

INSPECTION REPORT

BRAMINGHAM PRIMARY SCHOOL

Luton

LEA area: Luton

Unique reference number: 109594

Headteacher: Mrs S Flowers

Reporting inspector: Mr J G Quinn
15676

Dates of inspection: 29th April – 2nd May 2002

Inspection number: 198805

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 -11 years

Gender of pupils: Mixed

School address: Freeman Avenue
Luton
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Postcode: LU3 4BL

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Appropriate authority: The governing body

Name of chair of governors: Mr John Draper

Date of previous inspection: 24th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15676	Mr J G Quinn	Registered inspector	Design and technology Physical education	What sort of a school is it? The school's results and pupils' achievement How well is the school led and managed?
10965	Mrs P A Edwards	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?
31177	Mr M P Mangan	Team inspector	English Art and design Music	
20007	Mr T Neat	Team inspector	Science Information and communication technology	How well are pupils taught?
22790	Mrs J R Pinney	Team inspector	Foundation Stage Geography	
21034	Mr S B Smith	Team inspector	Mathematics Religious education Special educational needs	How good are the curricular and other opportunities offered to pupils?
19055	Dr E O Statham	Team inspector	English as an additional language Equal opportunities History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than average primary school situated on the outskirts of Luton. There are 423 boys and girls on the school roll between four and 11 years of age. Pupils attend from the large estate of mainly privately owned homes in the school's immediate vicinity. Approximately 16 per cent of pupils are from families of ethnic minorities and nine per cent speak English in addition to their own language. This is a high proportion. Languages spoken in addition to English are Gujarati, Punjabi, Chinese and Bengali. Of these pupils nine are at an early stage in their acquisition of English but only two receive specialist help. The proportion of pupils with special educational needs is slightly above average at 24 per cent. Of these 11 pupils have Statements of Special Educational Need which, as a proportion, is above the national average. Seven of these pupils are supported through a designated special needs unit. They have physical and medical disabilities. The school seeks to include these pupils in normal class activities for as much time as possible. Twenty pupils are entitled to free school meals which is below average. Most children have had pre-school experience prior to beginning part-time in the Foundation Stage at the age of age four. Although there is considerable variation, attainment on entry is similar to that normally found.

The school has had difficulty recruiting suitably experienced staff recently. A significant number of pupils leave the school before they reach Year 6 as parents seek places in schools which will feed into more favoured secondary schools.

HOW GOOD THE SCHOOL IS

This is a successful school which is well led and managed. The positive ethos, the strong support of parents, the good attitudes of pupils and the emphasis on valuing, monitoring and developing individuals ensure that pupils make appropriate progress in their learning. Taking all relevant factors into account the school provides good value for money.

What the school does well

- Due to the very good and occasionally excellent teaching at Key Stage 2 pupils attain above average standards in most subjects by the end of Year 6.
- The recently formed senior management team provides firm direction for the work of the school under the strong leadership of the headteacher.
- The school provides very effective support and guidance for all pupils.
- Learning support assistants are well deployed and make a significant contribution to pupils' learning.
- Most pupils have positive attitudes to school and are keen to learn.
- Provision for pupils with special educational needs is very good.
- The school works very closely with parents and has established productive links with local businesses and neighbouring schools and colleges.

What could be improved

- There is wide variation in the quality of teaching throughout the school.
- Existing arrangements for monitoring and development of teaching need to be more systematic and reviewed to provide a clearer focus on the impact of teaching on learning.
- The role of co-ordinators in monitoring how well their subjects are taught is underdeveloped.
- Planned targets for improving the school in the longer term have not been incorporated into a well-costed school development plan.

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

The school's strengths strongly outweigh its weaknesses.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. Since then it has made satisfactory progress. National Curriculum test results in Year 6 are not as high as they were last year but are better than they were when the school was last inspected. Test results for pupils in Year 2 have also improved since 1997. Inspection findings show that overall standards are broadly as they were at the time of the last inspection but those in English at Key Stage 1 are not as good. Although there is a similar proportion of teaching which is very good or excellent there is also some unsatisfactory practice which was not the case at the time of the last inspection. Sound progress has been made in addressing the key issues for improvement identified in the last report. However, the school development plan still includes too few targets on a range of fronts beyond a year. Governors are now more involved than they were in evaluating the impact of spending decisions, and their strategic view for school development has improved.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6, based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A*	C	D
mathematics	A	A	B	C
science	A	A	B	C

Key

well above average A

above average B

average C

below average D

well below average E

Results rose steadily since the school was last inspected, but fell during the last year. Overall, the trend over the last five years has been similar to that found in the majority of schools. In the most recent tests, results were above the national average in mathematics and science and in line with those for similar schools. In English, results were average but below those for similar schools. The school has set realistic targets for pupils in English and mathematics which have been achieved.

Pupils in Year 2 attained above average results in mathematics but did not do as well as pupils in similar schools, against which, results were below average. In both reading and writing results were average but well below in reading and below in writing when compared to those in schools which have a similar context. Teacher assessments in science were close to the national average.

Inspection evidence indicates that standards are above average at the end of Year 6 in all subjects except information and communication technology (ICT), history and physical education (PE). In these subjects standards meet expectations by the end of both key stages. In religious education (RE) standards for pupils in Year 2 and Year 6 exceed those outlined in the local authority's agreed syllabus. Standards are also above average at both key stages in art, music and geography. In all other subjects pupils attain average standards by the age of seven.

Children in the Foundation Stage are on target to attain the early goals for learning in personal, social and emotional development, communication language and literacy and mathematical and physical development by the time they leave the reception classes. They are likely to exceed these targets in their knowledge and understanding of the world and in creative development.

Most pupils with special educational needs make good and occasionally very good progress due to the support which they receive individually and in small groups. Those pupils whose first language is other than English make similar progress to other pupils.

Pupils make satisfactory progress in their learning throughout the Foundation Stage and Key Stage 1, and good and occasionally very good progress throughout Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. Most work purposefully in lessons and with sustained concentration on the tasks that are set for them.
Behaviour, in and out of classrooms	The vast majority of pupils behave well in lessons and at other times around the school. There have been three fixed-term exclusions over the past year.
Personal development and relationships	Pupils develop very good relationships, with their classmates and with the adults with whom they work. Most are helpful and polite. Many older pupils are sensible and mature.
Attendance	Attendance is satisfactory. Most pupils arrive punctually at the beginning of morning and afternoon sessions, which enables lessons to begin promptly.

TEACHING AND LEARNING

Teaching of pupils in:	Foundation Stage	Years 1 – 2	Years 3 – 6
Quality of teaching	satisfactory	satisfactory	good

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

The quality of teaching varies widely across the school. It was best for pupils at Key Stage 2 and particularly in Years 5 and 6, where there was a high proportion of very good and occasionally excellent practice. Basic skills of literacy and numeracy are taught satisfactorily in the Foundation Stage and at Key Stage 1 and they are taught well at Key Stage 2. Teaching was unsatisfactory in a small proportion of lessons.

Features of the most successful lessons are the way in which teachers plan thoroughly, how they manage pupils and the opportunities provided for pupils to evaluate their own work and that of others. These teachers know their pupils well and clearly understand the subjects they teach. They have high expectations and use resources and learning support staff to good effect in order that pupils derive the maximum benefit from the lesson time available. Where lessons are not as good, time is wasted. Teachers do not manage the behaviour of pupils well enough in a minority of lessons and this affects the quality of learning for the class as a whole.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall with strengths in personal and social education. There are a good range of extra-curricular activities and trips to enhance the curriculum. The school has established very productive links with local businesses and with neighbouring schools and colleges.
Provision for pupils with special educational needs	Provision for these pupils is very good. There is a coherent approach across the school and as a result pupils are well supported within their classes, in small groups and individually where necessary.
Provision for pupils with English as an additional language	There is good support for pupils whose first language is not English. The school's inclusive culture ensures that they take a full part in lessons and are fully included in all aspects of school life.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The school provides well for pupils' personal development. Provision for social development is particularly strong and that for spiritual and moral development is good.
How well the school cares for its pupils	Procedures for child protection and for generally ensuring pupils' welfare are very good. Arrangements for promoting acceptable behaviour and for monitoring pupils' personal development are

	particularly strong features.
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Parents have confidence in the school. They find staff approachable and welcome the way in which the school involves them in their children’s learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school are good. The head teacher provides clear educational direction with strong support from the recently formed senior management team. Many subject co-ordinators are new to their roles. Most do not yet monitor how well their subjects are taught in order to develop a clear understanding of where their support is most needed.
How well the governors fulfil their responsibilities	The governors fulfil their roles well. They are committed to the school’s success and have agreed targets for further improvement of the school in the longer term. These have not been incorporated into a clear, closely-costed school development plan which will determine the direction of the school beyond a year.
The school’s evaluation of its performance	The school analyses data related to pupils’ performance in statutory and non-statutory tests well. Although senior management staff check the quality of teaching throughout the school, this is insufficiently regular for all staff, and does not focus clearly enough on the impact of teaching on pupils’ learning.
The strategic use of resources	The school makes effective use of its resources and of the finances available. However, as the school development plan only covers one year these are not planned strategically to secure improvement in the longer term. Particularly good use is made of the hardworking and committed learning support assistants who make a significant contribution to pupils’ learning. School administration is efficient and unobtrusive. It supports the central tasks of teaching and learning well.

There is a good range of appropriately qualified teaching and support staff who work closely together. The accommodation is spacious and enables the curriculum to be taught effectively. The outside area for children in reception has not been developed sufficiently as a resource to enhance their learning in keeping with the most recent guidance. There is a good range of resources overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children enjoy coming to school.• Children make good progress.• Behaviour is good.• Teaching is effective.• They would feel comfortable approaching the school with suggestions or concerns.• Children are expected to work hard.• The school works closely with parents.• The school is well led and managed.• The school helps pupils to become responsible and mature.	<ul style="list-style-type: none">• The amount of homework that pupils receive.• The information that they receive about their children's progress.• The range of activities provided outside lessons.

The inspection findings generally support the positive views of parents but do not endorse those areas they believe to be in need of improvement. Pupils receive an appropriate amount of homework, the information provided on pupils' progress is more than that found in many schools and there is a good range of extra-curricular clubs and educational visits.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Results in the most recent national tests for pupils aged 11 were above average in mathematics and science and average compared to similar schools. In English they were average but below those for similar schools. A slightly higher than average proportion attained the higher Level 5 than was the case in most schools in mathematics and science. In English, a similar proportion attained the higher Level 5 to that found nationally. Results have improved at similar rate to all schools over the past five years but are not as good as they were in the Year 2000. The school has set appropriately challenging targets for Year 6 pupils in English and mathematics and these have been met. Results vary each year according to the proportion of special educational needs pupils in each year group and to the proportion of pupils who transfer schools throughout Key Stage 2, in order to secure places in middle schools that feed into more favoured secondary schools.
2. Results in the 2001 national tests at Key Stage 1 were average in reading and writing and above average in mathematics. The results of teacher assessments in science were close to the national average. The proportion that attained the higher Level 3 was below average in writing and mathematics and well below in reading and science. However, pupils did not perform as well as those in similar schools, where results were below average in writing and mathematics and well below in reading. Reading results have been consistent over the past three years but those for writing and for mathematics are not as good as in previous years.
3. Inspection evidence shows that children in reception are on target to exceed the nationally prescribed goals for learning in their knowledge and understanding of the world and in creative development by the time they enter Key Stage 1. They are likely to achieve the goals in personal, social and emotional development, communication, language and literacy, mathematical and physical development.
4. The evidence gathered during the inspection broadly reflects the results achieved in national tests. However, pupils currently in Year 6 do better than last year's results indicate and those at Key Stage 1 do not do as well in mathematics.
5. The grouping by ability and concentrated period of revision in preparation for national tests, combined with effective teaching, helps pupils perform well. At Key Stage 1, although pupils are grouped by ability for mathematics for part of each week, in other lessons teachers do not regularly meet the needs of the most able pupils in the tasks that are set. This affects the progress that they make and the standards they achieve in their work.
6. There has been satisfactory improvement in standards since the last inspection. They are now similar to those at the time of the last inspection except in music where they have improved at both key stages and ICT where they are average as opposed to above average previously. Standards are not as good in English at Key Stage 1 but are better in geography. Standards have also improved in design and technology (DT) at Key Stage 2 since the last inspection.
7. Inspections findings indicate satisfactory standards overall with good standards at the end of Key Stage 2. Standards in English, mathematics and science are above

average at Key Stage 2 and average at Key Stage 1. In RE pupils exceed the targets in the local authority's agreed syllabus at ages seven and 11. Standards are also above average at seven and 11 in art, geography and music. In all other subjects Key Stage 1 pupils achieve in line with those in the majority of schools. Pupils at Key Stage 2 achieve above average standards in all other subjects except for ICT, history and physical education where they are similar to those found in most schools.

