted and talented pupils

47. All teachers are knowledgeable about the needs in their class. They take responsibility for identifying learning needs and formulating plans to meet them. In most classes these are precise and well focused with a few exceptions, mainly in Year 4. The special needs coordinator has little designated time for the administration of special needs and staff are not released to meet with her to review progress of their pupils. However, she monitors individual learning plans and discusses progress with teachers on an informal basis. She has a good overview of pupils' needs and progress and maintains thorough records. However, monitoring of, and support to, teachers new to the school, who may not have the necessary skills or knowledge to formulate precise learning plans, is not adequate. Specialist support, such as the speech therapist and mobility adviser, is drawn in appropriately by the coordinator to provide more detailed assessments and guidance, although support from the educational psychology service has been infrequent. Advice is well used by teachers and support staff. Pupils' progress towards their learning targets is reviewed frequently by teachers and new plans formulated which are monitored by the coordinator. These show that pupils in reception often need to be reassessed with a higher level of need than the one on which they enter. Progress of pupils with special needs is not linked to assessment in relation to National Curriculum levels and is not formally analysed and monitored to provide information on the progress of pupils with different needs as they move through the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school has a good relationship with parents. The high level of support they provide for fund-raising, the positive opinions given in the questionnaires and the assistance they provide in classrooms confirms this.

49. Parents who attended the meeting with the registered inspector or who completed the questionnaires agreed that the school provides a clean, safe and friendly environment, but some would like more detailed information regarding the academic progress their child is making.

50. Inspectors find that the school is very effective in the relationship it has with parents and in the pastoral support it provides to pupils and their families. They find the information provided about children's progress is in need of improvement.

51. The annual reports parents receive at the end of the summer term clearly reflect the teachers' understanding of each individual and they contain examples of what has been learnt during the year. They do not say if the pupils' learning has met or exceeded the teacher's expectation or what targets for future learning have been set. There is no guidance to tell parents how they can assist in their child's learning and there is no provision for parent's comments to be recorded. Copies of the reports are not kept in individual portfolios of work, as is normally the case, so that it is difficult to refer to them easily if a parent has reason to discuss progress at formal review meetings. Individual teachers send letters home to inform parents about topics being studied, for example, a trip out of school to study fungi. There is, however, no whole school arrangement in place to tell them what topics are planned for the ensuing half term. Discussions with parents confirm that they would welcome this information

52. The school prospectus and annual report to parents provide the full range of information required and the governors annually write their report to parents. More information could be provided to explain more fully how they have evaluated their effectiveness in their role of 'critical friend' to the school. For example, the information regarding staff training and development is very brief, and does not identify which members of staff have undergone training or how this has met needs identified in the school development plan.

53. The parents who help in the school and the Parents/Staff Association are both effective in the support they provide. They do much to promote the high standing the school has in the locality. Adults work tirelessly with school staff to organise fund-raising events. As a result, substantial funds are raised which are used wisely to enhance the learning environment, for example, the purchase of computers. These activities also create strong social bonds between parents, teachers and support staff, the results of which are to be seen in the warmth of greetings they exchange when they meet at the beginning and end of each school day.

54. Parents are usually involved in reviewing individual learning plans and most are signed by a parent. Parents are encouraged to become involved in pupils' learning in the classroom or by sending activities, such as mathematics activities, home. This has had a positive effect on behaviour and on learning.

55. The school attaches high importance to the importance of good relationships of parents who have children with special educational needs. There are well-established arrangements to ensure that parents and carers are both consulted and informed in compliance with the code of practice for special education needs.

56. Admission arrangements work well, because individual parents and carers are fully briefed about the school's routines and teachers are able to evaluate their academic attainment levels. Parents of children in the reception class would like to have more accurate information about teaching and learning objectives. The locally agreed arrangement which allows for three admission dates in each school year means that induction arrangements are more complex, even though information is passed on from the adjacent nursery school.

57. Transfer arrangements to the next stage of education are well managed.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The leadership and management of the school is satisfactory overall. It is characterised by a mixture of good and less satisfactory features.

59. The headteacher provides strong and effective management in the ethos she promotes in the school and the reflection of the school's aims and values in its work. She works hard to steer the school towards its goal of higher standards in core subjects. She has successfully dealt with many of the key issues identified by the last inspection. Working with the governing body, she has implemented a wide range of improvements that have had a beneficial effect on the quality of education provided by the school and the environment in which pupils learn. Having been without a deputy for some years and her senior teacher sadly having died last year, the school has now appointed a deputy, to whom she can delegate many management functions.

60. Subject co-ordinators, however, with the exception of the mathematics co-ordinator, are generally not sufficiently responsible for the curriculum planning, monitoring of standards and progress and assessment in their subjects. Teachers do not receive sufficient or appropriate support and guidance from them in these subjects to raise standards and there is much scope for improvement and the sharing of best practice. Curriculum planning is still in early stages for most subjects and, in Key Stage 2, is not consistently meeting the skills and objectives set out in the new National Curriculum.

61. The monitoring, evaluation and development of teaching, recognised as essential by the headteacher, have now become regular and ongoing in English and mathematics and are significantly improving the quality of teaching in these subjects throughout the school. In other subjects, however, there is insufficient guidance for teachers on the delivery of skills in the many subjects which are demanded of them. Subject co-ordinators have little opportunity to observe other teachers' lessons in their subjects and to offer advice and help. The school has recently been successful in using all available data in evaluating its own performance and is clear about its educational priorities and what needs to be done to improve standards further. The good use of data collected and analysed has contributed to recent initiatives in the provision of support groups and the targeting of specific classes in order to raise standards, for instance, in English. The evaluation and monitoring processes, however, have not yet been extended to the other subjects in the curriculum, although the school is beginning to implement plans to do so.

62. Information on special needs is well-organised and frequently reviewed, often half-termly. Although the coordinator has a good overview and knowledge of special needs in the school, insufficient time is given for monitoring and reviewing individual education plans with class teachers. This means that new staff are not effectively inducted and monitored and inconsistencies not always identified. Full use is not made of assessment information to analyse the progress of pupils with special educational needs across different years and classes.

63. There is no formal procedure for inducting pupils who have arrived during the school year and may have had a disrupted education. However, these pupils settle well into school due to the supportive classroom ethos.

64. The numbers and expertise of support staff is appropriate. They are well used and provide good support.

65. The chairman and his colleagues on the governing body are hardworking, supportive and dedicated but not all have a satisfactory understanding of the school's strengths and weaknesses in some areas. Although not all governors have a sound understanding of the monitoring of curriculum areas, many have initiated and supported appropriate action,

particularly in the provision of facilities, additions to the school and resources, such as those for ICT.

66. The school's educational priorities are supported through good financial planning. The headteacher, governors and administrative staff have a clear understanding of school finance and work well together, bringing complementary skills to bear on the financial planning and management aspects of the school's work. The school makes good use of ICT in financial planning and management and in its general administration. The management plan contains criteria by which to judge the success of spending decisions. All budget decisions are analysed to ensure that they are designed to improve standards for pupils and the budget is driven by the plan.

67. All funds received for specific purposes, such as funds to support pupils with special educational needs, are efficiently and appropriately managed and well used. Ongoing expenditure is carefully monitored and spending patterns are suitably explored. The school ensures the best possible value when making purchases of supplies and equipment or employing services.

