

INSPECTION REPORT

CHANTRY PRIMARY SCHOOL

Luton

LEA area: Luton

Unique reference number: 131877

Headteacher: Mrs D Maple

Reporting inspector: Mrs Christine Huard
27290

Dates of inspection: 19th – 22nd March 2001

Inspection number: 230657

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 -11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Tom Shaw
Date of previous inspection:	None

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14214	Mrs G Smith	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils The school's partnership with parents
30890	Mrs B Hunnabale	Team inspector	The foundation stage History Music	
21245	Mr W Lowe	Team inspector	English Religious education Special educational needs	
16009	Mrs I Iles	Team Inspector	Information and communication technology Design and technology	
8722	Mr E Wilson	Team Inspector	Mathematics Physical education	The quality of the curricular and other opportunities offered to pupils
20832	Mr M Galowalia	Team Inspector	Science Geography Equal opportunities	
12920	Miss M Kingsley	Team Inspector		The work of the visually impaired unit
8332	Mrs P McLagan	Team Inspector	Modern foreign languages (Italian)	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	8 - 10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	10 - 11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	12 - 13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	13 - 14
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	14 - 15
HOW WELL IS THE SCHOOL LED AND MANAGED?	15 - 17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
THE WORK OF THE VISUALLY IMPAIRED UNIT	18
PART C: SCHOOL DATA AND INDICATORS	19 - 22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	23 - 36

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chantry Primary School is a new, larger than average primary school. It is the result of combining the successful Chantry Infant School, with Chantry Junior School, which had been put into special measures after its inspection in 1998. It is housed in what was the Chantry Infant School building with considerable extensions to accommodate the increase in numbers. The new school was opened in name in September 1999, at which time it still occupied the buildings of the old infant and junior schools. It was under-subscribed. Nearly two years later the school is flourishing and has a roll of 413 pupils from 3 to 11 years of age. Children in the nursery attend part time. Overall, there is a similar number of boys and girls but there is a large imbalance in favour of girls in Year 5. The school is situated in an area of high unemployment and the social and economic circumstances of the majority of families are well below the national average. The percentage of pupils who have English as an additional language (7 per cent) is higher than in most schools. Of these pupils 21 are at a comparatively early stage of learning English and receive specialist English support. Thirty per cent of pupils are on the school's register of special educational needs and this is above the national average. There are 18 pupils (including three in the nursery) who have statements of special educational need - at 3.9 per cent this is well above the national average. Nine of these pupils have statements to support their visual impairment and receive specialist help from the unit housed in the school, other statements support pupils with severe learning difficulties and autism. Most of the other difficulties experienced by pupils on the special needs register relate to moderate learning difficulties or emotional and behavioural problems. The percentage of pupils eligible for free school meals, currently forty five per cent, is above average. When children enter school their attainment, based on an assessment test carried out shortly after children start, is well below average overall and children have particularly poor social and linguistic skills. The inspection of this school included a detailed inspection of its provision for visually impaired pupils. The unit is funded and managed by the local authority.

HOW GOOD THE SCHOOL IS

Chantry Primary is a very good school where pupils achieve well in relation to their previous attainment. Standards in end-of-key stage national tests reflect the previous school experiences of the pupils - particularly those in Key Stage 2. The standards now being achieved in Key Stage 2, are below average but represent a tremendous improvement in their work in the last two years and standards are much higher than might have been expected. Throughout the school pupils work with an enthusiasm and vigour and standards, overall, are above those expected given their prior experiences. Pupils with special educational needs are making very good progress within the school. However, although visually impaired pupils are receiving satisfactory support from the staff in the unit there are several aspects of the planning, management and organisation of the unit which are confused and require attention. All pupils have very good attitudes to school and are very eager to learn. Pupils' good achievements and progress are the result of very good teaching and very good leadership and management. The school provides very good value for money.

What the school does well

- The leadership of the headteacher is excellent, She is supported well by a strong senior management team and effective governing body.
- Teaching is very good, overall, and enables pupils to learn highly effectively.
- Pupils' attitudes to school, their personal development and relationships are all very good.
- There is very good provision for pupils with special educational needs, enabling pupils to make good progress.

What could be improved

- Standards are not yet high enough in science at the end of Key Stage 1 and in design and technology and information and communications technology in both key stages.
- Policies are not yet fully in place for all the foundation subjects and not enough time is spent on some of them
- The new classrooms are unsuitable for teaching art and design and design and technology.
- Some aspects of the work in the unit for visually impaired pupils require improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school, being new, is undergoing its first inspection.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1998	1999	2000	2000
English	N/A	N/A	E	E
Mathematics	N/A	N/A	E	E
Science	N/A	N/A	E	C

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

The table shows that the results of national tests were well below average in all subjects. However, standards have improved in the last two years. In 1998 the percentage of pupils, in what was Chantry Junior School, attaining the national average in English was 25 per cent, mathematics 23 per cent and science 27 per cent. In two years this has risen to; English 60 per cent, mathematics 47 per cent and science 73 per cent. Pupils obtained low results because they had too much to catch up on after two years of unsatisfactory teaching in the former Junior school. As a result of analysing data and identifying specific weaknesses, the school has set itself targets in literacy and numeracy, which are challenging and realistic. Particularly good teaching now and the very good attitudes of the pupils themselves means that the current Year 6 pupils are likely to achieve the targets set for them when they take the tests in May 2001.

The pupils in Year 2 attained results, which were below the national average in reading and writing, but well above the national average in mathematics. Less progress is made in reading and writing because pupils receive only marginal help at home. The school has now compensated for this by allocating extra time in school, particularly to reading activities. Standards in science were well below average; this is because too little time is spent on the subject. When compared with similar schools, their results were well above average in reading and mathematics, above average in writing and science.

Although standards are below average in a number of subjects in Year 6, pupils in classes earlier in the school are achieving standards that are in line, or better, with those expected, because they have had the benefit of effective discipline and very good teaching for longer. Work seen throughout the school indicates that all pupils make good progress because of strong and well-focused teaching, which enables them to learn highly effectively. They achieve very well in relation to their attainment on entry to the school. This suggests that standards will be much better in year 6 in the future.

Standards in design and technology are currently below average at the end of both key stages, because not enough time is being spent on the subject. Similarly, pupils are attaining below average standards in information and communications technology, because they have not the benefit of working with appropriate equipment until this year. Pupils now make good progress in both subjects. Standards in Italian are very good and pupils speak and write very well. Standards in art and design are above average in Key Stage 1 and average at Key Stage 2 where the subject suffers from having too little time allocated to it and also from unsuitable accommodation. Standards in geography, history, music and physical education are in line with what is expected and pupils learn effectively in these subjects. Pupils achieve standards, which are in line with the locally agreed syllabus in religious education at Key Stage 1 and exceed the expectations at Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good, pupils enjoy coming to school and are eager to learn.
Behaviour, in and out of classrooms	Good. Most pupils behave very well in class and around the school. There is occasionally some unacceptable behaviour, which is managed very well when it occurs.
Personal development and relationships	Very good relationships exist between pupils and between pupils and staff, contributing to the very good overall personal development. Pupils have a very good understanding of the impact of their actions on others.
Attendance	Satisfactory. Most pupils arrive punctually at school, although there are a few persistent latecomers.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Good	Very 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.