8. Pupils with special educational needs and those who speak English as an additional language make good progress throughout the school overall due to the good support they receive in lessons, individually and within small groups. This was reflected in national test results at Key Stage 2 where those pupils for whom English was not the first language attained as well other pupils.
9. In English, pupils build on the skills they have acquired in reception, satisfactorily at Key Stage 1 and well at Key Stage 2. In speaking and listening pupils are given regular opportunities to listen closely, to respond to questions and to express their own views as they progress through the year groups. Consequently, by the age of 11 they listen with good concentration and talk with confidence in an increasing range of contexts. In reading, children in reception develop an appreciation of books and begin to recognise letters and groups of letters. These skills are developed satisfactorily at Key Stage 1 where pupils read a variety of books with growing accuracy and fluency. By the age of 11 pupils' skills have developed noticeably and they are familiar with a range of texts. They read well and some talk knowledgeably about favourite novels and authors. In writing, children in reception learn the significance of '*mark making*' as a means of communication. They begin to form letters correctly. These skills are developed satisfactorily at Key stage 1 where pupils write for an increasing range of purposes. Although spelling of simple words is often accurate punctuation is less secure. Pupils make good progress throughout Key Stage 2. By the age of 11, pupils' writing is often lively, shows good awareness of audience and a good use of vocabulary.
10. In mathematics, pupils build satisfactorily at Key Stage 1 on the awareness of numbers developed in reception. They increase their confidence when working with numbers and in other areas of mathematics, but more able pupils are not regularly presented with work that challenges them sufficiently. Consequently time is wasted and they do not always make the progress of which they are capable. Pupils throughout Key Stage 2 make good progress and by the age of 11, they have a secure understanding of the number system and of measures, shape and space and are learning to handle data effectively. As in Key Stage 1 the school has successfully promoted the development of pupils using and applying their mathematical skills and this is a regular feature of their weekly lessons especially in Years 5 and 6.
11. In science at age 11 pupils apply their understanding and scientific knowledge to investigations. They understand well that scientific ideas are based on evidence and consistently come to their conclusions after reflecting on the data they collect. However they do not always predict outcomes for their experiments.
12. In religious education, pupils develop their skills and knowledge well. They have a good understanding of a range of biblical stories from the *Old* and *New Testaments* by ages of seven and by age of 11 they have considered moral issues and are beginning to apply these to the way in which they respond to others.
13. In art, pupils make good progress throughout the school. They build well on the many opportunities for creative expression in the Foundation Stage. Those in Year 2, for

example, explore tile designs and copy and adapt them effectively. They produce detailed observational drawings of different patterns and textures around the school. Pupils cut, shape and stick materials to produce a desired effect. Pupils in Year 6 talk confidently about Islamic art and Egyptian patterns and demonstrate a satisfactory understanding of the use of different textures and materials in art. There are many examples of two and three-dimensional work around the school which is of a good standard in a variety of media such as charcoal, paint, fabric and clay.

14. Pupils enjoy music and make good progress. At Key Stage 1, pupils sing well and understand how to maintain clapping rhythms to accompany their singing. By the time they leave the school age 11 pupils have a very good understanding of graphical notation. They compose simple and more complex pieces of music and use a range of musical instruments to good effect.
15. Pupils make good progress in geography building effectively on children's knowledge and understanding of the world in reception. By age seven pupils are able to use an atlas to find a particular location in the British Isles and they are able to compare it to their own region using appropriate geographical vocabulary. At age 11 pupils use data on climates to compare countries and demonstrate good understanding of the effects of climate on the environment. Through their studies of current world-wide events pupils come to understand how people can improve the environment or harm it.
16. By the age of 11 pupils have made good progress in DT, especially throughout Key Stage 2. They design, plan, make and evaluate their work carefully to clarify their own ideas and to distinguish between what works well and what might be improved. They clearly enjoy the subject and this has a positive impact on the progress they make.

Pupils' attitudes, values and personal development

17. Throughout the school pupils' attitudes to learning are very good as they were at the time of the previous report. Pupils enjoy school and are keen to take part in the activities provided. The parents are very pleased with the progress their children make in their personal development.
18. The school works very hard to promote good attitudes among its pupils and is successful in achieving this. In many classes pupils work with enthusiasm and concentrate well on the tasks that are set. They enjoy being involved in their work as seen in a reception class studying caterpillars and planting seeds. They were enthralled by the caterpillars in their containers and were totally engrossed in sprinkling their poppy seeds into pots. Also pupils in Year 6 cheered spontaneously when they knew they were to continue with a popular DT activity.
19. Behaviour in class and in other areas of the school is good overall. In some lessons it is very good but in a minority of other lessons where the work provided is not closely matched to the needs of individual pupils some pupils behave inappropriately. Pupils are very courteous and treat staff, parents and visitors politely. They understand well the clear moral code. They show care for one another, their belongings and school property. Many older pupils are mature and sensible. No incidents of bullying were seen during the inspection. There were three fixed period exclusions during the last reporting year involving two boys.
20. Relationships are very good between pupils and all adults working in the school. Pupils from different ethnic backgrounds get on very well with each other. All pupils

are supportive of those with special educational needs. Pupils like their teachers and feel they are cared for very well. Pupils willingly accept responsibility and enjoy helping with the routines of class and school, acting as classroom helpers, fruit, water and milk monitors, register monitors, playground buddies and as elected members of the school council which meets on a weekly basis. Opportunities for pupils to take responsibility for their own learning are provided through homework tasks.

21. Pupils with special educational needs share the positive attitudes and reflect the good behaviour evident amongst all pupils. Through their specialist support they are able to engage in all subjects and to work with other pupils when necessary.
22. Most pupils who speak English as an additional language are enthusiastic about learning. They are motivated by the chance to use ICT in different subject areas to develop their English. Occasionally there are difficulties in sharing which slow the pace of their learning and that of other pupils.
23. Attendance is satisfactory and in line with the national average. The majority of pupils arrive within the time allowed for registration. This enables lessons to start on time and continue without interruption.

HOW WELL ARE PUPILS TAUGHT?

24. The quality of teaching and learning is satisfactory overall, and as a result, most pupils achieve appropriately. Of all the lessons seen, 95 per cent were satisfactory or better. Thirty six per cent were good, 13 per cent were very good and four per cent were excellent. However, the effectiveness of teaching varies significantly between different parts of the school. This is reflected in the quality of pupils' learning and in the standards they attain. In the reception and at Key Stage 1 teaching is satisfactory. Overall, teaching at Key Stage 2 is good. It helps pupils to achieve well and is reflected in better standards. There were excellent lessons in the Foundation Stage and in Key Stage 2 classes, but the majority of good, very good and excellent teaching was found at Key Stage 2. Teaching was best in Years 5 and 6 where it was consistently very effective. One unsatisfactory lesson was seen in reception and at Key Stage 2 and two were seen at Key Stage 1. At the time of the last inspection there were no unsatisfactory lessons.
25. The basic skills of literacy and numeracy are taught satisfactorily at Key Stage 1 and well at Key Stage 2.
26. Pupils with special educational needs are very well supported throughout the school and teaching is usually good and sometimes very good. They are taught individually or in small groups by well-qualified learning support assistants who are fully aware of the targets identified in pupils' individual work programmes. This additional support they receive enables them to take part in lessons and to be fully included at an appropriate level.
27. Pupils whose first language is not English are well taught in the Foundation Stage and at Key Stage 2. Teaching is satisfactory at Key Stage 1. Pupils are always included well in mainstream curriculum activities and build understanding of new language effectively in a range of subjects. Teachers brief learning support assistants in detail in order that work provided can be matched to pupils' needs. Teachers encourage pupils well with spoken and written comments. There is a strong and appropriate focus on meaning rather than word recognition in the most successful lessons.

28. Teaching is mostly satisfactory in the Foundation Stage and often good or better. The whole curriculum includes all the six areas of learning and emphasises independence through offering a good range of activities that are always available and made easy for children to select. Efficient planning ensures that all children are well supported to make the most of the planned provision, including those with special educational needs. Some activities are available all the time for children to select and work independently. At other times adults are involved in direct teaching and working with large and small groups.
29. A strong feature of teaching throughout the school is the quality of teachers' planning. Teachers plan thoroughly with clear learning objectives. For example, in a very good ICT lesson for Year 6 pupils, the clear identification of what was to be taught and how this was to be achieved, helped pupils greatly to improve their skills of word processing. Key Stage 2 teachers are very skilful in managing and controlling their classes. This means that a quiet and purposeful learning environment is created in most classrooms, which allows pupils to concentrate well and to give of their best. This was apparent in a DT lesson for pupils in Year 6, in which pupils designed slippers. The objectives for the lesson were clear and pupils concentrated well employing considerable thought and creative energy to their work.
30. In the best lessons, teachers know their subjects well. This ensures that pupils gain skills, knowledge and understanding progressively. At Key Stage 2, pupils respond effectively to the opportunities that this presents and show a good deal of interest in what is taught. This improves the progress that they make. When the teaching is effective, the pace of the teacher's delivery inspires the pupils to work at a good rate. This was apparent in several lessons. Teachers were enthusiastic in their presentations and consequently pupils were keen and worked productively. In most classes teachers manage pupils well and with minimum effort. They are supported in this by the school's ethos and general expectation that pupils will give of their best. Where teachers' expectations are high their challenging questions encourage pupils to think hard about their responses. This was particularly so at Key Stage 2, for example in a personal, social and health education lesson where pupils were considering their priorities at the scene of an accident and also in a DT lesson where the teacher would not accept merely 'good' as an evaluation of a product design.
31. Where the teaching is unsatisfactory, the methods used are inappropriate, pupils are asked to sit and listen for too long, and the progress made by different groups within the class is not checked sufficiently as the lesson proceeds and consequently time is wasted on inappropriate tasks. Teachers do not always manage and control pupils well enough at Key Stage 1. Time is wasted as a result. Pupils do not make sufficient progress and do not achieve as well as they might. Inappropriate use of time, which effects the pace and productivity of lessons was also a feature of several otherwise successful lessons.
32. The teachers and support staff work well together. Teachers ensure that the classroom assistants know how they can best help in the lessons. They use them well and this results in the support staff making a significant contribution to the progress of the pupils they assist. This is particularly noticeable in lessons involving pupils with special educational needs and those whose first language is not English. Pupils are always included well in mainstream curriculum activities. Teachers brief learning support assistants in detail in order that work provided can be matched to pupils' needs. Teachers encourage pupils well with spoken and written comments. There is a strong and appropriate focus on meaning rather than word recognition in the most successful lessons for pupils for whom English as an additional language.