68. Provision for in-service training is now satisfactory. The procedures to ensure that staff can update their skills are well documented and managed and are linked to the performance management policy and school development plan. There is a sound induction programme for new staff. The administrative staff are well valued by parents and teachers and are efficient and friendly.

69. Staffing at the school is very stable. Most staff are very experienced and have been at the school for a considerable time. This has led to good communication between staff, particularly in Year 2, which has contributed to the development of a strong and positive school ethos, consistent management of behaviour and a shared understanding of the curriculum. Although funding for training has been severely limited by finances, it has been effectively targeted at key school priorities. This has been particularly successful in raising the quality of teaching and learning in mathematics and ICT across the school. Financial constraints also limit the scope for training support staff through courses or by enabling learning support assistants to join teachers in weekly planning. However, teachers and support staff have developed good working relationships and learning support assistants are clear about their roles. Midday supervisors' skills are also well developed, enabling them to provide very good support for an excellent range of playground games. This contributes strongly to pupils' good humour and positive attitudes, particularly after playtime.

70. Induction of new staff is satisfactory, but relies on the close team work in the staff to ensure new staff fully understand and comply with procedures, such as weekly planning and the writing of individual education plans.

71. Whilst teachers have a good understanding of their classroom role, relatively few have experience of taking a whole school perspective on issues such as curriculum and assessment. This lack of management experience means opportunities are lost to extend their own experience or to understand fully the role of others and the needs of the school as a whole.

72. School buildings are compact and space is limited. However, classrooms are mostly light and offer adequate space with good display provision. They are sufficiently spacious for each classroom to store a core of essential books, practical resources and computers for class use and this works well. Shared areas are well-maintained and effectively used. For example, corridors are used to create adequate library space, shared resources for curriculum subjects and a good collection of playground games.

73. The grounds are generous and different 'zones' provide good opportunities for different kinds of play and curriculum activities. They include a garden with a pond, for science and art investigations, and a quiet area. The playground itself is divided into areas for games and other activities. The site is well -maintained. There is inadequate provision for secure and safe play for reception pupils. but provision for this is under discussion as part of the school's development plans for the site.

74. The school has continued to use resources judiciously to maintain and build resources. As a result of the introduction of the National Numeracy and Literacy Strategies and ICT programme, and the funding associated with these, the school has made substantial improvements to its resourcing of the curriculum in these areas. Without space to introduce an ICT suite, the school has set up effective mini-suites of computers in each classroom. Resources for practical work in mathematics is good and adequate in science. The range of fiction and non-fiction available to pupils in the classroom and well-used library is satisfactory including a good range of non-fiction for topics in history. Books are displayed well in the classroom and are accessible. Pupils borrow books daily, they treat them with care and few are lost or not returned. Music resources have improved since the last inspection. There is a wider selection of instruments from different cultures and countries and a useful collection of teacher resources. The collection of playground games contributes to the excellent relationships at playtime and support pupils' development of social and coordination whilst a hoop-la game encourages them to count accurately in tens.

75. There are sufficient teachers and other staff to meet the needs of the curriculum and a satisfactory match between teachers' qualifications and subjects taught. Classroom support staff are of a high calibre and the school is well resourced in this area. They are effectively deployed.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76. In order to improve standards and progress, and to improve the educational provision, the school should now:

- (1) improve the quality of teaching in Years 3 and 4 by ensuring that teachers:
 - plan more effectively to meet the needs of all pupils;
 - have higher expectations of their pupils.(Paragraphs: 3, 5, 6, 17, 19, 22-24, 27, 28, 30, 32, 37, 108, 109, 123, 125, 133, 148, 154, 157, 161)

- (2) improve the effectiveness of subject co-ordinators by ensuring:
 - better deployment and sharing of responsibilities;
 - rigorous and consistent evaluation and monitoring of pupils' work and teaching;
 - efficient record keeping;
 - the planning of work builds on previous knowledge and understanding.(Paragraphs: 8, 23, 24, 33, 35, 46, 47, 60, 61, 62, 79, 112, 127-129, 134, 141, 145, 149, 158)

- (3) ensure that all the school's assessment procedures are used effectively to improve standards and progress by:
 - setting realistic and precise targets which effectively challenge pupils of all abilities;
 - amending and modifying curriculum planning to take fuller account of pupils' earlier learning;
 - using marking more effectively to show pupils how to improve their work.(Paragraphs: 22, 24, 33, 34, 46, 47, 111, 121, 134, 136, 145)

- (4) provide appropriate facilities for outdoor and creative play in the reception classes.
(Paragraphs: 73, 78, 94)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	20	15	5	0	0
Percentage	0	16	41	31	12	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one two percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	264
Number of full-time pupils known to be eligible for free school meals	25

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	36

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	33

Attendance

Authorised absence

	%
School data	5.1

Unauthorised absence

	%
School data	0.3

National comparative data	5.6
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National comparative data	0.5
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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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	27	31	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	23	25
	Girls	29	29	29
	Total	51	52	54
Percentage of pupils at NC level 2 or above	School	88 (81)	90 (84)	93 (87)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	23	19
	Girls	29	29	29
	Total	48	52	48
Percentage of pupils at NC level 2 or above	School	83 (83)	90 (76)	83 (70)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	232
Any other minority ethnic group	6

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	2	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 – Y4

Total number of qualified teachers (FTE)	11.0
Number of pupils per qualified teacher	24
Average class size	25.6

Education support staff: YR – Y4

Total number of education support staff	8
Total aggregate hours worked per week	140

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	502 714
Total expenditure	505 248
Expenditure per pupil	1 899
Balance brought forward from previous year	(4 690)
Balance carried forward to next year	(7 224)

Figures in parentheses indicate negative values

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	240
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	1	1	0
My child is making good progress in school.	58	35	3	1	4
Behaviour in the school is good.	51	42	4	0	3
My child gets the right amount of work to do at home.	44	42	9	4	1
The teaching is good.	54	40	5	0	1
I am kept well informed about how my child is getting on.	42	42	13	3	0
I would feel comfortable about approaching the school with questions or a problem.	78	19	1	1	0
The school expects my child to work hard and achieve his or her best.	63	37	0	0	0
The school works closely with parents.	53	38	5	1	3
The school is well led and managed.	64	33	1	0	1
The school is helping my child become mature and responsible.	62	36	1	0	1
The school provides an interesting range of activities outside lessons.	15	33	29	5	17

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

77. Following admission to the reception class, two weeks prior to the inspection, children in the Foundation Stage are still being observed and assessed to ascertain their levels of competence in the six learning areas for children of this age. Teachers' day-to-day assessments find children entering the reception with broadly average attainment in all areas, similar to other schools in the local area. These areas are personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development. Inspection evidence reveals attainment on entry for most children is in line with those expected in the Foundation Stage 'stepping stones' areas of learning. The communication and language skills of children are satisfactory and lesson observations revealed the use of good speaking and listening skills. For example, in a lesson where sounds were used to develop speaking, listening and communication skills, one child demonstrated knowledge of an eardrum being needed in order to hear. Children's ability in number falls at least in line with expectations for this age group. Most children on entry can count objects accurately to 10 and some can go beyond this with good understanding. In the limited time they have been in school, children make satisfactory progress, especially in literacy, personal, social and moral development. However, in some aspects of knowledge and understanding of the world, and in physical development, progress is limited by inadequate use of outdoor space. The range of outside activities on offer is unsatisfactory. For example there are no wheeled toys for developing motor skills. By the time children are ready to start in Year 1, indications are that most will reach the early learning goals in all areas, with the exception of knowledge and understanding of the world and physical development, where designated safe and well resourced outdoor play and exploratory areas are inadequate and this affects children's attainment overall. Children make at least satisfactory progress. Teachers have high expectations of achievement and behaviour. Children develop good learning skills and enjoy coming to school. Pleasant learning environments contain classroom displays showing good examples of children's work.