In the 95 lessons seen, 34 per cent were very good or better, including 11 per cent that were excellent. 82 per cent of teaching was good, 16 per cent satisfactory and 2 per cent unsatisfactory. In the unsatisfactory lessons, the teaching was slow and pedantic and did not challenge or interest the pupils sufficiently. Teachers manage their classes very well. English and mathematics are taught well across both Key Stages and the basic skills of literacy and numeracy are consolidated well across the whole curriculum. Teaching is well matched to the needs of pupils of all abilities and lessons planned which are exciting and challenging to all pupils. At the Foundation Stage, there is very good teaching of basic skills that prepares them very well for their future learning. The good quality of teaching of pupils with special educational needs by the support staff contributes significantly to the good progress made by these pupils in all aspects of their learning. The pupils who are at an early stage of learning English make good progress, because they receive good, focused support and individual teaching when appropriate. At Key Stages 1 and 2, all pupils work hard and many progress better than expected in their acquisition of knowledge, skills and understanding across much of the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum for children at the Foundation Stage is broad and well balanced. At Key Stages 1 and 2, the school provides a good range of learning opportunities, although there is an imbalance in the amount of time allocated to each subject.
Provision for pupils with special educational needs	Very good, overall. Support assistants play a vital role in enabling pupils to make good progress. There is early identification, good liaison with parents and regular review of pupils' progress towards the good, specific targets that are set for them. Pupils with behavioural problems receive particularly good support.
Provision for pupils with English as an additional language	Good. Pupils are effectively assessed and very good quality teaching and support provided for them within the classroom. They make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good, overall, with strong emphasis on the provision for spiritual, moral and social development, good provision for cultural development.
How well the school cares for its pupils	Very good. The school is a caring community, providing very good support and guidance and attending very well to all aspects of pupils' welfare. Good procedures for assessing pupils' attainment and progress are used well to plan their future work.

The school works very hard to involve parents through a range of projects. They are made to feel part of the school community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The leadership of the headteacher is outstanding. She has insight and vision for the future of the school. She receives good support from the whole staff. The senior management team and subject co-ordinators make a good contribution to the smooth running of the school. All share the commitment to on-going improvement.
How well the governors fulfil their responsibilities	Good. Committed governors support the headteacher and school effectively. They are keen and enthusiastic and aware of their responsibilities, which they carry out efficiently. They are beginning to play an active part in the school's development.
The school's evaluation of its performance	Very good self-evaluation procedures enable the school to identify priorities, set itself appropriate targets and pursue effective courses of action for future improvement.
The strategic use of resources	Good use is made of physical and human resources and very efficient management of the finances available.

Principles of best value are applied very well. There is constructive comparison and co-operation with other schools and goods and services are obtained with attention to competition alongside quality. The accommodation is good, but the size of classrooms for the juniors is small and inhibits work in art and science.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school cares for children as individuals and makes them feel special. • The children like school because the teaching is good and they make good progress. • It has improved tremendously since it first opened in terms of behaviour and academic achievement. • The school encourages children to do their best and builds up their self esteem. It keeps parents well informed about their children's progress. • They greatly respect the headteacher and staff because they are approachable and work closely with parents. • The breakfast club and after school activities. 	No negative points were cited by parents.

The inspection team fully agrees with the parents' views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children start in the nursery as soon as places become available after their third birthday and enter the reception class in the September immediately after their fourth birthday. Their attainment is assessed when they enter the nursery and is well below average, overall. Most children have particularly poor language and social skills. Children make good progress, overall, during their time in the Foundation Stage and, by the age of five, many pupils achieve the standards expected in some of the areas of learning covered by the new national Foundation Stage curriculum. However, overall standards are still below what is required in all six areas.
2. The school's results in end of Key Stage 1 National Curriculum tests for seven-year-olds over the two years the school has been in operation were generally below expectations in reading and writing, although well above average in mathematics. Compared with schools of a similar kind, pupils' results were well above average in reading and mathematics and above average in writing. Teacher assessment of science showed standards to be well below average. Inspectors found this still to be the case, because too little time is spent on science and coverage of the curriculum is too thin. When compared with results from similar schools, the percentages of pupils who reached the higher-than-expected Level 3 in the tests in reading, writing and mathematics were well above average and above average in science.
3. In the National Curriculum tests for eleven-year-olds, results were well below average in English, mathematics and science. When compared with similar schools, results are still well below average in English and mathematics, but are average in science. The percentage of pupils reaching the higher Level 5 in the tests was very low in English, well below average in mathematics and below average in science. However, the results should be put into context. The pupils who took the tests last summer and those in the current Year 6 are those who have had the least benefit from the new regime at the school since the old Chantry Junior School was in special measures. In the last two years there has been a very significant rise in standards and the results in all tests have improved greatly, illustrating the strength of the teaching and hard work of the whole staff team in promoting improvement.
4. In 2000, the school's overall target in English was just met, although that for mathematics was not. This represents good achievement by the pupils concerned in English. In mathematics, the target set was too ambitious and would have required an unrealistic improvement in pupils' attainment in order for it to have been met. Earlier indications and teacher assessments suggested far lower results than they actually achieved. More realistic targets have been set for the current Year 6 pupils, who will take the tests in 2001. Even though they are very challenging, the pupils are working so hard and showing such positive attitudes that their present standards indicate that they are likely to meet the targets. Year 2000 National Curriculum results show significant variation in the attainment of boys and girls. For example, in Key Stage 2, the girls were significantly behind boys in all the core subjects. The school has looked into the reasons for this and is taking appropriate measures to rectify the situation. For example, in practical activities in science the domination of boys has been addressed by creating separate groups for boys and girls. Last year, the school noted a few African Caribbean boys underachieving, due to inappropriate behaviour. The situation was addressed successfully by employing an able support assistant. No discriminatory practice in teaching was observed during the inspection.
5. This year, pupils at the end of Key Stage 2 are achieving slightly below average standards expected of their ages in English, mathematics and science. They have made very good progress during the year and have achieved well in relation to their prior attainment and abilities. However, they have had a very great deal of work to catch up. Although they want to learn and their attitudes are very good, there has just been too much leeway for them to make up in order to achieve the levels expected for their ages. Their work does contain some notable strengths. These include listening, basic numeracy skills and the quality of pupils' investigative work in science.
6. In most other subjects, pupils in both key stages are maintaining at least satisfactory, and sometimes good, levels of achievement. Standards are generally in line with expectations in each subject by the end of each key stage. The exceptions to this are design and technology and information and communication technology (ICT).

where standards are below those expected at both key stages. The school's new computer suite has only recently been opened and, although pupils are making good progress, they have not yet had sufficient experiences to meet the expected standards. Insufficient time has been allocated to the teaching of design and technology, which currently is alternated with art and design. This is unsatisfactory and pupils have few experiences of seeing the design and making process through from start to finish and have spent too little time on learning basic techniques. Pupils make very good progress in Italian and achieve good standards. In art and design, standards are above average at the end of Key Stage 1, although only average at Key Stage 2. This is again because of an inability to cover the curriculum in depth due to a lack of time. Standards in religious education are in line with those expected by the locally agreed syllabus at the end of Key Stage 1, but above average at Key Stage 2. Pupils have opportunities to explore a wide range of beliefs and values and show a maturity and understanding beyond their years. In all other subjects, pupils are reaching the expected standards and make good progress.

7. In relation to their abilities, pupils of all ages are generally showing good levels of achievement in most subjects and in some year groups, notably Years 3 and 4, they are achieving much better than earlier indications of their attainment suggest. Pupils with special educational needs, achieve well in relation to their abilities. They approach their work with confidence, due to the good levels of support they receive within the school. They achieve standards that, although lower than those of their peers, are appropriate to their individual learning needs and progress well towards achieving the targets for learning in their individual educational plans. These targets are clear, appropriate to pupils' needs and are reviewed regularly. More able pupils are challenged appropriately and teachers have extension work available for them. They receive work that is matched to their needs at the start of a task which means they are always working at an appropriate level. Gifted and talented pupils are appropriately challenged and have the opportunities to develop their talents further, particularly in art and music through the provision of extra music lessons and art club activities. Pupils who are visually impaired receive sound overall support and achieve well in the development of their Braille and keyboard skills.
8. Pupils who are learning English as an additional language make good progress, because work is well planned for them and they receive good quality teaching and support in the classroom and also good individual teaching as appropriate. They make good progress, because the materials provided to help them are of good quality and carefully chosen to motivate and interest the pupils.