Where teaching is good pupils increase their understanding of language for new learning in a wide range of subjects and gain confidence in producing new language, both spoken and written.

33. Teachers are effective in planning the inclusion of different groups in lessons. Generally, appropriate provision is made to ensure that all pupils including those with special educational needs and those whose first language is not English enjoy equal opportunities to succeed. Some teachers do not pay enough attention to the needs of left-handed pupils who are not placed appropriately when sitting next to right-handed partners at the same desk. This makes writing difficult for both the pupils concerned.
34. The quality of pupils' learning is satisfactory at Key Stage 1 and good at Key Stage 2, reflecting the difference in the quality of teaching. Pupils apply themselves well. Most work hard in all subjects. The introduction of target setting in English work, which involves the pupils themselves, helps those in the junior section to understand how well they are learning. Occasionally, pupils do not focus well enough on the teacher's instructions, are slow to settle to their tasks and do not ask questions to further their learning. Pupils for whom English is an additional language learn as well as other pupils.
35. Not all teachers make consistently effective use of the computers in classrooms and corridors to support the pupils' work in a range of subjects and to consolidate what is learnt in the computer suite.

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

36. The curriculum which the school provides for its pupils is satisfactory. In the Foundation Stage, the children are given a good range of opportunities to develop in all aspects of their learning. The curriculum for pupils throughout the rest of the school meets the requirements of the National Curriculum in all subjects. It also includes RE, and provision for pupils' personal, social and health education which incorporates sex education and awareness of drug misuse.
37. All pupils with special educational needs and those who speak English as an additional language have full access to the National Curriculum as a result of the support they receive. In Years 3 to 6 work is well matched to the needs of individual pupils. There are particularly good cross-curricular links in Year 4 where work on Tudor explorers is linked to poetry work about the moon, to mathematics work, knowledge of countries and oceans and even to one of the group reading books on *wreck divers*. These links provide an important reinforcement of new vocabulary and language structures for pupils at all stages of learning in English.
38. The previous inspection noted that schemes of work and curriculum planning were secure. This has continued and improved as subject leaders have built on and adapted these into high quality schemes of work linked to clear development targets. This enables pupils to build on their understanding progressively. The quality of long-term and medium-term planning is good, supported by high quality daily lesson planning by all teaching staff. The learning objective is central to the lesson and is regularly shared with pupils. Fortnightly written evaluations including concerns or strengths displayed by individual pupils are given to the headteacher. Written comments show appropriate interaction and follow up. Teachers' formal and informal assessments help them to plan how they will adapt the curriculum to make it more relevant to suit particular circumstances and groups of pupils.

39. Sufficient time is allocated for developing the key skills of literacy and numeracy and the methods used are effective. The curriculum ensures that pupils make at least satisfactory progress overall in all subjects. Aspects of social moral, spiritual and cultural education make significant contributions to learning areas. The school makes good provision for pupils' personal, social and health education, including sex and drugs education. These areas are supported by clear development plans and timetables include specific teaching time for lessons and *Circle Time* activities. The school council meets regularly and includes pupils from all year groups. This, plus regular discussions in personal and social sessions, contribute positively to this area. All pupils have learnt about the importance of a healthy life style and fruit is provided for them during the mid morning break.
40. Provision for pupils' personal development is good. That for social development is very good, spiritual and moral development is good and cultural development is satisfactory.
41. Pupils' spiritual development is promoted effectively through assemblies and RE lessons and there is a strong spiritual ethos which permeates the school. The importance of prayer and the contribution of music to feelings and emotions are central to spiritual development, supported by themes such as '*Precious Things*'. All assemblies involve pupils in reflection and use their contributions to support the powerful messages being relayed. All classrooms include clear messages on valuing personal relationships. Curriculum subjects such as history, geography, RE, personal social and health education and activities like *Circle Time* successfully promote spiritual awareness and provide opportunities for pupils to discuss matters that concern them. Pupils' past work shows that thought has been given to the uniqueness and preciousness of life and the earth and their place in it. The study of the feelings and emotions of characters in literature and history allowed pupils to express their own points of view. For example, in a good history lesson in Year 2 where pupils were considering Florence Nightingale and nursing in the past, they prepared questions to ask patients and nurses at Scutari during the Crimean war.
42. The school promotes pupils' moral development well. Pupils are given a strong moral lead through the school's code of rules consistently applied in all classrooms, through the effective role models of all adults working in the school and through the values promoted in assemblies. Pupils are taught the difference between right and wrong in a positive way. This enables them to become increasingly aware of the need to make appropriate choices in life and to treat all other people with respect. The effects of this are clearly apparent in the way pupils respond to one another and to the adults with whom they work. Personal, social and health education lessons help pupils explore moral dilemmas and *Circle Time* is an important opportunity for them to discuss confidential issues which concern them.
43. The school develops pupils' social skills and a sense of social responsibility very well. In many lessons they are given the opportunity to work co-operatively and most do so harmoniously and productively. In addition pupils take part in interschool competitive sports, in music festivals and in other extra-curricular activities which involve working or playing with pupils from other schools. Residential educational visits provide important opportunities for pupils to learn to live together, to take responsibility for themselves and to become independent.
44. The school council involves pupils between Years 1 and 6 and helps to promote an understanding of individual and collective responsibility in a very constructive way. A

Year 2 pupil gave a mature report to her class on the meeting she had attended and requested their ideas on the wearing of summer hats and on the purchase of new wet-weather games. Her notebook contained interesting notes and tasks from her attendance at meetings. In the majority of lessons pupils are encouraged to listen carefully to others and to be aware of others' feelings. In the playground pupils look out for others who are lonely or isolated as they stand at *Friendship Stops* and are encouraged to include them in their games. There is a strong emphasis on inclusion which encompasses all pupils, including those who have special educational needs and those for whom English is an additional language.

45. The school makes satisfactory provision for pupils' cultural development including the raising of multicultural awareness. In RE, history, art, music, and geography and in some instances in mathematics pupils are introduced to the other cultural traditions or religious practices. Individual pupils from minority ethnic cultures are valued and encouraged to feel able to make informed contributions to these lessons where their traditions and beliefs are the focus. This was evident in Year 4, for example, when a pupil talked about the importance of the ritual washing and gave practical demonstrations in the Muslim tradition. Also in Year 5 a pupil talked about his Hindu family's perceptions of God. This broadens pupils' understanding well and promotes tolerance and harmony.
46. The school continues to foster good links with the local community and benefits from sponsorship by and visits to a local supermarket to support pupils' learning. A well-known fast food restaurant has kindly provided a new football kit. The pupils visit the local sheltered housing for the elderly who are always invited to school productions.
47. Good relationships with partner institutions are helpful to the school. There is some useful exchange teaching with the local secondary school. The school is involved in initial teacher training and in the training of nursery nurses. There are a range of sporting fixtures with neighbouring schools which encourage pupils to work as a team, fosters their sense of fair play and teaches them how to cope with success and failure arising from friendly competition.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. As found at the previous inspection, staff work hard and successfully to provide a very caring environment. Adults treat pupils with respect and value them as individuals. They monitor the personal development of pupils well through *Circle Time*, class discussions and individual discussions on pupils' targets taken from their response to their annual progress reports. In the majority of lessons teachers promote pupils' self-esteem well and help them to feel positive about their achievements and aspirations; for example, several posters were displayed in classrooms stating that '*Success comes in cans!*'. Consequently pupils are encouraged by this to give of their best. They feel valued as individuals and are confident that their ideas will be heard and appreciated. Parents are very pleased with the standard of care the school provides and feel that the school is helping their children to become responsible and mature.
49. The results of statutory and non-statutory tests in English, mathematics and science are effectively analysed and provide the school with valuable information which enables teachers to provide support and extra assistance where it is most needed. The school makes simple assessments of what children can do at the beginning of the reception year, which provides a basis on which to build future learning. Assessment procedures are underdeveloped in some subjects. However, pupils

have targets in English and mathematics, and a number of subject leaders are developing portfolios of pupils' work to illustrate the progress they make over longer periods of time, for example in English and geography.

50. Staff use the agreed procedures for promoting very good behaviour well. Consequently there are few incidents of unacceptable behaviour and staff deal promptly with any reported concerns. The home-school agreement supports these procedures well.
51. Arrangements for monitoring attendance are satisfactory. Registers are called at the beginning of each session and any absence is followed up. The education welfare officer visits the school termly. Staff are very familiar with child protection procedures and training is regularly undertaken. These procedures comply with the recommendations of the area child protection committee.
52. The school looks after pupils' health, safety and general wellbeing very effectively. Sex education and drug awareness form part of the school's programme for health education. The school is part of the Healthy Schools Initiative. It follows effective procedures regarding accidents and first aid. Staff inform parents promptly of any accidents involving their children and of any treatment given. There are members of staff qualified to administer first aid and a medical room with appropriately stocked first-aid boxes. There is a detailed health and safety policy agreed by the governing body and risk assessments are undertaken regularly.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The school continues to have very strong links with parents as it did at the time of the last inspection. Most parents indicate that they are pleased with what the school provides.
54. Parents are proud of the caring ethos and have confidence in the school's ability to meet the needs of their children. They welcome the approachability of the headteacher and staff who always make themselves available at the beginning and end of the school day. The headteacher invests a considerable amount of personal time and energy to communicating with parents of individual pupils in order to resolve particular difficulties.
55. The school provides very useful information for parents. Most parents who replied to the pre-inspection questionnaire express satisfaction with the quality and quantity of information they receive in regular newsletters and curriculum letters. Many feel that they are given a clear picture of how their children are progressing both at the termly parent-teacher consultation meetings and in annual progress reports. These contain information on work covered, progress made and some areas for development. Parents and pupils are encouraged to comment on annual report response forms. Although several responding to the pre inspection survey expressed dissatisfaction with the amount of information they receive about their children's progress, the school provides more information than that supplied by the majority of schools. Most parents are supportive of homework and happy with the amount that their children receive. The majority of parents regularly comment in their children's reading diaries and so feel appropriately involved in their learning. Staff greatly appreciate the contribution of the regular, reliable number of parents and other volunteers who help in school with a variety of activities. The Friends' Association is open to all. It is active in organising fund-raising events which raise considerable amounts of money to assist with school resources such as computer equipment and additions to the library.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The school is well led and managed. The headteacher was previously the school's deputy headteacher and was appointed to her current position approximately 18 months ago. Since then she has demonstrated her commitment to improving further what was already clearly a good school. She has a vision of what she wishes to improve in the short and longer term which she shares with governors and staff. However, these targets for improvement are not incorporated into the school development plan to show clearly what will be achieved by when, or costed closely enough to guide progress beyond a year. Consequently the development plan is still too short term to be fully effective and has not improved sufficiently in this respect since the last inspection.
57. There is a positive ethos throughout the school, characterised by very good relationships and a clear emphasis on supporting and valuing individuals. Pupils think well of themselves as a result and are encouraged to do their best in the tasks that are set for them in lessons. The headteacher knows the pupils well which enables her to give very effective support for individuals where it is needed.
58. The headteacher provides strong leadership and has established a new and very supportive senior management team to assist her in running the school. It meets regularly, shares in decision making and is instrumental in taking the school forward in line with the headteacher's vision for school improvement. Although fairly recently formed they are already beginning to influence the work of the school. For example, a strong feature is the way in which they analyse the results of statutory and non-statutory tests and track the progress made by individual pupils. This builds effectively on the school's well established systems for target setting and enables the school to provide appropriate support where it is most needed for groups of pupils and for individuals. For example, there are regular lessons before school and during lunch times for pupils who need additional support in developing literacy skills. The monitoring, evaluation and development of teaching and learning are less effective. Although new teachers have been observed teaching, the interval for some more established members has been greater, with some not having been seen formally for about a year. Consequently there is a wide range in the quality of teaching across the school. A small proportion of unsatisfactory teaching is still evident which was not the case at the time of the previous inspection and there are unsatisfactory elements to some otherwise successful lessons.
59. Except in geography there are co-ordinators for all subjects and other important areas of the school's work. Many of these are new to their roles and have yet to make a full impact on teaching and learning in their subjects. These changes over a relatively short time have been an impediment to progress. However, co-ordinators are enthusiastic and most are knowledgeable in their subjects. They check teachers' planning carefully and examine pupils' work to develop an idea of standards throughout the school. There are too few regularly planned opportunities for most co-ordinators to be released from their regular teaching commitments in order to monitor how their subjects are taught in order that they might deploy their expertise and support where they are most needed.
60. Arrangements for the leadership and management of special educational needs are good. The special educational needs co-ordinator is a full-time teacher who has two days release cover to devote to other aspects of special educational needs work such as monitoring provision, giving additional support, diagnostic testing or attending review meetings. She maintains good links with parents and with external agencies.