78. In the Foundation Stage, curriculum plans are limited in scope. They provide an appropriate range of activities for all areas of learning, with the exception of knowledge and understanding of the world and physical development, because of the inadequate provision for outdoor play and exploration of a safe outdoor environment. In particular, links between the indoor and outdoor curriculum are insufficiently developed. Planning is not well-matched to curricular guidance for the Foundation Stage. It is not clear how early learning goals and 'stepping stones' for learning are planned for and children's progress assessed against them, to aid future planning. The Literacy and Numeracy strategies are used, as with the rest of the school, albeit with modifications taking account of the age range of these youngest children. Children have adjusted well to the structured literacy and numeracy activities in the Year R/1 class. Children, especially those of higher attainment cope with work geared to the early stages of the National Curriculum. Others manage because of good levels of classroom support as for example in the mixed age range class where the nursery nurse works with a focus group providing good quality support on a daily basis. Different areas of learning are set out in the classrooms. Book areas are well organised, but role-play area are limited. In the main, the structuring of the curricular opportunities gives all pupils the chance to experience what is on offer. At times, this precludes children from making their own choices in meaningful ways, so as to help them acquire important independent learning skills.

79. It is difficult to compare the findings of this inspection with those of the previous inspection, as the situation at the last inspection was quite different regarding the structure and organisation of the teaching and learning for children in the Foundation Stage. It is not, therefore, possible to make any valid assessment of any changes since then.

Personal, social and emotional development

80. Children reach good standards in personal, social and emotional development. Teaching is good and teachers' expectations of behaviour and responses to learning are high. Children's personal, social and emotional development is developed within all areas of learning. Children with special educational needs are well supported and make good progress.

81. Children respond well to stories and learn about feelings, as in 'Where's my Teddy'? They listen attentively to the stories, read or told. They concentrate well and persevere at both teacher-directed and self-chosen activities. During group discussions they listen to what others say. They speak in front of others in the class with some assurance, even those with a limited vocabulary. Classroom and school expectations are clearly set out and guide children to know the difference between what is right and what is wrong. During activities, they are good at taking turns and sharing equipment.

82. All children mix and play well with one another. They form good relationships with adults. There are opportunities to celebrate important events, such as birthdays and religious festivals, which children enjoy. By the time they leave the Reception class, most children are expected to have achieved at above the appropriate learning goals in this area.

Communication, language and literacy

83. Attainment is in line with that expected for children of this age. Teaching overall is good and leads to children making satisfactory progress in the early days following admission to the school, including those children with special educational needs. Realistic targets are set for reading and writing, based on the initial assessments made by teachers. Some children are likely to achieve the early learning goals in this area of learning before they enter Year 1.

84. Children enjoy listening to stories, including those in the Big Books used for shared reading. They are encouraged to look at books and pictures and make up their own stories at regular intervals in each day. Good strategies are used to develop speaking and listening skills in many contexts. For example, children are invited to talk about the things they enjoyed doing in the nursery and at home. Children's listening skills are also progressing well through direct teaching during literacy and numeracy lessons, when questions linked, for example, to the book being studied, or to practical counting activities, are stressed.

85. Children are developing appropriate early reading skills. Most realise that print carries a meaning and is read from left to right. More able children read simple texts with pictures, inferring sensibly from what they already understand, as well as using their knowledge of letter sounds to read the beginnings of words. They can read some common words from sight. Parents are asked to help their children's reading at home. They are welcomed into the classrooms to assist with early reading skills, although at present few do so.

86. Most children realise that writing can be used for different purposes. They are encouraged to try to write words. Many recognise their own names and can retrieve and copy them from a personal 'name card'. A few manage to write their names without copying them. They hold their pencils correctly and practise writing letters and patterns. A few see writing as

'making marks' on paper and as yet their letter formation is not secure, using reversed letters, or 'squiggles'. Most children link letter names to sounds for the full alphabet, but some children can only recognise and accurately link together sounds and names to a limited number of letters.

Mathematical development

87. Standards are satisfactory overall in this area and indications are that most children will reach the early learning goals for mathematics by the end of the Reception year. Teaching is good, with appropriate emphasis on practical activities and on the relevant mathematical language. Good points were made in a whole class session through the use of plastic teddy bears and a number line, when some children were asked to demonstrate counting to ten, 'taking away' and 'adding to'. When the teacher removed '3' from the number line, several pupils accurately identified which number was 'missing' and could describe how they had deduced this fact. Children are developing a good understanding of mathematical ideas and vocabulary through such activities.

88. Most count reliably to 10 using everyday objects and some count beyond, with varying degrees of accuracy. Most recognise the numerals 1-5, can write them and use them to label sets of objects. Children are learning to understand the order of numbers, and, through practical activities, what is 'one more than' or 'one less than' a given number. Children frequently sing number and nursery rhymes, consolidating their learning and their grasp of mathematical ideas.

Knowledge and understanding of the world

89. Teaching is satisfactory overall. With provision of a designated safe outdoor area to explore, or by more thoughtful use of the school's outdoor facilities for learning, most children could reach the expected early learning goals by the end of the Reception year. There is no designated safe outside area directly opening from the classrooms for children to explore and this reduces learning opportunities. However, the school does have other areas which provide good environments for studying the natural world, for example, the creatures found under decaying leaves, and in the small ponds. Pupils generally attain sound standards in their knowledge and understanding of the world.

90. Children learn about their senses through practical activities. For example, they develop their hearing by investigating sounds made by a wide range of things. They listen hard to distinguish different sounds. Through assemblies, they learn about the lives of other people, places and special events.

91. There is satisfactory attainment in ICT. Children's' skills are developing in line with expectations. For example, they use a tape recorder to play sound tapes. Some computers were seen in use in the lessons observed.

92. Teacher's planning shows that children are given appropriate opportunities to talk about their families and events of importance to them in their daily lives. For example, they learned a great deal about pets through listening to the story of 'A New Dog' in literacy. Children also learn about the weather through making simple observations. Opportunities to extend learning to the outside space adjacent to the classroom as an integral part of exploring their world are, at present, limited.

Physical development

93. Children's physical development is satisfactory overall. Most should reach the early learning goals by the end of the Reception year, and some are likely to exceed them. Teaching is satisfactory in promoting this area in structured ways. Regular opportunities are made for children to take part in physical activities in the school hall, supported effectively by the nursery nurse as well as the class teacher. Children listen carefully to teachers' instructions. Children with special educational needs are well supported by adults during physical activities and so make good progress.