Pupils' attitudes, values and personal development

9. Pupils of all ages enjoy coming to school and have very positive attitudes to their life and work in school. They are very keen to take part in the wide range of activities available and the majority approach their work with a genuine commitment and desire to learn. There is a strong sense of community and pupils are proud to belong to Chantry Primary School. They settle quickly and usually manage to keep working right up to the end of the lesson. Pupils take care with their work and are eager to talk about what they have achieved. They listen carefully to their teacher and enjoy contributing to class discussions. For example, during a trip to the Luton Safety Squad, pupils were enthralled by a wide range of plausible day-to-day scenarios that were re-enacted by members of the emergency services. Although they quickly recognised many of the more obvious dangers, pupils were fascinated to learn about the various potential hazards that lurk within the home, around railway lines and on building sites. During lessons, most of the pupils wait their turn to contribute to discussions and usually manage not to interrupt each other. If they do so, however, then it is most likely to be because their enthusiasm has temporarily got the better of them. Pupils persevere with things they find difficult and are proud of what they have done. For example, during a lesson on the Aztec numerical system, pupils thought long and hard about how they should represent numbers such as 300 and were disappointed when the lesson ended. This will to achieve fills pupils with a strong sense of enthusiasm and a determination to do their best.
10. Pupils with special educational needs are generally positive about their learning, fully integrated into the life of the school and accepted by their peers. The school encourages a positive approach to all special needs through discussions in Circle Time and by praising pupils' achievements, for example, in being able to read Braille.
11. Pupils behave well around the school and during visits to local places of interest. They are friendly and outgoing and get along very well with adults and with each other. Relationships are very good and pupils of all years mix freely. Members of the teaching and non-teaching staff lead by example and address the pupils with the respect and consideration they deserve. The majority of pupils respond similarly and their very positive

approach to learning makes this school a calm and pleasant place to be. Some pupils, however, have turbulent lives out of school and they find it extremely difficult to drop their guard and to relate positively to others. Members of staff try very hard to reassure these pupils and make them feel cared for and safe. There is a pleasant atmosphere in the playground and the behaviour of pupils during lunch and playtimes is good. Pupils play energetically and happily in mixed age and gender groups. The good links between teaching and lunchtime staff and the availability of play equipment that appeals to boys and girls are key features in maintaining the friendly playground atmosphere. Although there are occasional instances of bullying, parents and pupils feel that such issues are dealt with quickly and effectively. Inspection evidence endorses this feeling. There was one temporary exclusion last year.

12. Pupils' personal development is very good. Pupils of all ages use their initiative and are quick to help each other if someone is unsure of what to do. They share equipment sensibly and work well on their own and in small groups. Pupils of all ages relish opportunities for responsibility and willingly undertake a wide range of day-to-day tasks. For example, they take turns to return the registers to the office and help to tidy away equipment at the end of their lesson. Pupils from Key Stages 1 and 2 may also become mini-house captains or house captains. In order to become a house representative or to serve on the school council, older pupils make a presentation to a meeting of all Key Stage 2 pupils and pupils vote to decide the result. Successful candidates meet each fortnight to discuss pertinent issues such as bullying. Pupils spoken to during the inspection relished this role and were very pleased to be given this opportunity to have a voice in the running of the school.
13. The level of attendance is satisfactory. It is very similar to the national average and there are few unauthorised absences. Although some pupils are frequently late, the majority manage to arrive in good time for the start of the school day. There is no evidence to suggest that pupils with special educational needs are less likely, as a specific group, to attend school than their peers. Registration takes place promptly and timekeeping during the school day is good. This helps pupils to make the most of their time at school and underpins their very positive attitudes to learning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The overall quality of teaching is very good. Teaching ranges from excellent to unsatisfactory. Eleven per cent of teaching observed was excellent - this was all in Key Stage 2. Thirty four per cent of teaching is very good or better, forty eight percent is good, 16 per cent is satisfactory and 2 per cent is unsatisfactory. The two unsatisfactory lessons were due to the teacher not having sufficient knowledge of the pupils' abilities and, consequently, the lessons were slow and pedantic and did not challenge or interest the pupils sufficiently.
15. The teaching of children in the Foundation Stage is consistently good and enables the children to make good progress through the nursery and reception classes. The teacher, nursery nurse and support staff have a good understanding of the new Foundation Stage and plan activities which ensure that the children learn through lively, practical experiences. Individual children are carefully assessed and activities are well matched to individual needs. Relationships throughout the Foundation Stage are very good and the young children benefit from the very well established routines.
16. Teaching is good, overall, at Key Stage 1 and very good at Key Stage 2. Good teaching is particularly evident throughout the school in English, mathematics, science, ICT, art and design, Italian and physical education. This is contributing well to the good progress that pupils make in their learning in these subjects.
17. All teachers manage pupils' behaviour very well, creating a purposeful working atmosphere in all classrooms. Pupils respond very well to teachers and other adults and work conscientiously and co-operatively. Pupils respond very well to the independence that they have at these times. They maintain very good levels of interest in their work and show great maturity in their attitudes. The relationships between teachers and other adults in the classroom with pupils are very good. These have a positive impact on pupils' attitudes to learning, making them keen to get started on their work. The good quality of behaviour management and relationships are evident in all classrooms.
18. In the best teaching, lessons are carefully prepared and resources are used very well to aid pupils' learning. Teachers question their pupils in a purposeful manner to consolidate pupils' understanding and extend their learning. There is a brisk pace to very good lessons and work is matched carefully to pupils' individual needs and abilities. All these characteristics were evident in the excellent teaching of a Year 6 history lesson. The teacher provided activities that were carefully matched to levels of prior attainment and communicated high

but realistic expectations. The introduction to Aztec rebus writing was lively and caught the interest of the pupils, explanations were very clear and skilled questioning ensured that all pupils understood the principles involved. A good use of humour was introduced in the activities set which was to interpret the rebus writing and go on to utilise it themselves in extension tasks. The pupils were motivated and interested. Some finished the initial exercise quickly and went on to extension tasks quickly and enthusiastically - a few working at a pace quicker than the teacher! All pupils were challenged sufficiently by their work and made very good progress in their learning.