All statutory requirements associated with special educational needs provision are met: appropriate policies and procedures are in place, professional contacts with outside agencies are constructive and helpful, and the report on progress in regard to the school's special educational needs provision is duly included in the governors' annual report to parents.

61. There is currently no co-ordinator to ensure a consistent approach to pupils who do not speak English as their first language.
62. The headteacher has taken steps to ensure governors' greater involvement and as a result they perform their functions well and fulfil their statutory obligations. The key issue related to the role of governors in the last report has been addressed satisfactorily. Approximately half the governors are new to the school since the last inspection. Those who are more established believe that that the school has been well led since its inception eight years ago and in the appointment of a new headteacher their priority was to continue rather than change its general direction and to secure further improvement. The fact that the work of the school has been sustained under the leadership of the new headteacher testifies that this was the correct decision. They share the headteacher's view for the strategic development of the school and several visit the school regularly to see lessons being taught, as they did at the time of the last inspection. They are now encouraged to be more evaluative and to question what they see. One governor supports the school particularly well in her role as ICT technician. School finances are kept under close review and spending decisions are thoroughly discussed.
63. Resources are used effectively but due to the fact that the school development plan is too short term the strategic planning for resources in the longer term is unsatisfactory. Particularly good use is made of learning support assistants who work with groups and individual pupils. School administration is very efficient and unobtrusive. It supports the school's main functions of teaching and learning well. Office staff make good use of information technology for budgetary planning, for monitoring finance and for producing information for governors and for parents. The school is beginning to use a computer program to check pupils' progress.
64. The school is generously staffed and this is having a positive impact upon standards. The number, qualifications and experience of teachers and support staff match the demands of the curriculum. The extra funding which is spent on learning support staff is a good investment as these assistants make a valuable contribution to the work of the school. Staff teams are well established and are committed to the continued success of the school. The school provides well for the professional development of all staff, taking due account of personal needs and the school's key aims and objectives. Procedures for the performance management of teachers are in place. Most newly qualified teachers receive good support but these good procedures have yet to be extended to ensure that a similar level of support is provided for all inexperienced staff.
65. The accommodation is good for the number of pupils on roll and this allows the curriculum to be taught effectively. The school is clean, tidy and well maintained by the hardworking site manager and his staff. There are many colourful and carefully displayed examples of pupils' work throughout the school which encourages them to have positive views of themselves and of the work they produce. The playground and field are of a suitable size. However, the secure play area for children in the Foundation Stage does not allow free access throughout each session and has not been developed sufficiently to enrich their learning overall.

66. The school has a good level of learning resources overall with very good resources for English. Nevertheless there are an insufficient number of computers to match the needs of the school and several of those currently in use are old. The school has plans to improve facilities for the teaching of ICT in the near future.
67. The different backgrounds of pupils for whom English is an additional language are not adequately reflected in the classroom displays and materials used in the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. The governors, headteacher and staff should address the following:
- 1) Use the examples of very good and excellent teaching to:
 - raise the quality of teaching throughout the school to that in the best lessons;
 - ensure that all teachers have appropriate strategies for managing pupils' behaviour and that teaching and learning time is always used effectively in lessons.
(see paragraphs 24 and 31)
 - 2) Improve the way in which teaching is evaluated and developed by:
 - reviewing current arrangements for monitoring teaching to ensure that they are sufficiently regular and systematic with a clear focus on evaluating the impact of teaching on pupils' learning; *(see paragraph 58)*
 - further developing the roles of co-ordinators by involving them more fully in checking how well their subjects are taught. *(see paragraph 59)*
 - 3) Improve the quality of the school development plan by incorporating appropriately costed targets for improvement in the longer term, prioritised to show clearly what is to be achieved by when. *(see paragraphs 56 and 63)*

In addition to the above issues the governing body should also consider including the following less important points for development in its action plan.

- Develop the outdoor area for children in the Foundation Stage, as a resource that will benefit all areas of their learning. *(see paragraph 65)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	84
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	11	30	36	4	0	0
Percentage	4	13	36	42	5	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 percentage point.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	423
Number of full-time pupils known to be eligible for free school meals	20
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	11
Number of pupils on the school's special educational needs register	102
English as an additional language	No of pupils
Number of pupils with English as an additional language	37
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.6

Unauthorised absence

	%
School data	1.4
National comparative data	0.9

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	22	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	19	22
	Girls	33	33	37
	Total	51	52	59
Percentage of pupils at NC level 2 or above	School	85 (92)	87 (92)	98 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	21	21
	Girls	35	36	35
	Total	53	57	56
Percentage of pupils at NC level 2 or above	School	88 (93)	95 (93)	93 (97)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	35	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	30	34
	Girls	15	11	17
	Total	42	41	51
Percentage of pupils at NC level 4 or above	School	81 (97)	79 (91)	98 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	30	34
	Girls	16	13	16
	Total	45	43	50
Percentage of pupils at NC level 4 or above	School	87 (88)	83 (90)	96 (98)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	4
Black – other	11
Indian	13
Pakistani	5
Bangladeshi	2
Chinese	6
White	308
Any other minority ethnic group	20

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	3	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 – Y6

Total number of qualified teachers (FTE)	16.4
Number of pupils per qualified teacher	25.7
Average class size	24.8

Education support staff: YR – Y6

Total number of education support staff	18
Total aggregate hours worked per week	382

FTE means full-time equivalent.

Financial information

Financial year	2001
	£
Total income	863,293
Total expenditure	860,458
Expenditure per pupil	2,084
Balance brought forward from previous year	48,224
Balance carried forward to next year	51,059

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	7.5
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	383
Number of questionnaires returned	65

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	31	0	2	2
My child is making good progress in school.	68	26	2	2	3
Behaviour in the school is good.	48	48	2	0	3
My child gets the right amount of work to do at home.	35	49	9	3	3
The teaching is good.	62	32	3	0	3
I am kept well informed about how my child is getting on.	55	32	9	2	2
I would feel comfortable about approaching the school with questions or a problem.	69	29	0	2	0
The school expects my child to work hard and achieve his or her best.	75	20	3	0	2
The school works closely with parents.	54	40	3	0	3
The school is well led and managed.	49	43	5	0	3
The school is helping my child become mature and responsible.	60	40	0	0	0
The school provides an interesting range of activities outside lessons.	42	31	14	2	12

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

69. Provision for children in the Foundation Stage is satisfactory. This is a similar picture to that at the time of the last inspection. Teachers and support staff work closely together as a very effective team. Consequently children are made to feel secure and happy and settle into school life confidently.
70. Children enter the pre-reception class on a part-time basis in the term after their fourth birthday. There are two intakes, in January and at Easter. Children begin full time education in one of the two reception classes in the term after their fifth birthday.
71. When they start in the Foundation Stage, children's attainment, although variable, is broadly average. They make sound progress in the reception classes and by the time they are ready to start in Year one, most are set to achieve the nationally defined Early Learning Goals in personal, social and emotional development, communication language and literacy, mathematical development and physical development. They achieve well in knowledge and understanding of the world and creative developments. In these areas of learning children are on course to exceed the expected standards by the time they leave reception.
72. Long-term planning does not always sufficiently take into account the stepping stones which lead to the Early Learning Goals. Assessment procedures are consistent and broadly ensure that lesson preparation is matching children's needs. For example, the teacher postponed the teaching of subtraction as a result of her evaluation of progress so far in mathematics. Specific strengths and weaknesses of individual children are regularly evaluated but are not always used effectively to identify what individual children have achieved in the stepping stones, in order to plan what skills they need to acquire in order to reach the Early Learning Goals.
73. A strength of this stage of learning is good team work. Staff work closely together to plan for the progressive development of skills and to ensure that children in each class receive the same quality of provision. They have established very good relationships between themselves and with the children to create an atmosphere that is most conducive to effective learning.
74. Internally, accommodation for reception children is well organised and uses space to its best advantage. Displays are attractive and enhance the learning environment. Resources in each of the areas of learning are good and used well to enable children to learn early skills and gain confidence through practising and extending their learning. Adults prompt and challenge children appropriately in their play which moves their understanding forward effectively.
75. Externally, the outdoor space is not adjacent to the school building and has not been developed sufficiently to enhance children's development in all areas of learning.

Personal, social and emotional development

76. The personal, social and emotional development of the children is good. They are all on course to achieve the expected levels by the end of the reception year and many are likely to exceed them. This is because the learning environment has a proper emphasis on, and gives all children the best opportunity for, development across all

the areas of learning. Children develop positive attitudes to school, to learning, to each other and towards their differences. Each class composes their own set of 'Golden Rules' at the beginning of the school year. Consequently children have a good idea of what is right and wrong in a variety of situations; for example in the importance of being polite and of not interrupting others. They learn to become independent and develop confidence. For instance in choosing activities, when dressing and undressing for outdoor play and by joining the rest of the school in assemblies.

77. Children learn to discuss their feelings with adults and there are many examples of them taking the initiative in choosing activities, offering ideas and helping others. For example, three boys worked together effectively in the sand tray to build a *ghost house*, while in the water tray, one boy carefully held a cup steady for his partner to fill with water. Children are happy to select another activity if too many are already participating in the one they had initially chosen. They see activities through to their, or their teacher's satisfaction, whether hammering nails into wood to construct an aeroplane, or filling different sized containers with rice. Interesting displays and resources captivate the children and they show wonder; for example they were astonished to find that beans they had planted and placed in a dark box as an experiment had in fact grown several centimetres, contrary to their predictions.
78. Teaching in this area is good. All staff skilfully establish very good relationships and as a team present a good role model. Teachers plan effectively a variety of interesting tasks and activities. They ensure that there are good levels of support in the activities set during the day to develop co-operation and concentration amongst the children. The focus of teaching helps the children to become more self-reliant; a good range of activities encourages them to make choices and decisions for themselves and to take the initiative in some situations. Children work and play well together, supporting each other and sharing resources. Friendships are developing and children are happy and secure in the school environment.