94. Children do not have access to a well resourced, safe outdoor area. This is a weakness in the school's provision. There are no outside sand and water facilities, large building blocks, or large mechanical toys such as bicycles, tricycles and pedal cars to aid children's motor development and stimulate their curiosity. Within their classrooms, children develop finer motor skills, using tools and equipment such as scissors, pencils and glue sticks, with increasing confidence and control and for different tasks.

Creative development

95. Standards are satisfactory overall. Pupils enjoy drawing and singing. Teaching is satisfactory in other areas of creative work. All children make good progress in creative development. Most should reach the early learning goals by the time they transfer to Year 1.

96. Classroom displays show that children experience a generally satisfactory range of creative activities, including art and design, music and a limited amount of imaginative play. They can use a range of resources, tools and materials to explore their ideas in line with the planned content of lessons. Opportunities are also arranged for children to express their own ideas and feelings through planned opportunities for speaking and listening. They draw, paint and colour their pictures with enthusiasm. They use a range of materials and glue. Most children can correctly identify and name colours and match them to the colours of other items in the room. Children's learning is promoted by the care taken by the nursery nurse and teachers in encouraging children and checking that everyone participates and understands a lesson's content.

ENGLISH

97. Standards attained in the 2001 tests taken by pupils at the age of seven were close to the national average in reading and above it in writing, with a significant number of pupils attaining the higher Level 3. In the previous inspection, pupils' writing was found to be markedly better than their reading. Trends over time show that there has been a steady improvement in reading standards since 1999, when writing was below and reading well below national averages. In comparison with similar schools, performance in reading at Key Stage 1 is close to the average and in writing it is above the average.

98. Work seen during the inspection in Key Stage 1 indicated that pupils' attainment in reading and writing in this year's tests should again match the national average, though it is less likely to exceed it.

99. During the inspection, work seen by pupils in the current Year 4 in literacy, both in English lessons and across the curriculum as a whole, shows reading and writing achievement below the level expected. Pupils who entered Year 3 with a good basis of attainment in the 2001 tests are not being sufficiently challenged and stimulated in their English work. More able pupils, in particular, are not achieving at the levels of which they are capable in their reading and writing.

100. Most pupils in Years 1 and 2 read with considerable enjoyment, both in their literacy lessons and in their individual reading. They are developing sound understanding of the layout and conventions of books and have been introduced to the meaning of fiction and non-fiction, characters, events and settings. Using speech bubbles, they begin to understand and construct dialogue. They can discuss and predict outcomes in the stories they read and can recognise rhyme. In writing, they are aware of sentences and of sequence, and many pupils in Year 2 are beginning to use capital letters and full stops accurately. At this stage, many are also using joined writing and spelling simple words correctly.

101. The range of writing undertaken includes notes, reports and instructions. Pupils' extended writing mainly takes the form of recording of their experiences in diary form. This is a key writing activity, but there is scope for a wider range of writing tasks and stimuli to help pupils with the creation of imaginary worlds.

102. Good links are made between speaking and listening and the work being done in reading and writing. Pupils were seen responding readily to effective questioning and were eager to make comments and suggestions in some lively shared reading sessions. They listened very well to teachers and to one another.

103. In Years 3 and 4, reading development and progress are more variable. The enthusiastic involvement in shared reading seen in Key Stage 1 was not seen at this level. A small but attractive and well organised library, supplemented by the school's membership of the local education authority's library scheme, offers some good choices for older readers. However, there appears to be little talk about or enjoyment of books in class and the texts chosen for shared reading failed to arouse any curiosity or excitement. In Year 4, linking literacy with pupils' history studies could work well, but little interest in the shared reading was shown when pupils were confronted with a factual text about the Celts containing material already familiar to them from their history or topic work. In one class, the piece had been written by the teacher herself as a basis for grammar and comprehension exercises. The Literacy Strategy recommendation that shared reading should introduce pupils to texts of greater depth and complexity was not seen to be influencing reading experiences in Years 3 and 4.

104. In writing, there is a wider range of material and tasks. Pupils write stories and records, letters and diaries. Some lively work has been done on newspapers and some imaginative writing on poems. Overall, however, more attention has been given to sentence level work and grammatical awareness than to exploration and experiment in language and enjoyment of its use. The rich variety of possibilities listed under reading comprehension and writing composition in the strategy has not been reflected in pupils' writing or in the work being done in lessons. Insufficient links between reading and language discovery are being made, and work on adjectives and adverbs, for example, is not being related to prose or poetry which pupils can enjoy and discuss. As a consequence, much of the grammar work being done takes the form of exercises which, without a context, can be tedious

105. The quality of teaching in the lessons observed was consistently good in Key Stage 1, where the literacy hour is being carefully and creatively implemented. Very effective use was being made of the Big Books in shared reading time and in most of the lessons seen pupils' interest and involvement were evident. In one Year 2 lesson, they were riveted by the story and in a Year 1 lesson eyes were 'glued to the book' as they followed the reading with relish. At a simple level, pupils were encouraged to consider the motivation and feelings of characters and to predict and explain. In these successful lessons, pupils' understanding of dialogue, speech marks and character was developed in a context which was interesting and meaningful to them. The group and individual tasks which followed whole class work were well planned and managed, so that even when there was no support teacher or

assistant in the room, as in one Year 1 lesson, they were able to complete their work independently

106. In both key stages teachers' relationships with pupils were good. Control and class management were firm and friendly and pupils responded to the warmth and interest shown to them by their teachers. Expectations of behaviour were high and were met in all classes.

107. Pupils' attitudes to their work are equally good and are clearly one of the strengths of the school. They are ready to co-operate with teachers and one another and, when their interest is aroused, they work with concentration and enthusiasm. When the work is tedious or insufficiently challenging they remain compliant, doing their best, though sometimes understandably bored by what they are asked to do.

108. In Key Stage 2 the content, pace and quality of lessons did not match those seen in Key Stage 1. No good or very good teaching was observed and two of the four lessons seen were unsatisfactory. The literacy hour is not being well used, and opportunities for extending and enriching pupils' understanding and use of language are being missed. An approach to English through topics needs to be much more imaginatively planned if it is to provide pupils with appropriate material for reading, writing and speaking.

109. Insufficient thought had been given to the value of shared reading and the choice of good texts and too much time was spent on exercises. Work on adjectives or adverbs was the main feature of a whole week's planning in three of the lessons observed. In one lesson, time was spent adding a series of adverbial phrases to the same sentence, without a context or any relation to the content of the passage they had read. Pupils were then expected to conclude that the addition of adverbial phrases made their work more interesting. In another class, group and individual work was poorly organised, so that pupils wasted time waiting in a long queue to show their work to a teacher sitting at a table.

110. Although they are ready and often eager to talk, pupils are seldom challenged to think and to voice opinions. The questions asked them are too often closed, requiring a right or wrong answer and not inviting speculation or argument. When an opportunity was offered, in a Year 4 discussion about car seating for children, pupils responded well.

111. Assessment at the end of Key Stage 1 meets statutory requirements, but in Key Stage 2 procedures are inadequate. The recording of progress in reading seldom shows how pupils can improve. Marking is inconsistent, with much use of brief and rather mechanical comments such as 'Well done', 'Good try' or 'Super'. Such comments give pupils little understanding of the strengths and weaknesses in their work or an indication of how they can improve it. Some marking engages with the pupils' ideas and efforts, sets targets and follows them through. There is a need to recognise and extend this good marking practice. The portfolio of pupils' work which has been collected is useful and would be more so to teachers if levels had been indicated on each piece.