19. Teachers' subject knowledge is very good in the Foundation Stage and in Key Stage 2 and good in Key Stage 1. Good use is made of specialist expertise in Years 5 and 6 where staff take advantage of each others' expertise and exchange classes for the teaching of music, some science and physical education.
20. The teaching of basic literacy skills in both key stages is good. Teachers are implementing the National Literacy Strategy very effectively by providing a good range of activities that are matched well to the needs of groups of pupils of different abilities. Teachers successfully use lessons other than English to develop pupils' speaking, reading and writing skills. This is particularly evident in all lessons in Key Stage 1 and 2 where pupils' work contributes very well to pupils' progress in the basic skills of English.
21. The National Numeracy Strategy is implemented well. Number work is strongly promoted and mental calculation is a feature of all mathematics lessons. This is having a positive effect on standards, because pupils build on their skills and knowledge well.
22. Support staff are briefed thoroughly and the quality of their guidance to pupils is good. They play an important role in the school's arrangements for special educational needs provision. They have received thorough training and are closely involved in the planning and assessment of pupils' work and progress as well as in the management and control of individual pupils' behaviour. Both when supporting pupils in classrooms during lessons, or when working with them individually away from the classroom for short periods, they contribute significantly to the very good progress being achieved by all pupils with special educational needs. Teachers' provision for more able pupils is good and best in English, mathematics and science.
23. The work provided for pupils with special educational needs is well matched to their prior attainment and is outlined in their individual education plans. Individual plans are well used in the classrooms to provide a focus for target setting and the evaluation of progress.
24. The support provided by the specialist teachers for pupils with English as an additional language is good. The support is effective, because the collaboration between the class and support teachers is based on partnership and careful team planning. At the end of most lessons, pupils with English as an additional language are included in discussions to share their work with their peers.
25. Pupils' put a great deal of intellectual and physical effort into their learning and gain as much as they can from the learning experiences provided for them. This has a positive impact on the quality of their achievements. Key Stage 2 pupils show particularly good levels of interest in all their learning activities and, by maintaining good levels of concentration, they often make very good progress in lessons as well as over time. When encouraged to work independently, pupils respond very well.
26. The quality of teachers' marking is good and adds constructively to pupils' learning. It is detailed and provides pupils not only with confirmation of good features of their work, but also indicates what should be worked on for further improvement.
27. The use of homework at Key Stages 1 and 2 is satisfactory, overall. All pupils have good practice at the basic skills of literacy and numeracy that consolidate well their learning in lessons. Projects set for older Key Stage 2 pupils challenge them to produce significant pieces of work in a variety of subjects. Pupils' research skills are positively enhanced by these opportunities.

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

28. The school provides a broad curriculum which fully meets statutory requirements. The curriculum offered to pupils is enhanced by an excellent range of activities within and outside the normal school day. This provision includes a range of club activities and opportunities to learn to play a musical instrument and learn Italian. The present curriculum does, however, lack balance. There is insufficient attention to art and design

and design and technology in Key Stage 2 and insufficient time is devoted to these subjects. The current practice of combining design and technology with art does not recognise the uniqueness of each subject, although there are some common features, which can be addressed in both, for example, the skill of evaluating work and identifying ways of making improvements. Schemes of work are in place for all subjects. The school is basing its work on nationally approved schemes and will evaluate them during the year in order to adapt them to suit the particular needs of the pupils.

29. The allocation of time for most subjects is appropriate, although the increase in demands for the school hall has resulted in the hall not being available to classes if outdoor games are cancelled for any reason. Too little time is spent on science at Key Stage 1, which means that coverage of the curriculum is too thin. The decision to allocate more time to English in Key Stage 2 was the appropriate and definitive priority in order to raise standards in the subject, but is at the expense of time normally allocated to art and design and design and technology. This leads to an imbalance over the curriculum as a whole and this should be reviewed as a matter of urgency in order to maintain an appropriate allocation to all subjects.
30. Policies for most subjects are out of date. The school has identified the need to update these policies in the school development plan and has made plans to undertake this task for the coming academic year. The school fully meets the statutory requirements for sex education and drugs awareness. The programme for pupils' personal development is very comprehensive and stresses the importance of positive relationships and respect for others. It is well supported by everyone involved with the school and is having a very positive effect on pupils' attitudes and relationships with adults and their peers in the school.
31. The school has implemented effective strategies for teaching literacy and numeracy and these ensure that relevant opportunities are given to pupils to improve their skills in English and mathematics. The curriculum for mathematics is firmly based around the national numeracy strategy and is well matched to the needs of the pupils in the school. It is relevant to their everyday world and has been carefully adapted to try to raise standards which had fallen unacceptably.
32. The provision for pupils with special educational needs is very good and pupils are fully involved in all the school's activities. Planning ensures that pupils who are withdrawn from classes are given the same work at an appropriate level as those in the classroom. The school offers a good level of resources for teaching pupils with special educational needs. They receive the full provision of the school's work in spiritual, moral, social and cultural development and all extra-curricular activities. They are given the opportunity to take responsibility, for example, being person of the day, taking the registers to the office and generally helping in the classroom. Visually impaired pupils receive good individualised support in specific skills and are supported in the classroom. However, there is no joint planning between class teachers and staff of the unit and work is often carried out in isolation which has an adverse impact on these pupils' social development.
33. Pupils who are at an early stage of learning English are well provided for and a range of appropriate materials are prepared for them. Pupils have appropriate access to the full range of the curriculum, including literacy and numeracy. Pupils are fully integrated and effectively supported. Specialist teachers participate fully in planning and play a critical role in sharing their expertise with colleagues.
34. The school offers an excellent range of activities outside lessons. These include provision of a breakfast club, run voluntarily, before school and a club after school to cater for pupils who cannot return home immediately at the end of the day. The extra-curricular provision includes a wide range of sporting and musical activity, including line dancing, soccer, choir and recorders. The school has also benefited from the inclusion of a programme of tennis coaching. The activities are very well supported by pupils and have a positive impact on their personal development. The breakfast club ensures that many pupils start the day with an appropriate meal, many of whom would otherwise attend school having had nothing to eat. The school makes good use of the environment through a range of visits to places of interest and also of visitors to the school. Recently these included a visit from a piper who entranced the children with his playing of the bagpipes. The experience was a first for many of them and one which they still talk about.
35. The local community makes an excellent contribution to the pupils' learning and considers the school to be an important focal point for the community. The local policeman is a regular visitor and makes a valuable contribution to the school's programme for raising drugs awareness. A variety of initiatives are making very positive contributions to the work of the school, for example through business partnerships, provision of a teacher of Italian and a scheme providing support for pupils with behavioural difficulties. The school makes

good provision for students who are training to become teachers. Pupils transfer to secondary school at the end of Year 6 and are given opportunities to visit their new school during the summer term.