Communication, language and literacy

79. Initial assessments conducted with the children when they enter the school indicate that while speaking, listening and reading skills are average, writing skills are below average. Children make sound progress in their communication, language and literacy. By the time children leave the reception classes, their skills in speaking, listening and reading meet expectations, although skills in writing remain below expectations. Younger children begin to initiate conversations and to ask questions. They listen carefully and respond appropriately to teachers' questions, expressing themselves articulately. For example, on being asked why she had discarded a particular musical instrument, one child replied, '*Because it wasn't the right sound.*' All children enjoy listening to stories and older children readily use the language they have heard in their imaginative play. This was evident when one child was heard constantly repeating and with great relish '*Fee, Fie, Fo, Fum, I smell the blood of an Englishman*', as a group of children acted out the story of *Jack and The Beanstalk*. Children speak confidently with visitors to the school.
80. In reading, children enjoy sharing books with adults. They handle books correctly and show interest in the story, retelling it in simple terms. Most children can read a range of familiar words and have embarked on the school reading scheme. More able children use their knowledge of letter sounds to decode unfamiliar words. There is a well-planned focus on the development of knowledge and understanding of the features of a book using some elements of the Literacy Strategy. Most children already identify the title and author. Children are encouraged to improve their reading

by taking books home to share with their parents. Learning is further enhanced through the weekly opportunity to use the school library, when a parent volunteer offers good support as children develop their understanding of the alphabet by using a simple classification system to select their books. Almost all children write their names independently. They write for different purposes; for example they write instructions for planting seeds. Most children write a few simple words independently and are beginning to use their knowledge of sounds to attempt unfamiliar words, but few children use spaces consistently to separate their words.

81. Teaching is satisfactory. Relevant elements of the literacy framework are used effectively to develop skills. In all classes teachers talk constantly with the children, and in group tasks adults intervene appropriately, developing powers of expression through good questioning and the introduction of new words. Teachers have established good relationships with the children who are therefore well motivated by the praise they are given and strive to do their best. However, although staff regularly assess children's attainment, they do not consistently use the results of their assessments to plan activities that are directly appropriate to the individual needs within each class. As a result, pupils do not always achieve as well as might be expected, particularly in writing.

Mathematical development

82. During their time in the Foundation Stage, children are given many opportunities to become confident and competent in their mathematical learning, including the use of appropriate computer programs. These include activities and the direct teaching of counting, sorting, matching, finding and making patterns and working with numbers, shapes and a variety of measures. As a result children learn the key skills and begin to use them confidently. For example, most children can count to 20 and beyond. By the time they leave reception most children are set to achieve what is expected.
83. More able children recognise and use numbers and have begun to record simple addition and subtraction to ten. In one lesson, most children used their fingers as they made simple calculations, such as *'Katie has seven sweets. Take four away. How many are left?'* The majority of children show interest in shape and space and are beginning to use mathematical language to accurately describe what is heavy, light, long or short. More able children can remember the alternative words for subtraction as *take away* and *minus*.
84. Teaching is satisfactory overall. In one lesson observed during the inspection it was unsatisfactory, because the time spent in the organisation of resources was inappropriate, leaving insufficient time for learning to take place. In most lessons, teachers plan effectively to ensure that mathematical understanding is extended orally through stories, action songs and rhymes, games and imaginative play. For example, younger children were developing their skills effectively through their role play in the class shop, as they decided which articles they wanted to purchase, decided how much they would cost and handed over the money to the shop keeper. As in literacy lessons, assessment is not always used effectively to target activities to individual needs. This was the case for example, when all the children were completing number sheets on the same task of counting and recording numbers to five, in spite of the fact that some had been in school since January, while others had only started three weeks previously.

Knowledge and understanding of the world

85. Children make good progress in their knowledge and understanding of the world through many well-planned activities, which are usually linked to a topic or theme. During the inspection activities were linked to the topic of *'Living and Growing'* and, for example, children were examining caterpillars to find out what they need to live and grow. Children plant seeds and know from their observations that light and water are necessary for healthy growth. They use tools and materials well, with a clear purpose in mind. This was evident when two girls were sticking colourful and shiny paper on to cut out shapes to make butterflies. They used scissors and glue sticks competently as they animatedly explained how they intended to stick their butterflies on to a large plant in the corner of the classroom. Children are provided with good opportunities to use computers to support their learning and they confidently use the *'mouse'* to direct the cursor, as when drawing pictures of caterpillars. Children bring their own knowledge of their families and backgrounds to their imaginative play. They are developing an interest in the world in which they live as they look for living creatures in a walk around the school grounds. Children achieve well in this area of learning and most have already achieved the expected standards.
86. In one lesson observed, the quality of teaching was excellent because the teacher transmitted her own enthusiasm for the subject to the children and made excellent use of imaginative resources. The children were very well motivated and became totally enthralled in the given task. As a result they made very good progress in their learning. Overall, teaching is good. Children are provided with a wide range of materials and resources and encouraged to talk about or to paint and draw what they see. They are managed well to ensure effective learning. As with other areas of learning, the support staff make an important contribution to the learning that is made. They are well briefed and when working with groups of children they intervene very appropriately to challenge thinking and to extend learning.

Physical development

87. It was not possible to observe children using the hall for their physical development, but they benefit from the daily opportunity to use the secure outdoor play area, which is well resourced with a range of outdoor play equipment such as large wheeled toys. This equipment effectively assists in the development of children's co-ordination and balance. Children control these toys well as they negotiate the hard-surface play area, showing awareness of space and of other children. In the classroom children manipulate construction and play equipment with growing confidence. Physical skills associated with the different activities are effectively developed. Children fold, join, cut, build and successfully roll and shape malleable materials. Satisfactory pencil control is evident in their attempts at writing.
88. Teaching is satisfactory and children make sound progress in this area of learning. They are on target to achieve expectations by the time they leave the Foundation Stage. Lessons are effectively organised to promote new skills and teachers' praise and encouragement results in positive efforts and improvements.

Creative development

89. Within a rich environment children have good opportunities to develop creatively and expressively through music, imaginative play and art. They have a good range of activities allowing them to respond by using their senses. Progress in this area is good and children are on target to exceed the expected levels by the end of the year.

90. They develop skills, knowledge and understanding by exploring colour and texture using a variety of materials. For example, children are given good opportunities to handle paint as they engage in a variety of printing. They use colour most effectively as they use one colour to paint over a textured surface, gradually adding more and more white to make lighter shades. Children make collages using a variety of textures and shapes. Their observational drawings of the beans they have planted show a developing eye for detail. Children sing a good range of songs from memory. They identify and name a variety of percussion instruments and clap in time to a simple rhythm.
91. Teaching is good. The whole team understands this area of learning and provides a good range of opportunities and resources for children to choose and work independently. Children are also taught directly in music and art. Clear explanations and probing questions contribute well to children's learning and all children, including those with special educational needs are encouraged to contribute answers and participate fully in a variety of experiences.

ENGLISH

92. Standards in English are average by the age of seven and above average by the age of 11. These findings reflect the results in the most recent national tests in reading and writing for seven year olds and indicate an improvement for 11 year olds where teaching is more effective. Since the last inspection standards in Year 6 have been sustained but those in Year 2 are not as good as they were.
93. Standards in speaking and listening are good across the school. Pupils are confident, articulate speakers who participate well in question and answer sessions. The school provides a good range of opportunities for pupils to discuss their work in all subjects. All pupils, including those with special educational needs and those who speak English as an additional language, are fully involved and make good progress. Most express their views clearly and talk about their work using a good vocabulary. Teachers are good at challenging pupils to use descriptive language. For example, in a Year 1 art lesson, pupils were encouraged and able to use words such as *'deconstructing'*, *'twisting'* and *'folding'* to describe the techniques used in completing their work. In Key Stage 2 teachers continue to provide pupils with good opportunities in all subjects to discuss and respond during lessons. Where they have high expectations teachers question pupils effectively and challenge them to develop their responses fully. Pupils think hard about their answers as a result. For example, in a very good DT lesson in Year 6 the teacher would not accept just the word *'good'* in evaluation, but expected pupils to explain what it was that was good.
94. Standards in reading are broadly average by the age of seven and most pupils make satisfactory progress across this key stage. Pupils make good progress overall in reading during Key Stage 2 and standards are above average at age 11. At Key Stage 1 more able pupils talk about their favourite authors and are able to offer opinions about the books they are reading, comparing them with other books they have read. They read aloud with expressive and responsive reading, conveying full meaning and understanding. Average attaining pupils are reasonably confident in their reading although some make simple errors. They are less secure in breaking longer words into syllables in order to establish meaning. Their ability to read with expression is developing. Less able pupils read simple books with increasing accuracy and

understanding. Pupils take books home regularly and family members hear their children read. This has a very positive effect on standards and progress.

95. At Key Stage 2 most pupils read a range of texts with a very good fluency and expression. More able pupils express a preference for different authors and choose books because of particular interest, such as *'dreamy books'*, or *'stories with a moral'* such as *Aesop's Fables*. They make deductions and inferences from their reading. Most average attaining pupils discuss the books they have read with confidence. They predict what is to follow, showing a good understanding of plot and character. Less able pupils also read with reasonable confidence. They are able to self-correct many reading errors themselves but do not yet use a wide range of strategies to decipher unknown words. The majority of pupils understand how to use the contents page, the index and glossary in order to get information from non-fiction books. All but the least able show good understanding of the difference between fiction and non-fiction books and most pupils can use the school's library classification system effectively.
96. All pupils, including those with special educational needs and those who speak English in addition to their own language, make satisfactory progress in writing in Key Stage 1 and by the age of seven most pupils are able to write stories and poems which are broadly in line with expectations. Pupils make good progress in writing throughout Key Stage 2 and by the age of 11, standards are above average. At Key Stage 1 pupils are provided with a satisfactory range of opportunities to write. They present their ideas well and many can sequence them in sentences. Spelling is generally at the level expected for the age of the pupils. Punctuation skills are more variable. Too many children are insecure in their use of full stops and capital letters. Most children by the age of seven can produce work of a satisfactory and occasionally good standard when completing writing assessment tasks but these same skills are not currently being transferred to writing in other subjects where standards of writing are generally lower. The work of more able pupils is of a good standard. They structure sentences correctly and some incorporate commas, full stops, speech and exclamation marks. Previous work demonstrates a good understanding of story structure, character and plot. The least able pupils also make satisfactory progress as a result of the additional support they receive. They write simple phrases and sentences independently although these are not always linked in a logical order. They are able to read their work back to the teacher or support assistant but handwriting is occasionally illegible and spelling strategies are insecure.
97. At Key Stage 2 pupils develop their ability to write for different purposes well using a wide range of styles. For example in Year 4 pupils use appropriate vocabulary and sentence construction in completing posters to persuade people to give blood, whilst in Year 5 pupils write effective letters of complaint in response to being called *'a couch potato'*. By the age of 11, pupils' writing is often lively, shows good awareness of audience and a good range of technical vocabulary. In Year 6 there are many examples of high quality writing, often on a study of challenging texts such as the work on *'The Haunting'* or *'A Gripping Read'* in which pupils demonstrate good reading and good writing skills. More able pupils at the end of the key stage are able to use paragraphs, correct punctuation and complex grammatical structures in their writing. They use a rich vocabulary to enliven their writing or capture the readers' imagination. Most pupils in Years 5 and 6 write confidently. There is good evidence of writing which being used effectively to support learning in other subjects. For example in DT and in RE lessons pupils write detailed evaluations of their work. Pupils have many opportunities to write but are given insufficient opportunity to draft and then edit what they have written.