112. Although the English co-ordinator is both an enthusiast and a good practitioner, the subject co-ordination is not satisfactory. The school has made no provision for co-ordinators to have non-contact time for visiting other teachers' lessons, and the monitoring and supervision of this subject is not systematic. Few records are kept, there is no catalogue of resources, and little evidence that the co-ordinator is aware of the particular developmental needs of staff or of the subject. The school has not established a clear and effective set of expectations of subject co-ordinators and in English, as in other subjects, this is an important area for development.

MATHEMATICS

113. In the National test results for 7-year-olds in 2001, standards were in line with the national average, but a higher than average percentage of pupils exceeded it. This means that results overall were above the national average and above those of similar schools. Evidence from the inspection shows that, overall, standards continue to be in line with national expectations in each area of the mathematics curriculum, with slightly fewer in the current year reaching the higher levels. Lower attaining pupils and those with special needs attain well in line with their abilities. Standards have risen significantly since the last inspection, particularly in the number of pupils reaching higher levels. There is some variation in the characteristics of different year groups, but no significant trend in the different attainment of boys and girls from year to year. Most pupils enter the school with standards below national expectations and pupils of all abilities make satisfactory progress in reception and good progress by the age of seven. This is due to lively teaching, well-planned activities which cater for different needs and abilities and good use of assessment. Effective co-operation and communication between staff in Key Stage 1 contribute to this consistently good quality of teaching.

114. Assessments of pupils in Year 4 indicate that pupils continue to attain in line with national averages, although fewer pupils than in the previous Year 4 are reaching the higher level of attainment. Overall, most pupils make satisfactory progress in Key Stage 2 in number, algebra, measures, space and shape but are less secure in applying calculation skills to new contexts and in interpreting data. There are, however, inconsistencies between teachers in a year group, a slower pace than that in Key Stage 1, in some Key Stage 2 classes and insufficient challenge for higher attaining pupils. Standards have risen significantly since the last inspection, especially in number skills and mental calculations.

115. Teachers begin lessons with oral activities which promote the recall of number facts and help pupils to recognise and use number patterns and relationships. Most pupils in Year 2 can count securely from any number in 10s, and are beginning to use their knowledge of doubles and near doubles in adding and subtracting. They are developing a secure understanding of place value. Their depth of understanding is enhanced both by the range of activities provided by teachers and the opportunities created for the discussion of concepts and clarification of misconceptions. For example, a Year 2 class was asked to estimate the position of numbers on a number line. Most children had a good sense of the order of the numbers, but the task revealed some difficulties with understanding relative size. These difficulties were recognised and explored very effectively by the teacher. Children were probed to use much of their previous learning about number and number relationships to judge the accuracy of the estimate and learned much in the process.

116. Number skills continue to be well developed in Key Stage 2. The majority of pupils in Year 4 can use their knowledge of number bonds well in working out calculations involving larger numbers. However, a significant number are still reliant on fingers or number lines and need continued reinforcement to improve ready recall. Pupils have a good range of mental strategies and can explain them clearly.

117. Pupils in both key stages are familiar with common shapes and this is well supported by good displays in most classrooms. They are less familiar with irregular shapes or the vocabulary used to describe their properties. The presentation and interpretation of data is underdeveloped at both key stages. For example, bar charts are not well labelled or used to sufficiently challenge pupils' understanding.

118. Pupils with special needs make good progress in Key Stage 1 and satisfactory progress at Key Stage 2. Some pupils with special needs make very good progress at both key stages, due to the good provision made for them. A visually impaired pupil in Year 4, for example, is routinely provided with appropriate visual support by his learning support assistant, who engages him well with his work. A pupil in Year 1 is learning to settle appropriately in school through limited attendance in mathematics lessons only. He is making good progress because of effective behaviour management strategies and lively, well-matched activities which engage his interest. Occasionally, pupils with special needs are not given tasks matched to their understanding and needs.

119. Pupils thoroughly enjoy their mathematics lessons. Their interest and concentration is exceptional. They listen carefully to the teachers and to one another's explanations and ideas. They offer ideas and ask questions. Teachers listen carefully to responses and frequently use them as teaching points. Pupils work efficiently. They settle to work with enthusiasm and move between different activities with no fuss. Pupils work very cooperatively in pairs and when sharing resources and are helpful and positive about one another's work. They look after resources and tidy away efficiently. This is encouraged by well-organised classroom routines.

120. The quality of teaching overall is good. Most teaching in Key Stage 1 is very good. In Key Stage 2 about half is good and half satisfactory. The focus in lessons is made clear. Explanations are very clear and well supported visually. Lessons move at a good pace in Key Stage 1, but sometimes slower at Key Stage 2. Teachers have high expectations of pupils' concentration and behaviour. Good links are made with other curriculum areas and with pupils' own experience. Where teaching is good, teachers use questions very effectively, encouraging explanations and predictions, engaging pupils' thinking and promoting discussion of alternative methods and ideas. They involve the full range of pupils at an appropriate level. Activities are varied, well-prepared and help pupils to make progress. Marking is kept up-to-date and assessment is used well in subsequent lessons. Teachers use their time effectively to help pupils with difficulties or to extend and challenge a group. Key teaching points are consolidated at the end of the lesson and misconceptions discussed. In less successful lessons, higher attaining pupils are not sufficiently challenged and sometimes not enough care is given to ensuring lower attaining pupils are supported.

121. Significant improvements have been made since the last inspection. The National Numeracy Strategy has been used to enhance teaching strategies and to provide the basis for a scheme of work. The curriculum is well resourced. Regular assessment and recording procedures are in place to monitor progress over the year. These are used to identify strengths and weaknesses, but are not yet used effectively to monitor progress towards predictions of pupils' attainment. Teachers in Year 2 have also introduced a method for monitoring weekly progress which could be usefully extended across the school. The co-ordinator has identified some of the strengths and weaknesses from the previous year's test

papers and discussed them with staff. The school is in a good position to build further on existing good practice.

SCIENCE

122. The proportion of pupils reaching the level expected for seven-year-olds in the 2001 assessments by their teachers was well below the national average. The proportion exceeding it was above average.

123. Current standards in Year 4 are satisfactory. These pupils are working at appropriate levels, but the tasks are not sufficiently demanding to meet all abilities. Particularly beneficial to pupils' learning in Year 4 was the methodical development of thinking skills during a practical activity on friction where they were learning to think scientifically, using a wide range of thought processes to solve a problem. There were relevant and imaginative links with their history project on Stonehenge.

124. Evidence from the inspection suggests that standards in Year 2 are in line with those expected for their age group. Teaching is generally good. The expectations of how pupils will apply themselves and use their existing scientific knowledge in what they are currently doing are good. The methods used and the activities planned for pupils match the lesson objectives well. Expectations of behaviour and achievement are clearly understood by the pupils and the teachers rarely have to remind pupils of their tasks or how to behave. They listen well and co-operate with one another during practical work.