36. The provision for pupils' spiritual development is very good. The school has a strong ethos in which all pupils are seen as individuals and valued. They are encouraged to appreciate that co-operation and tolerance are essential and this is reflected throughout the school. The daily act of collective worship makes a major contribution towards pupils' spiritual and moral development because themes chosen are relevant to pupils' experiences and they can appreciate these and reflect on them thoughtfully. Provision for moral development is very good. A strong sense of morality underpins the school with pupils encouraged to develop a sense of right and wrong. There is a comprehensive policy for the management of pupil behaviour. It clearly rewards achievement and acceptable behaviour for all pupils. Circle time is used effectively as a means by which pupils can voice their own thoughts and concerns. Personal, social and health education is used well to promote honesty and fairness. All classes have agreed rules of which they are regularly reminded.
37. The provision for pupils' social development is very good. All members of staff, including teaching and non-teaching staff, provide good role models for pupils. There are many opportunities for older pupils to take on extra responsibilities within the school, to attend out of school clubs and serve on the School Council. The provision for cultural development is good. The pupils learn about their own environment and about famous people in history such as Dr Barnardo. They learn about world faiths as well as Christianity. A number of music and dance groups have visited the school and pupils take part in school productions. In art, pupils examine and study artists' work from other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. All members of the school's staff work very hard to promote the welfare, health and safety of the pupils. They provide a welcoming and positive environment and parents are confident that their children are well looked after during the school day. Members of staff know pupils very well and each pupil is highly valued. Very good teamwork ensures that pupils' day-to-day needs are met in full and the time they spend in school is happy and enjoyable. Members of staff are very familiar with child protection and health and safety procedures. The school's arrangements comply with current legislation and with local authority guidelines.
39. For a variety of reasons, some pupils are not able to have breakfast before they come to school in the morning. In order to ensure that these pupils have something to eat, parent volunteers and governors run a breakfast club for half an hour or so before school starts. For a small sum, pupils are able to enjoy a healthy and hearty breakfast and this helps to ensure that they enjoy a good start to the day. There is a sociable and relaxed atmosphere and some pupils enjoy coming along, even when breakfast is available at home. In addition, the school tuck shop is open before school every morning and it provides a good range of healthy snacks, drinks and fresh fruit.
40. Assessment procedures are well established in the core subjects. Good use is made of day to day assessment information to plan learning activities and to guide curriculum planning. In addition to end-of-key-stage data, the school uses a range of other assessment strategies and makes good use of the level descriptions in the National Curriculum. Pupils have an assessment book where samples of work and results of standardised tests are kept. Assessment information is analysed closely and used to support whole school improvements, individual pupil achievement and also to identify trends in learning, for instance the performance of boys and girls. These are used for setting targets for the school as well as for individual pupils. The setting of individual targets is a particular strength, involving the pupils and enabling them to be closely involved with their own learning. Good examples of this process are evident in mathematics and English where targets are set and regularly reviewed by pupils and their teachers. Good record keeping and assessment procedures in the core subjects ensure that teachers are clear about pupils' interests, aptitudes and needs. These have enabled decisions to be made about how work is planned to best meet the needs of individual and groups of children. The procedures for assessing attainment and recording progress in foundation subjects are not yet established fully.
41. The school employs good procedures in order to make more detailed analysis of pupils' academic progress. The school makes good use of information technology and data analysis to support planning and provision for pupils' education. A good example of how the analysis of data has been used is through the identification of a need to further raise standards in English, which has led to an increase in the time allocated to the subject in Key Stage 2. The increased use of such analysis systems, supported by an extended use of accurate recording procedures, provides a range of information and has a positive effect on improving provision for learning.

42. The records of special needs pupils are well organised and informative. A review of individual education plans strongly suggests that they are based on a good knowledge of the pupils' emotional and intellectual needs. The plans produced by the school have a manageable number of targets that are reviewed regularly. The school ensures that all statutory reviews take place and that the relevant reports are fully completed. The school makes good use of the support provided by outside agencies. For example, the behaviour and home tuition service, visual impairment service and educational psychologist. The support team keep detailed records of the pupils in their care and have good personal relationships with them.
43. Procedures for monitoring pupils' personal development are excellent. Much of the monitoring is informal and is based upon class teachers' close knowledge of pupils' individual circumstances. Relationships are very good and teachers are sensitive to pupils' swings of mood. The very high quality personal support provided ensures that pupils enjoy their time at school and, as far as possible, maintain a positive frame of mind. Pupils use their time at school productively and very caring teachers constantly encourage pupils to work hard and to do their best. These factors have a very positive influence on the progress pupils make and on the standard of their work.
44. The school's procedures for monitoring and promoting good behaviour are very good. The standard of teaching is high and, by providing lessons that are interesting and well organised, teachers lay the foundation for a calm and orderly learning environment. Teachers have high expectations and pupils have a very clear idea of what is and what is not acceptable. Within each classroom, pupils discuss and decide upon their own set of rules. This helps them to understand why they need to be able to consider and respond to the needs of others and this underpins the high standard of behaviour seen during the inspection. The school has recently introduced a new policy for the care and management of pupils and this is helping to standardise procedures and improve the way in which behaviour is managed. For various reasons, some pupils are reluctant to join classmates in the playground at lunchtime and a very good alternative is provided in the form of the Red Club. Pupils are able to spend their free time indoors, playing board games and this helps to ensure that they are able to avoid situations that may otherwise lead to unhappiness and confrontation.
45. Procedures for promoting attendance are very good. Teachers complete registers carefully and accurately. Through the 'Compact' scheme, pupils who have achieved a very good attendance record receive gold, silver or platinum attendance awards. These underline the importance of regular attendance and help to keep the pupils motivated. The school follows up any unexplained absences within 24 hours and weekly printouts are used to identify pupils who have been absent. There is good liaison with the education welfare officer and emerging trends are quickly identified. This school is conscientious in following up any unexplained absences and unauthorised absences are rare. There are some instances of lateness by a few persistent offenders. The school tracks these conscientiously and does what it can to remedy the situation. However, it is meeting with limited success.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. This school places great emphasis on working closely with parents. Members of staff do everything they reasonably can to ensure that parents are kept closely informed about day-to-day events within the school as well as the progress made by their children. This school has become increasingly popular in the two years it has been running and parents hold it in very high regard. Almost half the pre-inspection questionnaires were returned and this is an exceptionally high response. Parents indicate that their children like coming to school and they are pleased with every area of the school's work.
47. Parents indicate that they are kept well informed and the inspection team agrees. The overall quality of information provided is very good. The school prospectus and governors' annual report contain much very useful information. Pupils' annual reports are very detailed and give parents a very clear idea as to what their children can do, as well as the progress they have made. There is a formal opportunity each term when parents can discuss their children's progress with their class teacher and teachers are always willing to speak with parents at the end of the school day. In conjunction with the Family Learning Team, various courses are provided such as a computer course. The school also holds workshops that help to explain initiatives, such as literacy and numeracy hour and the new foundation stage. Unfortunately, these meetings are not usually well attended.
48. The parents of pupils with special educational needs are very well supported by the school and kept fully informed about their progress and problems. They are encouraged to talk to support workers or teachers on a

daily basis if necessary. In many cases, the problems of individual pupils have been identified by the school or nursery and action to remedy them started by the school. Parents say they can discuss problems with the school without feeling inhibited in any way. Where possible parents are fully involved in the writing of individual education plans and those with statemented children are kept fully informed about their needs and progress.

49. Links with parents are very good and parents feel that teachers are very approachable. Parents offer support in a number of ways during the school day. For example, they help to run the breakfast club and the tuck shop. The parents' fund raising group organises various social and fund raising activities. These include parents' discos and the May Fair and Christmas Bazaar are very well supported. In addition, numerous parents regularly provide voluntary help during the school day and, for example, hear pupils read or accompany them on visits to local places of interest. The impact of this support is positive and the 'extra pair of hands' is very useful during practical activities such as design and technology. Through the 'Schools for Inclusive Education' initiative (Shine), parents are involved in the better reading scheme. As part of the drive to improve standards in reading, mentors from the community hear pupils read, three times a week, over a ten-week period. Parents are given a certificate when their children have successfully completed the course and this helps to emphasise the importance of hearing their children read at home. Unfortunately, many parents do not want to be involved with homework and prefer their children to be given homework that they can do on their own. Parents' reluctance to be more involved with their children's learning means that they have little impact on their learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher provides outstanding leadership and has a clear vision for the future of the school. On taking up the position of headteacher, her priorities were to weld the staff together as a team and raise their morale, as well as establishing firm boundaries and expectations of the pupils' behaviour, necessary before any effective learning could take place. This has been successfully achieved. Pupils and staff know that learning will take place in a safe and secure environment. Lessons are motivating and pupils are not adversely affected by the poor behaviour of a few, because there are highly effective strategies in place for dealing with potential and actual disruption. A positive ethos has been created in the school and pupils want to learn. There has been a significant rise in standards through the extremely strong and focused teaching that has already taken place. The headteacher is ably supported by the deputy headteacher who works successfully to ensure the smooth running of school routines and a strong senior management team. Together with the co-ordinators and other staff they share a very clear sense of educational direction for the school's progress. They are all wholly committed to the aims of the school and have embraced on-going improvement wholeheartedly.
51. The headteacher's awareness of the school's strengths and weaknesses has led to clear priorities for the school's development and thorough planning of the initiatives necessary for school improvement. The headteacher's very good management skills and very effective day-to-day management of the school contribute significantly to the good quality of relationships at all levels and the development of a shared sense of purpose amongst teaching and all non-teaching staff. Particular emphasis has been given to the delegation of responsibility and the development of corporate objectives and decision making. All staff are responsible for co-ordinating or shadowing the management of a subject area each and they carry out the responsibilities associated with this co-ordination effectively. Curriculum development as a whole and the development of good, manageable systems of assessment are very good achievements by staff.
52. The school's aims and values are integrated very well in all its work and, following the example set by the headteacher and her deputy, all staff show high levels of concern for pupils' welfare. There is, thus, a very positive ethos that reflects the school's commitment to creating a caring environment for all pupils in which they are helped to achieve improving standards in their academic and personal development.
53. The school implements its Equal Opportunities policy very thoroughly. All pupils have appropriate opportunities for each area of learning. Pupils with special educational needs are well catered for in terms of staff support and are totally integrated into all aspects of school life. The management of special educational needs provision within the school is very good. There is accurate identification of pupils' needs and monitoring of progress is very conscientiously carried out by the co-ordinator. They are effectively taught by good quality support staff. The records kept are regularly reviewed by the Head teacher and annotated by her. The special educational needs co-ordinator offers good support where it is deemed necessary both in the classrooms and in withdrawal groups.