98. Satisfactory use is made of ICT to develop pupils' skills and to word process their writing across the school. Pupils with special educational needs make good progress in both key stages. Teachers take appropriate account of the targets on the pupils' individual education plans and set suitable work. Pupils with English as an additional language make satisfactory progress.
99. The quality of teaching in English is good overall. It is never less than satisfactory although it varies considerably across the school. Teaching was satisfactory at Key Stage 1. At Key Stage 2 it was good and occasionally very good. In the best lessons, teachers deliver confident, enthusiastic and brisk explanations from the start of the lesson. This engages the interest and attention of pupils and helps them to apply themselves well to the tasks that are set. Teachers show good subject knowledge and use effective questioning strategies to challenge and extend pupils' understanding. Lessons are very well planned and resources are selected carefully to support the learning of all pupils including those with special educational needs and those with English as an additional language. Most teachers have a good understanding of how to teach the basic skills of reading and writing. Where teaching is less effective, but nevertheless satisfactory, teachers do not set high enough standards for pupils' behaviour. A small minority behave inappropriately as a result, time is wasted and the pace of learning for the majority slows. Support assistants make a significant contribution to teaching and learning especially in the designated sessions to support and develop pupils' literacy skills which are carefully arranged so that they do not interfere with curriculum time.
100. The subject is co-ordinated well. The monitoring of teaching is developing but has yet to be extended sufficiently to provide a clear picture of strengths and weaknesses across the school. Assessment procedures in this subject are very good, especially in writing. Resources also are very good. They are extremely well organized and used to good effect. The school library provides an excellent range of fiction and non-fiction books. The library is well used by pupils and teachers. There is a very good range of reading scheme books and classroom book corners are also well stocked.

MATHEMATICS

101. Standards are average at the age of seven and above average at age 11. This is the same position as at the time of the last inspection. Inspection findings reflect the most recent test results at Key Stage 2 but at Key Stage 1 pupils are not doing as well as test results suggest. This reflects the differences in the quality of teaching between Key Stage 1 and Key Stage 2. Also, the grouping of Year 2 pupils by ability for one day a week provides a good level of challenge for higher attaining pupils. However, some of these pupils then do not work at a high enough level when in mixed ability lessons throughout the remainder of the week; they do not have the opportunity to extend their learning or try out or explain different ways of tackling problems. The concentration on revision through ability groups leading up to national tests is effective in enabling pupils to perform well.
102. Overall pupils' progress in mathematics, including for those pupils with special educational needs and those whose first language is other than English is satisfactory in Years 1 and 2 and good in Years 3 to 6.
103. The tasks given to more able pupils to develop their understanding and use of shape, space and measures are sometimes the same as those given to other pupils and do not extend their learning sufficiently. Inspection findings show pupils to be above

average with a growing number achieving above average standards by the age of 11, pupils have a secure understanding of the number system and of measures, shape and space and are learning to handle data effectively. As at Key Stage 1 the school has successfully promoted the development of pupils' use and application of their mathematical skills and this is a regular feature of their weekly lessons especially in Years 5 and 6.

104. Overall the quality of teaching is good. It was better at Key Stage 2, where there was a significant amount of good and very good teaching, than at Key Stage 1 where it was satisfactory overall with one lesson that was unsatisfactory. Teaching is particularly strong in Years 5 and 6. Teachers have a secure subject knowledge of the teaching of number and often use the beginning of the day for children to practise their number skills. They question pupils well and as a result pupils are attentive and think hard about their answers. The amount of emphasis on using and applying pupils' mathematics skills has increased, especially in the quality of questioning to encourage pupils to share different ways they have found of finding an answer to a sum or solving a problem. This was especially apparent in a Year 1 class where pupils were encouraged to discuss their strategies, *'I have 12 in my head and counted on'* or *'I knew $9+2 = 11$ ($10+2=12$) 9 is one less than 10, 11 is one less than 12 so $9+2 = 11$ '* and *' $10+7 = 17$ I know that is one ten and 7 units.'* In the unsatisfactory lesson pupils had little opportunity to develop their mental number skills in number operations. The work lacked challenge and those that did make mistakes were not given opportunities to talk through their strategies. The majority of pupils tackle their mathematical tasks conscientiously and work with good application. In most lessons teachers use positive praise and encouragement which support pupils well in their responses. In a very good Year 5 lessons on problem solving when using fractions and percentage, pupils were encouraged to visualise the problem and then explain their strategies. Work was well matched to four different ability groups ensuring that all pupils were challenged. Personal development was supported effectively through group work when the pupils were asked to reflect on *'Who has put the most effort into the group and who didn't take part?'* In all lessons at Key Stage 2 teachers share objectives for the lessons and pupils understand what they are doing which creates a purposeful start. Learning support assistants are well deployed and make a significant contribution to the learning of individuals and groups who need additional support. Teachers plan their lessons well with a clear indication of what they intend pupils to learn and how they will assess whether the lesson has been successful.
105. Teachers' record results of tests and mental arithmetic tasks and assessment is used appropriately to set sufficiently challenging targets for pupils during the year. The school uses non-statutory tests and the results of the Year 2 statutory tests to track pupils' progress from year to year. At the end of each year teachers set appropriate National Curriculum targets for each pupil in the year group. The school has analysed statutory test results or the pupils' answers and used the information to evaluate which areas of mathematics require improvement. The school's emphasis on mental calculations now features prominently in lessons. A revision timetable supported by high quality teaching in early morning regular sessions to improve the attainment of particular groups is having a positive effect on standards. All pupils at both key stages have shorter-term targets displayed in all classes which is sound practice. It makes for more purposeful lessons and instils in pupils a better understanding of their own learning.
106. Pupils use mathematics to support learning in other subjects. For example they measure and weigh in science DT and they draw and interpret graphs in geography.

107. The co-ordinator is new to the post. However, she has made a good start with an action plan which focuses on improving assessment to review pupil progress, develop the use of ICT in numeracy lessons and to monitor teachers' planning. She has had the opportunity to teach all pupils in the school and has an overview of their abilities but as yet has not been able to observe others teaching. To help her assess the strengths and weaknesses in how the subject is taught, however, she has produced and evaluated a questionnaire for all teaching staff.

SCIENCE

108. Standards are average at the age seven and above average at the age of 11. These broadly reflect the most recent National Curriculum test results. Over the last five years, results have improved at broadly the same rate as those in the majority of schools. Standards were similar at the time of the last inspection. Pupils with special educational needs and those for whom English is an additional language do as well as the other pupils due to the good and often very good support they receive either individually or in small groups.
109. Pupils at the end of Year 2 attain standards that are broadly in line with those for their age. Some of their investigative skills are strongly developed. For example, they predict what they expect will happen in experiments and use a good range of methods for recording their findings, such as tallying. However, they do not say whether what they find out is what they expected, and this detracts from the progress they make in thinking as *'mini scientists'*. In studying physical processes, they use their past experience well to explain what they see. They are able to say that the bulb in their electrical circuit has gone out because it is not screwed in properly. Their work on living things is, for the most part, appropriately developed, but when they group creatures into categories they do not explain the basis on which they make such decisions.
110. Those who are nearing the end of Year 6 understand well that scientific ideas are based on evidence and consistently come to their conclusions after reflecting on the data they collect. They do not always predict what might happen. This reduces their involvement in the tests that follow. In their study of forces they work at a level normally attained by older pupils, when they recognise the balance created in floating objects between gravity and the up-thrust of the water. Pupils show detailed knowledge in their work on humans. For instance, they know a considerable amount about the composition of blood.
111. The school makes proper provision to teach science at Key Stage 1, but too few lessons were seen to make a reliable judgement of the quality of teaching in Years 1 and 2. The analysis of pupils' recorded work and the examination of teachers' planning indicate that teaching is satisfactory overall. A strength of the teaching of this age group is the encouragement given to pupils to retell in their own words what they have found out. One pupil writing about how we hear sounds recalled: *'It goes in your ear - the noise.'* Where teaching is not effective, inappropriate methods are used and time is lost in controlling the class.
112. The good quality of teaching and learning at Key Stage 2 results in pupils making good progress. Teachers question pupils skilfully and use effective methods to ensure that key teaching points are reinforced. This was seen in many of the lessons in Years 3, 4, 5, and 6. For example, in a lesson in Year 3 about how water travels from the plants' roots to its leaves, the teacher's hard work to involve as many pupils

as possible through her questioning, resulted in good levels of interest. Consequently pupils made sound progress in developing new knowledge and understanding. Occasionally, teachers talk for too long or fail to stop the class effectively before giving instructions. Where teachers engage the attention and interest of pupils, they are motivated to learn. They concentrate fully on the tasks that are set and make good progress. Occasionally, however, where teaching is less successful, pupils do not concentrate enough on instructions and contribute little to discussions. Occasionally boys contribute more to lessons than girls and take a more active part in their own learning.

113. The rigour of the teaching and the good links between the work in different aspects of science combine to help pupils make good progress. A highly-structured revision programme in Year 6, which includes pupils of similar ability being taught together during the period approaching the national tests, helps pupils perform well. Teachers in most year groups do not always plan sufficiently to challenge the more able pupils.
114. The balanced way in which the different aspects are combined in the science curriculum helps to raise standards. Investigations are used regularly as a means of teaching knowledge and understanding of other areas of study. Since the last inspection, the introduction of assessments which the pupils make of their own progress, in addition to those made by the teachers, has had a positive effect on teachers' planning.
115. The knowledgeable co-ordinator was appointed relatively recently, but has undertaken some good work that will help to raise standards, such as preparing resource files to assist teachers in their planning. She has had too little opportunity to monitor the quality of teaching and learning, and has plans to learn more about what is happening at Key Stage 1. Not all teachers are consistent or accurate in their assessment of how well pupils do in relation to the standards set out in the National Curriculum.

ART AND DESIGN

116. Standards of attainment in art at the ages of seven and 11 are above national expectations. This is a similar finding to that reported during the last inspection.
117. Good standards are attained by all pupils, including those with special educational needs and those with English as an additional language. This is largely attributable to good teaching and the varied opportunities that teachers provide for pupils in most aspects of this subject. Pupils in Year 2, for example, explore tile designs and copy and adapt them effectively. They produce detailed observational drawings of different patterns and textures around the school. They twist and fold materials, sticking and gluing them to produce a good effect. In discussion, children show a good awareness of a range of techniques such as printing and working with clay, textiles, papers and paints. They know clearly how to mix paint to achieve desired effects. When completing observational drawings, such as still life and landscapes, most pupils produce drawings and sketches which are of a good standard, showing good pencil control and an awareness of perspective and proportion. This good work continues in Key Stage 2 where pupils in Years 3 and 4, for example, use pencil-shading techniques effectively to accurately represent what they observed. They show good awareness of colour creating sea tones and changing dark to light through shading and mixing colours. In discussions they use subject vocabulary with confidence. Some pupils show a developing appreciation of the work of other artists such as Gustav Klimt, Vincent Van Gough and Claude Monet. More-able pupils in Year 6 talk confidently about Islamic art and Egyptian patterns and demonstrate a satisfactory

understanding of the use of different textures and materials in art. There are many examples of two and three-dimensional work around the school which is of a good standard in a variety of media such as charcoal, paint, fabric and clay.