125. Teaching and learning is good in Years 1 and 2. Pupils observe carefully and record their results in a variety of ways. Some of this recording is through drawing, using prompts from the teacher or worksheets. In a good Year 2 lesson pupils were able to use their knowledge and understanding about physical processes to determine and describe key features of the work undertaken. This was largely because the teacher was very clear about what the pupils were expected to learn and had planned the activities well to support this. Older pupils are very attentive and eager to take part in science lessons, but teaching is often over-controlled and dominated by demonstration by teachers rather than by pupil participation. This prevents pupils learning effectively from the activities planned. Learning support assistants are used well, particularly to focus on specific pupils and their tasks. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress as a result.

126. In Years 3 and 4 work is marked, but not sufficiently thoroughly. Mistakes in spelling or sentence construction are frequently not corrected and often when work is praised it does not give pupils a clear picture of what they are doing well and on what they need to concentrate on in order to improve.

127. Planning is good in Year 1 and 2, where the nationally recognised scheme of work is followed closely and good links are made with other subjects. Planning is less successful where the National Curriculum framework is used in Year 3 and 4 and there is little detailed medium or short term planning. Investigative work is not included in this planning document, and none was seen in pupils' workbooks as part of any work carried out. Assessment is used inconsistently. For example, only some teachers use their evaluations of what pupils have learnt in one lesson to plan the next. Better use of assessment would also support the identification of gifted and more able pupils.

128. Co-ordination of the subject is unsatisfactory. There is no teacher with specific responsibility for the subject. Little direct monitoring is carried out, and this limits understanding of what is done well and what needs to be improved. Staff who are not confident about some aspects of investigation work are a significant element in the lack of improvement in pupils' performance. Resources are satisfactory and provide a wide range of opportunities for pupils' practical work. They are easily accessible, well organised and used by the staff and pupils alike.

ART AND DESIGN

129. Pupils in Foundation Stage and Key Stage 1 generally reach standards above those expected for their age, due to carefully planned and organised teaching and the enthusiasm of the pupils. Standards in Key Stage 2 are generally in line with national expectations, although more variable. This is because skills developed earlier are not always effectively built on and opportunities for exploration and evaluation are not fully developed in some lessons. The good progress made in the earlier years therefore slows in some lessons in older classes. This shows a slight drop in standards since the last inspection. One reason for this is the lack of a scheme of work which details how skills and understanding are built on each year. Pupils with special needs participate with enthusiasm and show care with their work. They are well supported and enabled to make satisfactory progress.

130. Pupils learn to mix wet and dry paint successfully to achieve different effects. A Year 2 class worked carefully on this, using and sharing resources in a disciplined way and almost all were able to explain how they achieved their results. Pupils use brushes with care throughout the school, but experimentation with different techniques is limited. Observational skills develop well in the early years. For example, pupils in reception show that they have looked at figures carefully to represent their main features. Pupils experience portrait-making throughout the school, using a variety of media and techniques, but these are not extended sufficiently in Key Stage 2. Sketchbooks introduced in Year 3 are not fully exploited when pupils move into Year 4 to enable pupils to experiment with techniques or research ideas.

131. Pupils enjoy collage work and develop a good range of skills and experience as they move through the school. They explore a range of materials and use and combine them in a variety of ways, developing increasing control over their management of different media. Pupils learn to discuss and analyse the work of a variety of artists, such as Mondrian, Monet and Pollock, although these are drawn almost exclusively from Western culture. Where illustrations from artists and illustrators are used to stimulate ideas and techniques, children respond well, tackling problems of composition and capturing moods and emotions effectively. For example, the Year 3 paintings stemming from an examination of Mary Cassat's work, show pupils struggling successfully to portray intimate family groupings and grappling with proportion, colour and perspective. Pupils have enjoyed exploring the use of information technology to experiment with colour, line, shape and pattern to produce representational and abstract pictures. Pupils in Year 2, for example, created some lively pictures of firework night and produced designs inspired by examining the work of Jackson Pollock.

132. Pupils clearly enjoy their art and design lessons. Pupils' work is well displayed in classrooms and around the school and they show pride and interest in it. Older children are encouraged to present work at the local schools exhibition.

133. Teaching is satisfactory overall, with predominantly good teaching in the Foundation Stage and Key Stage 1, where teachers are more specific about the skills they seek to foster and what prior experience pupils have. They record progress and identify strengths and weaknesses to inform further planning. Most lessons are well prepared and organised and

techniques are clearly demonstrated, although there is inconsistency between classes, particularly in Year 4. In some lessons, the task is too narrow in scope. There is insufficient opportunity given for practising and experimenting with ideas and techniques or scope for challenge or choice and poor use of available resources to stimulate and support pupils' work. Not enough attention is given to evaluating work as it progresses. In one Year 4 lesson, for example, pupils were asked to sketch a Celt. The teacher provided some useful guidance on proportion and brief advice on colour mixing to achieve a realistic skin tone, but did not provide any examples or models for pupils to analyse and comment on until pupils were had nearly completed the activity. No use was made of the rich resources available, for example, through the Internet. Pupils had no opportunity for any preparatory observational work on figures in their sketchbooks. The results were static and stylised as a consequence and a number of pupils expressed dissatisfaction with their own efforts.

134. There is no clear guidance to teachers on the development of skills, knowledge and understanding. As pupils progress through the school, the topics they cover are recorded and travel with them. However, these records do not provide sufficient detail to ensure experience is built on and skills extended and they do not provide teachers with an overview of the full curriculum so that they have a clear idea of their contribution to it. Further details are available in teachers' half term plans, but these are not collated by the co-ordinator to give an overview of the subject. Planning and pupils' work are not monitored in any systematic way. The governor with responsibility for art and design shows a strong interest in pupils' work, regularly visits the school, but does not have access to overall planning or to pupils' progress throughout the school.

DESIGN AND TECHNOLOGY

135. Standards in design and technology are in line with those expected nationally. This situation is unchanged since the school was previously inspected.

136. Good use is made of the nationally recognised scheme of work to plan tasks appropriate for pupils' ages. There is a good balance between the making process and the knowledge and understanding of the materials they are using. Whilst in some classes, such as Year 2, pupils are given good opportunities to develop their ideas and plan how they might work, this is not always so throughout the school. There is little evidence that previous work is recorded in a design and technology folder and carried forward throughout the pupils' four years in the school to provide a clear record of pupils' achievement and form a useful portfolio of work.

137. Pupils' knowledge and understanding is reinforced well through good cross-curricular links. For example, the task to design and make a bookmark in Year 2 is linked to previous work with materials and design work using a computer. Language skills are developed through discussion and explaining examples of bookmarks pupils' had brought to show the class. What pupils learn in one subject is used and applied in other subjects.

138. Good use is made of support staff who help children to receive either individual or group guidance. For example, when using mechanisms for moving cards, support staff are clear about their roles. In this way, pupils are given support that is well matched to their abilities and enables them to make good progress.

139. Pupils' attitudes are very good, and this has much to do with the pace of the teaching. In Year 2, for example, tasks are explained quickly and pupils soon get to work. In the most effective lessons, where teachers feel longer discussion is necessary, they break this down and give children fresh instructions or guidance as the lesson progresses. During the introduction to a new topic, the teacher used a wide range of bookmarker examples to illustrate the different designs, materials and techniques involved, discussing their suitability.