54. The school has very good systems for monitoring and evaluating its own performance as a result of the successful introduction of a range of procedures for monitoring and evaluating the curriculum, the quality of teaching and the standards of pupils' work. The strength of these arrangements is the ongoing review of the curriculum that enables new initiatives, including national initiatives and subject guidelines to be incorporated into what is taught. Standards are also monitored very effectively through thorough analysis of National Curriculum assessment test papers. The strengths and weaknesses of each year group are identified and appropriate attention is given to identified weaknesses. The monitoring of teaching is carried out by the headteacher on a regular basis. This has an agreed focus and good quality feedback is provided to staff. As yet subject co-ordinators have not had opportunities to monitor teaching in their subjects although other forms of monitoring take place, for example through the examination of pupils' work.
55. The governing body fulfils its responsibilities well. Governors have a sound awareness of the school's strengths and weaknesses. The school's overall management is strengthened by the very good working relationship between the headteacher and the governors. The governing body provides good support for the work of the school and individual members visit the school to assist in a variety of ways. Governors are very familiar with the school's working methods. There is constructive monitoring of the school's developments by the governing body through visits and the reports received from teaching staff. Governors are given appropriate data to compare the school's results with national averages and those for schools with a similar intake. The commitment to achieving higher standards and improvement is central. The information provided enables the governors to gain a better understanding of the strengths and weaknesses of the school.
56. The headteacher consults widely about proposed improvements, seeking the contributions of all staff and governors and developments proceed with the commitment of all concerned. As a result, the school development plan provides a very good framework for school improvement and combines review of what has been achieved with appropriate detail of prioritised targets for the current year. At present it is a very detailed document. However, with the school at a comparatively early stage of development it is a valuable resource. The financial and resource implications, including the demands on personnel, are identified and detailed costings and success criteria are included.
57. The governing body evaluates the cost-effectiveness of major spending decisions through the reports of the headteacher and the highly efficient administration of the school's finance officer. Financial control and office administration are very good. Very good use has been made of the additional money made available to the school through specific grants, such as that to support literacy and the development of information and communication technology skills. Overall, the school uses its resources shrewdly and productively.
58. The professional skills of the headteacher and teachers enable them to make the best possible use of the staff, accommodation and learning resources available and this is leading to the increasing success of the school. The headteacher is held in very high regard by parents, she recognises the strengths of her staff and delegates wisely which enables very effective academic and financial planning and administration. Performance management has been well established in the school and the headteacher and senior management team hold development interviews with staff as part of this process.
59. There is a very good match of teachers and support staff to the demands of the curriculum. There is a generous, but very necessary, number of learning support assistants who make a major contribution to the pupils' learning and there is good administrative support. The entire staff, including the site manager, mid day assistants and cleaning staff are committed to the success of the school and the care of their pupils.
60. The school has been adapted from the previous infant school building and available space is put to very good and imaginative use, but classroom accommodation is barely adequate. The school is growing in size and the inadequacy of the accommodation is an issue which needs to be urgently addressed. The headteacher has to share her office with four peripatetic music staff, who taught in the corridors during the inspection. This is unsatisfactory. The new classrooms are too small and inappropriate for the teaching of art and design, design and technology, and music. The school hall and the physical education equipment which was adequate for the original infant school, is inadequate for the combined junior and infant school. The library which has been made as bright and cheerful as possible with attractive curtains and displays has a miscellany of chairs and tables and, because it has to be frequently used for lessons, gives the impression of being more of a classroom than a library, which is an opportunity lost. The daily Breakfast Club, which for many pupils provides an essential beginning to each school day, has to be housed in the adjacent, redundant, almost uninhabitable junior school buildings which is unsatisfactory. Playground space is limited and is another problem beyond the control of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. Within the context of what is a very good school and in order to raise standards further the headteacher, governors and staff should:

(1) Raise standards in science in Key Stage 1 by :

- increasing the amount of time allocated to the subject to enable all areas to be taught in sufficient detail (paragraphs 2, 29, 95);
- improving the quality and quantity of recording of pupils' learning (paragraph 97).

(2) Raise standards in design and technology and ICT by:

- ensuring that all elements of the prescribed curriculum are included in the schemes of work and taught thoroughly (paragraphs 6, 28, 106-109, 117-118).

(3) Establish securely the place of the foundation subjects within the whole school curriculum by:

- revising policies where appropriate in order to match the needs of Chantry Primary School and Curriculum 2000 (paragraphs 30, 105, 109, 116); and
- reviewing the time allocated to each subject to ensure adequate and balanced coverage of the curriculum in all subjects, especially art and design and design and technology (paragraphs 28, 29, 100, 106, 109).

(4) In order to improve the efficiency of the Unit for Visually Impaired Pupils and the quality of pupils' learning, the Headteacher, governors and staff should, preferably in collaboration with the local education authority:

- review the management, organisation and planning systems in order to increase the efficiency of the unit and make better use of time and resources;
- initiate a programme in order to integrate more fully the work of the Visually Impaired unit with that of the school (paragraphs 32, 62-66).

(5) As funds permit, improve the standard of accommodation in order to allow all subjects of the curriculum to be taught effectively and in safety (paragraphs 63, 106, 109, 134, 138).

THE WORK OF THE VISUALLY IMPAIRED UNIT

CONTEXT

62. The Visual Impairment unit aims to meet the needs of twelve pupils who are integrated into mainstream classes. The unit aims to meet those needs in a variety of different ways. Staff adapt worksheets and other materials provided in class, they work alongside pupils in mainstream classes and also in small withdrawal groups where appropriate. The pupils may also be withdrawn for individual Braille and keyboard skills teaching.

BRAILLE TEACHING

63. The pupils' Braille skills are good they are able to write Braille for both English and mathematics. The Braille reading is fluent and those who read Braille are able to read at the same pace as the rest of the group. The transcription of the pupils' Braille writing is generally accurate. However, occasionally it is transcribed too literally without the transcriber being aware of the effect of a 'slipped dot'; that is a dot that should or should not be present in a Braille cell.