118. Overall, the quality of teaching is at least satisfactory at both key stages and often good. As a consequence pupils make good progress across the school. This is a similar position to that reported in the last inspection. In the best lessons, teachers use effective questioning to extend pupils' understanding. These lessons are well structured with good pace and challenge. Pupils work enthusiastically as a result. They concentrate well and co-operate effectively with others when required to do so. All teachers demonstrate secure subject knowledge. They use subject vocabulary with confidence, and give clear explanations and demonstrations of new skills which encourages pupils to work confidently and imaginatively. Teachers provide pupils with an interesting range of activities which is well resourced and regularly linked to ongoing work in other subjects. For example, work in displays show that study of art is frequently used to enhance studies in other subjects such as English, RE and music. In contrast, examination of past work in pupils' books shows that they are currently given too few opportunities to evaluate and develop their art work at both key stages and knowledge of artists and craft workers from different times and cultures is inconsistent. Teachers manage the activities during lessons well overall but in a small minority of lessons the tidying away at the end of lessons is not organised efficiently. Time is wasted as a result. There is some evidence of ICT being used effectively to support pupils' learning in art but this is currently limited. Good use is made of parent helpers and learning support assistants who are generally well briefed and make a positive contribution to pupils' learning. Some pupils also benefit from an after school pottery club which makes a significant contribution to their learning.
119. The subject is well led by a well-qualified and enthusiastic co-ordinator. She provides good support for colleagues in curriculum planning and the organisation of subject resources. She has a good knowledge of the work that is planned across the school and a satisfactory awareness of areas that are in need of improvement. She has not had the opportunity to monitor the quality of teaching and learning across the school, a weakness that needs to be addressed if standards are to continue to rise. Plans are developing to improve systems for assessment in art. These are currently underdeveloped.

DESIGN AND TECHNOLOGY

120. Standards are average at age seven and above average at age 11. This is an improvement at Key Stage 2 since the last inspection. Only two lessons were seen during the period of the inspection. Both these were in Year 6. It is not possible, therefore, to make a judgement on teaching throughout the school but additional evidence on standards was gathered from the examination of past work and through discussion with pupils.
121. From the beginning of Key Stage 1 pupils have the opportunity to generate ideas and with the assistance of teachers they plan how to put their ideas into practice in all aspects of the subject. In Year 1, for example, pupils make swings from straws and simple musical instruments which they evaluate with the help of an adult. By the end of Year 2 pupils have had experience of selecting appropriate tools and materials for the models they make. They design and make puppets with felt, newspaper and tissue and vehicles from reclaimed materials, which they then test and suggest ways in which their models might be improved. By the time they reach Year 6 pupils clarify

their own ideas through drawing, modelling and discussion. Annotated diagrams showing different views of their intended models are completed to a good standard particularly in Years 5 and 6. Pupils work accurately using a range of materials and components. For example, they made and tested the stability of bridges constructed from newspaper, earlier in the school year.

122. There were a number of very effective features to the lessons seen and teaching was good. Pupils were designing the prototype for slippers to be given as a gift to someone at home whose foot they had drawn around for homework. Teachers planned in detail and had a good understanding of the subject. This enabled them to approach the lessons confidently. They engaged the interest of pupils well and through careful questioning they were able to take pupils' learning forward effectively. For example, where pupils encountered problems teachers encouraged them to look for ways in which they might be overcome rather than providing solutions themselves. This ensured that pupils put considerable thought and creative energy into their work. When evaluating their work pupils were pressed to look critically at what they had produced and to suggest ways in which they might improve their designs. The teacher in one lesson would not accept that an item was 'good' but wanted more detail on what made it so. Pupils had to think hard about their responses as a result. In another lesson the classroom was warm and pupils were inactive for too long, which slowed the pace of learning a little.
123. Teachers place a strong and successful emphasis on purposeful practical activity and critical evaluation in all year groups, which is developed well throughout Key Stage 2. This is reflected in the quality of their marking in most classes. Consequently pupils enjoy the activities provided and develop a clear understanding of their own learning as a result. They make good use of the high quality resources available. For example, pupils in Year 3 use a variety of materials to make photograph frames to be given as a gift. They develop simple pneumatic systems to work a moving toy such as a '*Jack in the box*' in which they measure, cut and stick materials with reasonable accuracy. In Year 4 pupils incorporate their knowledge of simple electrical circuits into making an alarm using batteries and copper wire to create sensor pads which they then test for effectiveness. Pupils talk animatedly about past work and clearly enjoy the subject. They explain how they made moving toys in Year 5 which operated on a cam and how they worked together to make *buggies* that were then tested in the school playground. Pupils with special educational needs are given whatever support is necessary to enable them to take an active part in lessons at an appropriate level and so make appropriate progress. Those pupils who speak English as an additional language also take a full and active part and make similar progress to that of other pupils.
124. Pupils use their writing skills well in planning and evaluating their work. They use mathematical skills satisfactorily when measuring and weighing in practical work and in cookery lessons.
125. The co-ordinator has monitored teachers' planning and the standards that pupils attain in their work. She is given no regular time out of her classroom to carry out her responsibilities although she is aware that any request for this would be considered sympathetically. Consequently, she has not had the opportunity to evaluate the quality of teaching in the subject in order that she might provide support where it is most needed.
126. The school has a purpose built DT room which is well equipped but is underused.

GEOGRAPHY

127. Pupils achieve well and standards are above expectations at the ages of seven and 11. This marks an improvement on standards for seven year olds since the last inspection.
128. Too few lessons were observed to be able to judge the quality of teaching in Years 1 and 2, but by the age of seven, pupils have made good progress in their acquisition of geographical skills and knowledge. They have a good understanding of the difference between their local area and a contrasting area, through their studies based on a story book character, *Katie Morag*, who lives on a Scottish island. They develop their geographical skills well as they use globes and maps to locate the area around which the imaginary island is based, and make plenty of comparisons between the island and their home town. For example, they compile charts to compare the types of transport most commonly used in Luton and on the island. Pupils locate their town on a map of the British Isles and identify its position in relation to the Scottish islands. The class bears *Barnaby* and *Bella* are firm favourites with the pupils and inspire them with their adventures around the world in the company of other pupils or friends of the school. This is a successful technique for helping pupils familiarise themselves with the major countries of the world and to be able to find them on maps.
129. Pupils make good progress in the development of mapping skills. Year 1 pupils create simple maps to show a route taken by Pooh Bear, using keys and symbols. In Year 2, pupils create birds' eye plans of their bedrooms. Geographical vocabulary is well developed as they identify natural and man made features on their maps of the fictitious island of Struay, including the beach, mountains and shop. A more able pupil includes compass points on his map.
130. In Years 3 to 6 pupils make good progress and achieve well. At the age of 11 they have good geographical knowledge and mapping skills are well developed. They use atlases and maps of various scales, progressing from street maps of their local area to maps of Britain and the world. They locate key features such as mountain ranges and major cities and recognise different climate types. In conversation, they confidently explain how they use grid references and scales to find routes and measure directions. Pupils use data on climates to compare countries and demonstrate a good understanding of the effects of climate on the environment. Through their studies of current world-wide events pupils come to understand how people can improve the environment or harm it. They recognise physical and human processes and can explain how these cause change, for example in the effect that skiing has on mountainous regions. Pupils compare the similarities and differences of other countries with Britain, for example through a detailed comparison with St Lucia. Pupils are efficient in searching from information from a variety of sources, including the use of information technology.
131. In the lessons observed the quality of teaching was good. Pupils responded well to this and made good progress in their acquisition of knowledge and understanding. Teachers have good subject knowledge and use resources and time well to provide for effective learning. Lessons are conducted at a brisk pace and expectations are made clear to the pupils. This encourages them to work purposefully and to apply themselves well. Teachers are imaginative in planning tasks that challenge and stimulate pupils, frequently transmitting their own enthusiasm for the subject to the pupils, who are interested and concentrate well. This was evident when pupils in Year 6 made good progress in their geographical vocabulary as they compiled their own glossaries of words connected with rivers. The quality of marking of pupils' work is

inconsistent, but in the best practice pupils are involved in their own assessment of how well they are doing. This contributes to pupils' better understanding of their own learning and results in improved performance. Geography is used well to promote pupils' literacy skills, as for example when they write letters to the government asking for further speed restrictions on roads.

132. There is no co-ordinator for geography at present. The nationally recommended scheme of work has been effectively adapted to meet the particular needs of the school and gives good guidance to teachers in their planning. There is a good range of resources to support the subject. Assessment was identified as an area for development at the previous inspection but procedures have not yet been sufficiently improved to give a clear indication of how pupils are progressing.

HISTORY

133. The standards attained are in line with those expected nationally for pupils aged seven and 11. This is a similar picture to that at the time of the previous inspection.
134. By the age of seven pupils show satisfactory knowledge and understanding of the past. With support less able pupils observe photos of nurses' uniforms and make comparisons between the past and the present. More able pupils begin to recognise why people acted as they did, for example; why administrators could not provide beds for all the patients at Scutari during the Crimean War.
135. By the age of 11 most pupils are beginning to use a variety of sources of information to carry out research and record findings in a variety of ways. One impressive example of recording is a curriculum vitae for Socrates which gets to the heart of his role in Greek society. Most pupils identify characteristic features of past societies and make comparisons with the 21st century. Pupils are not yet evaluating sources of information on the past to find that which is most reliable. Pupils make good progress in communicating and organising information in a wide variety of ways which demonstrates development of historical skills.
136. Teaching is generally good which is an improvement on the position at the time of the last inspection when it was satisfactory and sometimes good. Teachers help pupils focus clearly on historical skills regardless of their levels of literacy. For example, they make good use of support staff and ICT to assist those pupils who need additional help with their literacy skills. Lessons are well planned with opportunities for pupils to develop their speaking and writing skills in meaningful and interesting ways. Year 2 pupils, for instance, devise written questions for a nurse and a patient at Scutari during the Crimean War. Some teachers are innovative in their approaches and use methods which capture and maintain pupils' interest well. For example Year 4 pupils devised questions for their classmates in a '*Weakest Link*' quiz based on the information they had written previously. The copying and filling in of missing words which featured in the last inspection, have been replaced by more purposeful tasks which demand more of pupils. Pupils are interested in history as a result and respond well when tasks are presented in interesting ways. Teachers make effective use of visits to places of interest and of the good range of artefacts to enliven teaching. Consequently, pupils talk enthusiastically about a recent visit to Hampton Court Palace and about a visit to a Victorian school where they dressed in costume. Most pupils share their findings confidently with others in the class. Where there is no clear focus on attentive listening some pupils are restless, time is wasted and learning is less productive. Teachers manage pupils of all abilities well which enables them to make satisfactory progress. Occasionally more able pupils are not stretched

sufficiently in their interrogation and evaluation of sources of evidence. The teaching of a pupil with English as an additional language and learning difficulties was particularly effective in Year 4. Here the teacher made sure the pupil was fully included after he had been withdrawn for additional help with specific vocabulary related to the lesson. Teachers write helpful comments in pupils' exercise books related to the work they have done including the development of historical knowledge but there are too few targets for further improvement.

137. The curriculum is planned satisfactorily. Whereas there are some good examples of teachers relating their work in history to other subjects, this is not planned consistently throughout the school.
138. The subject is well led. The co-ordinator has a clear plan for its development and intends to introduce a system of assessment to improve pupils' progress. Although she monitors teachers' planning and examines pupils' books she has had no opportunity to check how the subject is taught in other classes.