140. The tasks and activities children are given are very imaginative and stimulating learning opportunities. In Year 2, pupils are able to explain the methods and workings of the moving parts for sliders and levers being used in their cards. As their work advances, they know what they have done well and most can suggest areas needing improvement, such as supports for the sliders. Pupils have a good knowledge of many techniques and skills, such as 'scoring' to make folds sharper and a range of joining techniques.

141. Co-ordination is unsatisfactory at present. The subject would benefit from being managed by a member of the teaching staff who could monitor, evaluate and support the curriculum, particularly the planning and evaluating processes, in order to recognise strengths and areas for improvement.

GEOGRAPHY

142. Standards in geography are in line with national expectation by the age of seven and the age of nine. Progress in learning is satisfactory. Only two lessons were observed during the inspection, but evidence of standards has been obtained from looking at samples of pupils' work and in discussions with teachers and pupils.

143. Pupils in Years 1 study their own locality and learn the basic principles of map work. They draw maps of their journeys to school and study maps of Great Britain. In Year 2, pupils carry out a study of a seaside locality, in this case, Great Yarmouth and present it with much use of physical and pictorial detail. In the very good Year 2 lesson observed, pupils were near the beginning of a unit of work on the imaginary island of Struay. They eagerly seized the opportunity to identify the physical and human features of the island, using one of the "Katie Morag" series of books to follow Katie's journey as a temporary postman around the island. In this way, they developed and consolidated many geographical skills, such as knowledge of physical features, mapping techniques, relevant vocabulary and a sense of comparison between different places. Pupils in Years 3 and 4 show their knowledge, skills and understanding in studies of a range of work varying from the mapping of 'Treasure Island' to a detailed study of their local area by means of locating known landmarks on an aerial photograph of their school and its surroundings. They know a great deal about weather and, in Year 4, pupils record the weather on a daily basis, using charts and computers to keep an accurate record. They are familiar with the purpose of a compass and secure in their knowledge of direction. Mapping skills are appropriately developed by the use of the computer programmes and world maps. The subject is made accessible to less able pupils by the careful grading of work and the more able pupils are encouraged to extend their work by personal research.

144. The teaching seen was good. Teachers went to great pains to explain concepts clearly to pupils, to use questions well to check their understanding and to extend their geographical vocabulary. Teachers' knowledge of the subject was secure and they enlivened the lessons with pictures, photographs and posters.

145. Management of the subject is satisfactory. The school uses the nationally recommended guidelines to support planning for lessons in the subject in Years 1 and 2. In Year 3 and Year 4 the scheme of work is dictated by a series of topics, arranged to fit in with

what will be studied later at pupils' middle schools. Occasionally, the topic approach inhibits the steady development of the relevant skills that are now being well developed in Years 1 and 2. A format for assessing and recording attainment in geography, based on the national guidelines, is now being used, enabling the teachers to check on pupils' progress, particularly that of the more able and the less able pupils. However, although the co-ordinator is able to do some sampling of pupils' work, there is no opportunity for the monitoring of standards of teaching of geography at present and no samples of pupils' work kept in portfolios for teachers' use in evaluating pupils' progress. Resources to support learning are good and the school makes good use of the local area as a valuable resource for local studies.

HISTORY

146. Standards are in line with national expectation by the end of Year 2 and Year 4. This is similar to the judgement on standards at the previous inspection. Three history lessons were observed during the inspection and evidence of standards is based on these, examining samples of pupils' work, displays in the school and discussions with both pupils and teachers. Inspection evidence shows that less able pupils have appropriate work set for them while more able pupils are helped to use their research skills.

147. Pupils in Years 1 and 2 can recall the things they could do when they were babies and toddlers and compare them with what they can do now. Through photographs they begin to recognise the distinction between the present and past in their own lives to and develop an understanding of chronology. They learn about the lives of famous people in the past, such as Guy Fawkes and Grace Darling. In one very good Year 2 lesson, pupils were enthralled by the story of the life of Mary Seacole, especially when the teacher used a short video very judiciously to help pupils visualise scenes from her life. Pupils worked hard and with interest to understand the prejudices of the time, one exclaiming in disgust, 'Everything was black and white then'. Good links are made with geography, through the use of posters and tourist guides from past times describing seaside holidays. Pupils in Years 3 and 4 recognise many of the differences and similarities between different periods in history. For example, they look at photographs of life in the time of Queen Victoria and compare it with their lives today. In one lesson, Year 3 pupils worked as they would have done in a Victorian schoolroom, using slates and ink pens to practise their copperplate handwriting. Pupils in Year 4 study the history of the Celts in Britain and the Roman settlement of the country. They develop their sense of chronology by following a timeline to find where these peoples appeared in history. Good links with ICT in history are beginning to be developed.

148. Teaching in the lessons seen varied in quality. In the lesson observed Year 2, pupils were rapidly developing chronological skills and learning to deduce facts for themselves from historical evidence. In those lessons seen in Years 3 and 4, lessons were more teacher-directed in their use of ongoing topics, agreed with pupils' later middle schools, and gave pupils less scope to research for themselves.

149. The school uses the national guidelines to organise planning in the subject and to ensure that there is steady progress in historical skills in Key Stage 1. In Key Stage 2, topics are linked with projects agreed with the middle schools. throughout the school. Teachers are beginning to record what each pupil knows and can do, but not using a commonly agreed system. Management of the subject is satisfactory, although the role of subject co-ordinator is not fully developed. Resources are satisfactory and are used effectively to enhance learning. Good use is made of visits to museums, to As a result, there is little monitoring teaching in the subject to ensure good progress and encourage good teaching methods. Good use is made of visits to Bedford Museum and the Roman Museum. Resources are satisfactory, though artefacts are in short supply.

INFORMATION AND COMMUNICATION TECHNOLOGY

150. Standards in ICT are in line with those expected nationally at the ages of seven and nine, an improvement since the last inspection. Particularly effective is the use made of ICT in other subjects throughout the curriculum. Pupils are taught the advantages of ICT when compared with alternative methods. Consequently, they develop a clear understanding of when it is appropriate to use ICT.

151. The curriculum offers a good range of relevant experiences. For example, in Year 1 and 2 pupils were using the computer in a numeracy lesson to identify greater than and smaller than numbers from a program which the class teacher had designed herself. Most pupils have well-developed basic skills and are now much more confident and competent users than at the time of the last inspection.

152. Teaching is relevant to pupils' needs. Teachers are beginning to plan for pupils to use and apply ICT skills more often and more effectively to support learning in other subjects. This gives pupils a clear message about the wider applications of technology. Pupils' awareness is successfully raised in several ways, such as large classroom displays, where ICT in some form is a main focus. There is a station ready and accessible for pupils to work at in every classroom and staff direct pupils to use the technology in most subjects. The Year 4 classes have scanner and digital camera access and the Internet has now been installed.

153. Co-ordination of the subject is good. Areas for improvement have been identified and there is a clear direction for the development of the subject. Issues raised in the last inspection have been targeted and curriculum planning has improved, particularly to show when the key skills will be developed. Staff training, including both personal competence and how to make the best use of equipment with pupils is proving beneficial. Plans to extend this further, together with the development of the curriculum, are good. Assessment is developing and is used well to assess pupils' key skills and use the information gathered about what pupils can do to plan the next stages of their learning.