LEADERSHIP

64. The unit is under the management of the Local Education Authority for strategic planning, staffing and the provision of specialist training and finance. The headteacher is seen by the staff in the unit as their manager for day-to-day occurrences. There is a service action plan for the unit. However, the consultation with the staff from the unit, when the local authority personnel were drawing up the plan was very limited. The development plan currently has little link to the overall school development plan which is a considerable weakness. There is a curriculum development plan for the support service for pupils with a visual impairment. However, the first two of the five objectives are concerned with the continuation of present practice - without any clarification of what this practice is. Therefore, it does not constitute a rigorous or constructive development plan.

LIAISON

65. The unit staff have prepared a profile of each pupil for the mainstream staff, giving details of their visual impairment and brief details as to the support which each pupil requires. These conclude with a request for staff to let the resource provision staff know if an educational visit is to occur or if the staff need adapted materials. Liaison between the staff of the resource provision and the mainstream teachers is strongly encouraged by the headteacher. However, there is a perceived lack of communication between the mainstream staff and the unit staff. There is no joint planning between the staff from the unit and those staff who are teaching the mainstream classes and little collaboration between them in the classroom. Unit teaching staff currently carry out little more than a purely supportive role and take no responsibility for teaching within a whole class situation.
66. The resources for the unit are adequate and the resource base is in a pleasant spacious room in the centre of the school. However, the resources are not labelled, so it is not possible for the children to develop independence skills. The room is shared with members of the support team for English as an additional language, who provide cheerful, interesting displays, in contrast to the rather barren and uninteresting areas used by the unit.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	95
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11	23	48	16	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	37	376
Number of full-time pupils known to be eligible for free school meals		171

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	3	15
Number of pupils on the school's special educational needs register	11	117

English as an additional language	No of pupils
Number of pupils with English as an additional language	28

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	35
Pupils who left the school other than at the usual time of leaving	30

Attendance

Authorised absence

	%
School data	6.5
National comparative data	5.7

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	22	24	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	17	21
	Girls	21	20	24
	Total	36	37	45
Percentage of pupils at NC level 2 or above	School	78 (N/A)	80 (N/A)	98 (N/A)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	19	14
	Girls	20	24	15
	Total	35	43	29
Percentage of pupils at NC level 2 or above	School	76 (N/A)	93(N/A)	63 (N/A)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	25	17	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	21
	Girls	10	6	10
	Total	25	20	31
Percentage of pupils at NC level 4 or above	School	60 (N/A)	48 (N/A)	74 (N/A)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	13	14
	Girls	8	5	6
	Total	17	18	20
Percentage of pupils at NC level 4 or above	School	40 (N/A)	43 (N/A)	48 (N/A)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	17
Black – African heritage	6
Black – other	3
Indian	3
Pakistani	20
Bangladeshi	3
Chinese	1
White	250
Any other minority ethnic group	32

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	27
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	21
Total aggregate hours worked per week	437

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	4
Total aggregate hours worked per week	100

Number of pupils per FTE adult	9.25
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FTE means full-time equivalent.

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	1	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.

Financial information (based on 7/12 Yr)

Financial year	1999/2000
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	£
Total income	422795
Total expenditure	431062
Expenditure per pupil	1039
Balance brought forward from previous year	
Balance carried forward to next year	-8267

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	413
Number of questionnaires returned	197

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	2	1	0
My child is making good progress in school.	64	32	0	1	3
Behaviour in the school is good.	49	45	2	2	2
My child gets the right amount of work to do at home.	51	41	6	1	1
The teaching is good.	74	23	1	0	2
I am kept well informed about how my child is getting on.	69	24	3	1	3
I would feel comfortable about approaching the school with questions or a problem.	78	19	1	1	1
The school expects my child to work hard and achieve his or her best.	75	22	2	1	0
The school works closely with parents.	72	25	1	1	1
The school is well led and managed.	77	20	0	1	2
The school is helping my child become mature and responsible.	69	27	2	1	1
The school provides an interesting range of activities outside lessons.	56	29	5	1	9

Other issues raised by parents

No other issues raised.

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

67. Children are admitted to the nursery class as soon after their third birthday as a place is available and enter the Reception class in the September following their fourth birthday. There is a wide spread of ability, the great majority of the children starting with skills well below average for their age. Good home/school links are initiated through home visits before the children start in the Nursery. These visits are appreciated by parents and help the children to settle in. Effective teaching allows the children to make good and sometimes very good progress. By the end of Reception, attainment is below average, although some children meet the nationally expected standards for their age in personal, social and emotional development and parts of communication, language and literacy and mathematical development. Although attainment is still below that expected for their age in knowledge and understanding of the world, creative and physical development, children are making good progress towards reaching the early learning goals.

Personal, social and emotional development

68. Personal, social and emotional development is seen as a priority in the Nursery and Reception classes. The quality of teaching is good and results in the children making good progress in this area. To help them develop socially, the children are taught to take turns, to share equipment and to follow classroom routines. Teachers have high expectations and children are frequently reminded to keep to expected standards of behaviour. Registration and circle time are used well in the Nursery to promote a sense of belonging and the adults ensure that each child feels valued. They “pass a smile” to their neighbour to make everyone feel happy. The children in reception learn respect for each other when they listen or speak in a group or whole class setting. There are simple golden rules that the children learn to follow. They are encouraged to be independent when they choose activities and show concentration when engaged in their tasks. The children are encouraged to change for physical education by themselves and to fold their clothes neatly. They work quietly to keep themselves and their friends safe. They learn to play co-operatively and to take turns with equipment in the baby clinic or at the vets. Children regularly choose from the variety of activities on offer and help clear up after the activity is over. By the end of their year in reception some children are likely to meet the early learning goals in this area of learning.

Communication, language and literacy

69. Many children enter nursery with low levels of language and literacy and the development of children’s language skills is given suitable priority. A wide variety of experiences are provided to enable the children to make good progress in their learning. The teaching is good. Teachers plan lessons well and are very well aware of the abilities of different children. In group sessions, children share books and enjoy rhymes and songs. The quality of interaction between all the adults and children in all areas of learning has a significant impact on the progress children make. The role play areas in nursery and reception provide good opportunities for speaking and listening. In reception, the teacher has successfully introduced the whole class shared reading element of the National Literacy Strategy and the class enjoyed reading “The Boo hoo baby” with a story sack of characters. Children learn initial sounds linked to an appropriate 'sounds' display area. Both classrooms are rich in print and this teaches the children that print has meaning. They have a writing area which is well equipped with materials. Many children can write their own name legibly and express simple ideas in “have a go” writing. After a visit outside, one child wrote, “I liked the birds and the trees.” Frequently occurring key words are displayed on a word tree. By the end of the reception year, although attainment is below average, overall, the children will have made good progress and some are likely to be close to achieving the early learning goals in this area.

Mathematical development

70. Teaching is good and a range of activities is provided to help children make good progress and acquire the skills necessary for mathematical development. Numbers are clearly displayed around the rooms, with opportunities for counting, sorting, matching, adding and subtracting. There is a number line for children to follow and jigsaws to complete. Teachers use learning outcomes from the National Numeracy Strategy and begin to introduce the main teaching activity. Children learn the days of the week and can put them in order. They count the days and learn about patterns and use story links such as “The Very Hungry Caterpillar”. In

the nursery children sing number songs and rhymes. They learn about weighing and measuring in their visit to the Baby clinic and use the words heavier, lighter, taller and shorter. They build towers and put them in order by size and fit containers inside each other. In reception, nearly all children can recognise numerals to 10 and some higher attainers can count beyond. Children correctly name two-dimensional shapes such as circle, square, rectangle and triangle and recognise them around the classroom. By the end of the reception year, most children are likely to be achieving slightly below the expected levels.