INFORMATION AND COMMUNICATION TECHNOLOGY

139. At the ages of seven and 11, pupils attain standards that are in line with those expected. All pupils make appropriate progress due to the satisfactory and often good teaching they receive. Standards were above average at the time of the last inspection, but pupils across the country are now expected to do far more than at that time.
140. Pupils aged seven work effectively to enter, save and retrieve information using computers. They present information in various forms, such as poems. They develop satisfactory word-processing skills, including changing the colour, size and form of the printed text they produce. They work particularly well in designing coloured patterns using an art program, which they print to make calendars. Pupils in Years 1 and 2 control programmable robots to make them follow a given path. Their knowledge about the use of computers outside school is underdeveloped.
141. The pupils at the end of Year 6 work confidently with computers to find information from compact discs and the Internet. Some said they had found information about an author they were studying on an appropriate website. The pupils work enthusiastically and well to create presentations, about subjects such as *'Macbeth'* or *'Healthy Eating'*, using text in different forms, animations and images they scan into the computer. They exchange emails with pupils at another local school, and use art programs to make Christmas cards.
142. The quality of teaching and learning varies from unsatisfactory to very good but is satisfactory overall. One unsatisfactory lesson was seen. Overall, the confidence that teachers have inspires pupils and results in pupils' very good attitudes to learning. In the best teaching - as in a lesson aimed at improving the word-processing skills of Year 6 pupils - the high expectations, clear explanations and provision of different tasks to meet the needs of different ability groups, led to pupils making very good progress. Similarly in a very good lesson in Year 5 where pupils were entering information into a spreadsheet, the teacher asked probing questions which took pupils' learning forward well and encouraged them to think hard about how to overcome difficulties. When lessons are less effective, inappropriate examples are used to illustrate what pupils need to do, and there are no written reminders about how to proceed, that would allow pupils to get on at their own speed, without having to wait for the teacher's help. This slows the pace of learning.

143. The machines in the special computer room are insufficiently up-to-date to cope with all aspects of the curriculum. For example, pupils in Year 6 cannot include sound in the presentations they design. The use of programs in which pupils need to make choices, or explore models to answer questions, is held back at both key stages because there is not enough suitable software.
144. Since the last inspection, a new programme of work, combining the national and local education authority planning guidance has been put in place, and the computer room has been developed further. There are too few computers in the school overall and those in classrooms and corridors are not used sufficiently across the curriculum to reinforce lessons learnt in the computer suite. These factors detract from the quality of pupils' learning. The school has drawn up plans to address these weaknesses at the earliest opportunity. Some delays have been experienced in providing the training for teachers which the government has funded. This was due to the failure of the original service provider to deliver the agreed course. The good work of the co-ordinator in supporting her colleagues, the contribution of the school's computer technician, and the efforts made by the teachers themselves to gain appropriate knowledge of this subject have ensured that pupils make satisfactory progress.

MUSIC

145. Pupils throughout the school attain standards which are above expectations. This represents an improvement since the last inspection when standards were average at both key stages.
146. At Key Stage 1, pupils sing well and understand how to maintain clapping rhythms to accompany their singing. Music often supports other subjects as when pupils learn counting songs, songs that extend vocabulary or songs that extend their knowledge of other geographical locations. Singing is good throughout the school. Pupils enjoy the subject and are prepared to try their best as a result. Their singing reflects their enjoyment and demonstrates a strong sense of rhythm and tone and plenty of volume. Almost all pupils participate in singing in assembly. In discussion, children at both key stages have a good knowledge of instruments and a satisfactory awareness of composers and compositions from a range of places and different cultures. By the time they reach the age of 11, pupils are clearly able to maintain a steady beat and enjoy copying a variety of complex rhythmic patterns. They create percussion parts to songs and compose and perform simple and complex pieces using untuned instruments. In Year 6, pupils collaborate well to skilfully create and perform '*eerie compositions*' using '*sounds they can create themselves*,' together with sounds they make using instruments from the music trolley. In another Year 6 lesson, pupils demonstrate excellent understanding of graphical notation and complete sophisticated graphic scores to record their group compositions which are subsequently performed to a high standard. Younger pupils also achieve well. In Year 4, children perform playground clapping rhymes and sea shanties effectively. They show a good understanding of how to maintain rhythm, tempo and beat. In Year 3, children use a range of shakers effectively to accompany the song '*Hola Hola*' in their '*musical journey around the world*'.
147. Teaching ranges from satisfactory to excellent. On balance, teaching is satisfactory at Key Stage 1 and good at Key Stage 2. This is a similar finding to that reported in the last inspection. The best teaching is in Years 5 and 6, where it is occasionally excellent. In the best lessons, teachers have prepared thoroughly in advance. They

demonstrate secure subject knowledge, use good questioning strategies and manage pupils' behaviour and response effectively. These lessons are characterised by a brisk pace, quick changing activities and high expectations, which help pupils to respond positively and creatively to challenges. Pupils apply themselves well and work hard to improve their performance. In the less successful but nevertheless satisfactory lessons, teachers' expectations are lower which occasionally results in pupils being less motivated and consequently less engaged in the lesson. Teachers provide good support for all pupils including those with special educational needs and with English as an additional language. There is some evidence of ICT being used to enhance children's learning in music but this is currently underdeveloped.

148. Leadership and management of this subject are satisfactory but insufficient attention is devoted to monitoring the quality of teaching and learning across the school. The school makes effective use of published schemes of work to ensure that all elements of the National Curriculum Programmes of Study are covered. This is having a positive impact upon teacher confidence and planning for learning. Resources for music are satisfactory overall, but there is only a narrow range of musical instruments on each music trolley. Some classes are beginning to make good use of a broad range of untuned percussion instruments which is helping to promote good standards but on occasion, these have been insufficient to enable all pupils to participate.
149. Extra-curricular tuition provided by visiting specialist teachers in string, brass and woodwind enhances the provision for older pupils and adds to their musical experiences well. Pupils who play musical instruments attain particularly good standards in their ability to read and play music. The school choir, which is open to all pupils in Years 1 to 6, also makes an effective contribution. Pupils have frequent opportunities to participate in public performances, which they do to a high standard. Such opportunities clearly add to their learning and their musical appreciation. Pupils with special educational needs and those with English as an additional language also attain good standards and make progress in line with their peers.

PHYSICAL EDUCATION

150. Standards in physical education are broadly average by the ages of seven and 11. This is similar to the position at the time of the last inspection.
151. Throughout Key Stage 1 pupils explore different movements with developing skill and co-ordination. In dance they respond to the stimulus of music by pretending that they are fish. They are imaginative in their actions and move around the hall gracefully and with good control. They build well on previous learning in games lessons and throw and catch balls and bean bags with reasonable accuracy. They then begin to link these actions appropriately in a game where they aim towards a hoop or bucket. In Year 2, pupils develop their skills into throwing and catching over greater distances and in using a bat to propel balls as a precursor to a game. They understand how to exercise safely and can discuss their actions and suggest improvements when asked. By the end of Key Stage 2 pupils demonstrate greater precision and accuracy in their movements. In gymnastics they practise rolling and balancing on large apparatus and explore the ideas of balance and counter balance as they work with partners. They build their movements into sequences which they demonstrate with control and fluency.
152. Teaching is good overall and has improved since the last inspection. Pupils respond positively to the mainly good teaching they receive at Key Stage 2 and satisfactory teaching at Key Stage 1. Teachers use the wide range of resources well to ensure

that all pupils are fully involved and as a result most make appropriate progress. Pupils with special educational needs are well supported and consequently are able to take some part in lessons regardless of disability. In the best lessons teachers challenge pupils to improve their performance with well targeted questions which demand that pupils think hard about what they are doing and so build on their skills effectively. In a good lesson in Year 1 for example, pupils were asked to find different ways of catching a ball or beanbag. They were imaginative in their responses. The teacher introduced a good pace to the lesson by varying the activities frequently. Little time was wasted as pupils worked energetically to develop their skills. In gymnastics in Year 6 teachers moved between pupils as they worked in groups with questions such as 'Can you now...?' and 'Can you think of another movement to develop your sequence...?'. Teachers praise pupils discerningly which supports the positive views they have of themselves and encourages them to greater efforts. Pupils work earnestly and co-operate very well with their partners on the challenging tasks that they are set. Teachers make good use of demonstration and pupils' evaluation to determine what is good and what might be improved in Years 5 and 6. However, in a number of lessons there is too much time devoted to evaluation at the expense of physical activity and the opportunity for pupils to hone and refine their skills. In such cases the pace of the lesson slows after the initial activity and pupils do not exert sufficient physical energy to justify 'warming up'. Also some time is wasted at Key Stage 1 in lessons where teachers do not manage the over-exuberance of a minority of pupils quickly enough.

153. There is a satisfactory range of extra-curricular activities to enhance the curriculum. The co-ordinator is knowledgeable and enthusiastic. She has taught the subject in all classes but has not yet monitored how the subject is taught by others across the school. There are plans for her to provide a demonstration lesson later in the summer term for a teacher who needs additional support.

RELIGIOUS EDUCATION

154. Standards exceed the targets set out in the local authority's agreed syllabus for pupils at ages seven and 11, which is a similar position to that at the time of the last inspection. Religious education has a high profile within the school and is taught regularly to a well-planned structure securely linked to the agreed syllabus.
155. By the end of Key Stage 1, pupils know famous biblical stories. For example, Year 2 pupils talk knowledgeably about *Noah's Ark* and Jesus's feeding of the 5000. They worked on their own list of *Ten Commandments* which reflected their own views and values. Pupils study special people and special places. This contributes to their knowledge of famous figures and festivals of the Christian faith and extends knowledge and understanding of other faiths. Teachers made good use of the experiences and practices of pupils from ethnic minorities to extend all pupils' knowledge. This is handled sensitively and appropriately so that the school promotes harmony and understanding. In Key Stage 2 pupils write a curriculum vitae for Jesus. In Year 5 the pupils study Hindu gods and pupils listen with obvious interest to one of their peers talking about his family's beliefs. They know about the importance of the Bible and of the special place of prayer and how precious life is. By the end of Key Stage 2 the majority of pupils are linking their learning to their own behaviour towards others.
156. The quality of teaching is good. It is satisfactory in Key Stage 1 where sometimes worksheet activities are prescriptive and hinder pupils' opportunities to use their own ideas. However, in Key Stage 2 it is good and sometimes excellent. Where lessons

are most successful teachers use cross-curricular links to make learning more relevant. Teachers plan well. Lesson plans are clearly linked to the scheme of work. They successfully promote pupils' use of specialist vocabulary and encourages them to explore their own ideas. Where teachers present lessons in interesting ways pupils are attentive and respond imaginatively. For example, a challenging discussion handled the difficult concept of knowing the nature of God well. This extended pupils' learning effectively and promoted challenging thinking about what God might look like if he were a toy, an animal, a flower, a food, a tree or a famous person. Pupils co-operated well as they moved around the classroom placing notes on target sheets. They explained their ideas lucidly and with great confidence offering such original ideas as '*I think God might be a chess set. The small pieces are his followers, the larger pieces are the more important people*' and '*I think God might be an apple tree and the apples are his eyes*'. Also '*I think God might be a sports kite flying over everyone keeping an eye on us*'. Pupils know and explain the difference between belief and faith. They respect the faiths of other people and respond positively to discussions. They work co-operatively together when the need arises especially in Years 5 and 6. Teachers make good use of assessment booklets to give pupils a clear indication of their own learning and of the progress they are making.

157. In *Circle Time* and in school assemblies pupils have the opportunity to sit quietly and think. There are well-organised and well-led collective acts of worship which provide positive contributions to all pupils' spiritual awareness. They reflect on what is important to them and their school and are encouraged to share their ideas in prayer, song and writing. Pupils from all age groups contributed lines to the song '*Thank you Lord*'. Insightful writing on *My Special Friend* was used to raise the self-esteem of the special person and this was further supported through the award of '*Special Friend*' certificates. A special feature of this was the good relationships between boys and girls and of the friendship within the staff.
158. The co-ordinator has taken on the role recently. He has improved resources including providing enrichment for the curriculum through outside visitors. He is strongly supported by teaching and non-teaching staff who work well as a team.