MUSIC

154. Few lessons were observed in music and none at the end of Key Stage 1 or in Year 4. Judgements are based on observations, planning, discussion with pupils and other aspects of music observed. Pupils are attaining standards above national expectations by the age of seven and average standards by the age of nine. Progress is good at Key Stage 1 and better than in Years 3 and 4, due to more adventurous use of resources and more effective planning to build systematically on pupils' skills.

155. Pupils sing well throughout the school. They are given a variety of opportunities to experience singing in assemblies, school performances and in class groups. Teachers encourage good diction, projection and expression and pupils respond well to this. Pupils explore and combine musical sounds, showing a good sense of rhythm and a developing sense of time. For example, a Year 1 class showed great enjoyment and skill in using their voices expressively when singing. They then collaborated well to produce a performance, using a range of instruments competently to represent animals, controlling them well and combining them effectively with the song. A Year 3 class was introduced to singing rounds in two parts. They concentrated well and kept good time.

156. Pupils listen carefully and responsively to music and recognise a range of composers and instruments. Year 1 pupils, for example, can distinguish between long and short sounds and high and low ones. All pupils in Year 3 are given the opportunity to learn the recorder and those showing particular aptitude and interest can learn the violin. These pupils are learning

to read music. They contribute to school performances and also take part in county events. Pupils with special needs and those for whom English is an additional language are involved well in lessons and make good progress in Key Stage 1 and satisfactory progress at Key Stage 2. Pupils participate with great enjoyment and listen to one another well. They respond with energy and enthusiasm to ideas and instructions.

157. Teaching is good in Key Stage 1 and satisfactory at Key Stage 2. This is an improvement on the last inspection. Teachers manage pupils well, so that pupils group and regroup efficiently and are clear about expectations. Where teaching is good, teachers make good use of the range of instruments and improved teaching and learning resources. They are clear about the skills they are seeking to develop and use opportunities effectively to do so. Activities are designed carefully to further these skills. In some lessons, however, there is a narrow range of activities offered, lack of opportunity to explore and experiment and teachers are not clearly building on previous learning. This leads to a lack of development of pupils' skills and knowledge and too few opportunities for pupils to reflect and evaluate their work as they progress.

158. Although teachers plan in relation to the National Curriculum on a half-termly basis, these plans are not guided by a detailed scheme of work which ensures knowledge and skills are systematically developed. Good communication across a stable staff over a period of years has compensated for this to a certain extent, but this is fragile and not enough to ensure that pupils continue to make good progress in Key Stage 2, where there have been changes in staff and communication across years is not as easy. Teachers do not have a sufficiently detailed overview of what has been covered in previous years or how work will be built on. Medium term planning is not collated and accessible to rigorous analysis or evaluation. Good links are made with other subjects to stimulate ideas.

159. There have been improvements in the range of resources since the last inspection. This has led to improvements in teaching, especially in Key Stage 1. There is a greater range of pitched and non-pitched instruments and recorded music drawn from a wider variety of cultures.

PHYSICAL EDUCATION

160. Overall, standards in physical education are similar to those expected nationally. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress. Swimming takes place at the local sports centre for all Year 4 pupils, with qualified instructors.

161. Teaching seen was generally satisfactory or good. Skills and techniques were well taught, for example the need for control and fluency while devising sequences on the apparatus. Teachers of older pupils dressed appropriately to allow demonstration and to motivate pupils to dress correctly themselves. Pupils were given the opportunity to use a very good range of apparatus to practise and hone their skills. High expectations, particularly related to how hard pupils tried, were very well supported by relaxed, friendly relationships with one another. Where the pace of teaching slowed, in the older classes, this was generally because the teachers over-controlled the session and did not allow pupils to remain active for long enough.

162. Pupils have a sound knowledge and understanding of the effect of exercise on their bodies. They can explain the importance of warming-up and cooling-down. They enjoy the gymnastic activities and make satisfactory progress in the development of sequences of balancing activities, as individuals and in pairs. However, there is little evidence of the teaching of specific, more advanced gymnastic movements, either on or away from

apparatus. Pupils demonstrate very positive attitudes during lessons. The standard of behaviour in all classes is good.

163. Subject co-ordination is satisfactory. Planning is based on a scheme of work that is commercially produced and provides only a basis for development. It is not specifically designed for the needs of the school and, as a result, some of the lesson suggestions are over-complicated and prevent pupils' activity from being as flexible and varied as it could be. It has not been adapted by the co-ordinator assessing the needs of the pupils and staff in devising a school scheme of work based on the programme, but not totally dependent on it. Resources are good. Provision is extended through the use of other expertise, including soccer and tennis coaches. Physical education supports pupils' social development well.

RELIGIOUS EDUCATION

164. It was possible to see only two lessons, both in Key Stage 2, during this inspection, but other evidence was available in the scrutiny of pupils' work and teachers' files. The teaching of religious education is given adequate time in all years and is seen as an important part of the curriculum.

165. Attainment in religious education meets the expectations of the local Agreed Syllabus, though teachers are evidently more confident in dealing with the first attainment target, learning about religions, than they are with the second, learning *from* religions. Work is based closely on the programmes and units of work in the local Syllabus, which the co-ordinator and teachers praised for providing them with a very helpful framework and support materials.

166. In Key Stage 1 pupils are familiar with the stories of Jesus, the stories of Noah and Moses and the nativity. They know that different faiths have their own special books and in which faiths the Bible, the Torah and the Qur'an are read and held sacred. They know that the Qur'an is written in Arabic. They have learned something about the importance of religious festivals, and the ceremonies and traditions which form part of them. In the 'Myself' unit they consider feelings and families, and learn something about family traditions and celebrations in the Christian and other faiths. It is sometimes difficult for them to make links between what special books say and people's values and attitudes. Some of the work they do is recorded as writing or drawings in the separate exercise books they keep for their work in religious education.

167. Building on a sound foundation, work in Key Stage 2 develops further understanding of different faiths. In a good lesson on Jewish family life and religious customs in Year 3, pupils responded with keen interest to a video illustrating some of the rites and rules of Shabbat in a family setting. The teacher showed the class some special objects, including a prayer shawl and prayer cap and delighted them by bringing and sharing something similar to a Shabbat loaf.

168. These objects were also used well by the co-ordinator for religious education in a whole school assembly. Shabbat, an English christening tradition and Divali were effectively brought together as family festivals with the help of objects and clothes which gave vivid life to each.

169. In a satisfactory lesson in Year 4, pupils working on the 'Choices' unit discussed friendship and the choice of friends. They were eager to contribute views and suggestions in response to the teacher's effective generation of ideas.

170. A number of children are withdrawn by their parents from religious education lessons. Withdrawal in one of the lessons observed meant that the two pupils were sitting in another

part of the classroom and could hear and see much of the lesson. Although this is accepted by parents, inspectors do not believe that this is a satisfactory arrangement and think it would be better if they could do work set by the teacher in another classroom.

171. The co-ordinator enjoys the subject and has built up a good basic collection of artefacts and books, representing all the faiths studied, as a resource for teachers. The materials supplied by the local education authority provide further good resources for teaching. Some of these objects could be on display in the school at appropriate times of the year. Not enough use is made, however, of outside resources, visits or visitors. The only place of worship pupils have visited is churches of different denominations and they have rarely been able to meet or listen to representatives of the various faiths they are studying.