Knowledge and understanding of the world

71. Teaching is good and staff are aware of the limited opportunities available to the children in the home environment and provide a wide variety of materials and resources to stimulate the children's interest in the world around them. This enables the children to make good progress. Children use the keyboard and mouse with increasing confidence, when using the computer. They experiment with wet and dry sand to find out which is easier to use to build castles and discover that wet sand 'sticks together' more easily. They grow beans, sunflowers and hyacinths and measure them to see how they have grown. They observe caterpillars and talk about their progress and the changes they can see. Attractive displays in the classrooms and corridors reinforce their learning about nature. They look at photographs of themselves and their parents as babies and toddlers and talk about the changes that have taken place. The children think about how their school environment could be better " I don't like the crisp packets flying around "wrote one member of the reception class.
72. Teachers provide well structured and stimulating learning experiences, building effectively on children's previous knowledge and understanding. For example, they visit the baby clinic where they see how babies are weighed and measured. The Reception class visit Wardown Park Museum for a museum led circle time on teddy bears and the children see squirrels and ducks. Many visitors such as the Health visitor, Fire fighters and members of the local community are welcomed to the Nursery to help the children learn about different celebrations and customs. Although teaching is very good in this area and children enjoy learning, lack of basic general knowledge and language hinders their progress and at the end of the Foundation Stage attainment is still slightly below the early learning goals.

Physical development

73. Nursery and Reception children have daily opportunities to play outside. Nursery children have large building blocks, wheeled toys, climbing frame, slide and seesaw and sand and water to develop their co-ordination. Reception children have access to wheeled toys and small apparatus. During the inspection, reception children did not have opportunities to climb, slide or balance in outdoor play. Both classes have a secure outdoor play area and whilst much of the equipment is well used, it remains serviceable. There are plans in place to improve the physical environment with playground painting.
74. The children go to the school hall for physical education lessons. Teaching is good and activities provided which enable children to improve their co-ordination and develop an awareness of the space around them. The children make good progress. They learn to use all the space around them as they pretend they are inside a balloon travelling around the room. They are taught the importance of warming up and cooling down and feel their heart beating. They explore different ways of travelling, using different parts of their bodies on and over the apparatus. Reception children develop their skills in controlling a ball. Children make models at the woodwork table, using a hammer with good co-ordination to produce an aeroplane. Children have many opportunities to improve their manipulative skills by cutting, sticking, threading or fitting jigsaws together to develop hand eye co-ordination. Physical development remains just below the expected standard for their age.

Creative development

75. Teaching is good and children make good progress, because they are provided with a range of media and materials with which to experiment. They paint portraits and make collages of traditional tales such as Goldilocks. Nursery children use shapes to create a picture of themselves. They have play-dough, paints, pens and crayons, all readily available. Many of the activities give an early introduction to design and technology as children plan their work, select materials and evaluate the outcome. Children enjoy singing and listening to music. Many ideas are communicated through song – such as feelings and the welcoming song used in the Nursery. Each classroom has a music table and children are encouraged to listen to the sounds and accompany songs. The Reception children use the vet's Clinic and other areas of the classroom for role play.

They use the characters from the story “The Boo hoo baby” to develop their own story. Staff all interact well with the children to develop their language, but most remain just below the standard expected for their age.

ENGLISH

76. Standards achieved in the 2000 national tests and assessments for 11 year olds were well below both the national average and that of similar schools. The percentage of pupils achieving the higher levels in the tests was very low when compared to both the national average and similar schools. Pupils of seven years of age achieved results in reading tests that, although below the national average, were well above those of schools of a similar kind. In writing they achieved results that were below the national average, but above that of schools of a similar kind. The percentage of pupils of seven years of age reaching the higher levels of attainment in reading was average when compared to national results and, in writing, it was above average. However, inspection evidence strongly indicates that, although the attainment of pupils at age eleven years old is below that expected nationally, this represents an overall improvement in standards when national test results for Year 2000 are taken into consideration. The pupils met the targets that had been set by the school and are on course to meet the targets set for the coming year. For pupils of seven years of age, inspection evidence indicates that, although they are still achieving standards just below those expected nationally, there has been a significant improvement in their overall standards in reading and writing.
77. When considering the school’s overall test results in English in Year 2000, it should be recognised that the provision for the older pupils (Key Stage 2) has been greatly improved since the amalgamation of the former junior and infant schools. However, the test results in English reflect the poor levels of achievement reached by pupils in the old junior school that the great majority of them attended. This also applies to the findings of the inspection when considering the standards attained by the present Year 6 pupils, although they have had more time in the new school. Pupils entering the school in the Foundation Stage do so with low levels of achievement in language and literacy and the good teaching that is provided is having a beneficial effect on the standards they reach by the age of seven. Since its formation, the school has worked hard to improve standards in English generally and inspection findings confirm that it is successful. The National Literacy Strategy is firmly in place. A great deal of emphasis is put on the development of reading and writing skills across the whole range of the curriculum. Pupils in both key stages make good progress, as do pupils with special educational needs and those who are at an early stage of learning English.
78. Evidence from the inspection confirms that standards in reading are below average at the ages of seven and eleven. The more able pupils are generally fluent readers, reading with expression and discussing what they have read. They are aware of the different types of books available to them and express an interest in reading. Pupils of average ability, in both key stages, also expressed an interest in reading and read at a level that is just below that expected nationally. They can, for the most part, read the books given to them, but do so with some hesitation, although they self-correct when they make a mistake. They are aware of the need to read with expression and do so with varying degrees of success. Some find it difficult to discuss aspects of the books they are reading such as characters and plot. This is despite the opportunities the school provides for pupils to practise their reading skills during individual and group sessions. Pupils are given many opportunities to read outside the formal literacy sessions and receive good support from classroom assistants. Most pupils say that they read at home, but some are rather vague about when and to whom. Pupils with a low reading ability are given extra help by the school and are generally making satisfactory progress. Reading records are well maintained by the school and the attainment of pupils is assessed on a regular basis and remedial action taken where necessary. More able pupils and those with average ability have well developed study skills and are able to find non-fiction books in the school library and use both content and index pages to find information quickly. Some of the pupils belong to the local library and regularly get books from it.
79. The speaking skills of the majority of pupils in the school are sound, but listening skills are generally good. They listen attentively to their teachers and to each other. For example, pupils in Year 1 are beginning to express their ideas clearly and discuss their work. In a lesson on poetry writing, pupils in Year 2 listened carefully to their teacher and could state their ideas clearly and order them logically. At the end of Key Stage 2, pupils listen attentively to their teachers and are keen to answer questions, which they do clearly and to the point. When asked, they are able to explain the activities they are doing and why they are doing them. The development of the speaking and listening skills of the pupils is well catered for by the school. For example, in a Year 4 lesson, the teacher gave the pupils the opportunity to explore other people’s feelings and to freely discuss their ideas, which they did at a good level of understanding. The lesson provided very good development of the vocabulary of the pupils and their ability to express their own ideas and to listen to others.

Good use is made of role-play and drama across the curriculum, for example, the use of poetry and choral speaking in a very effective religious education lesson.

80. An examination of pupils' written work across both key stages demonstrates the commitment of the school to develop the writing skills of the pupils, and in this they are having some success. However, inspection evidence indicates that present attainment of pupils at the ages of seven and eleven in writing is below expected national standards. The school has done well to improve standards in this area, given the low attainment of pupils when they first enter the school. A significant number of the pupils in the school have little knowledge of the world beyond their own locality and, therefore, have little experience to draw on when writing creatively. The school has sought to remedy this by providing a good range of study trips and talks by visitors. This is having a marked effect, for example, the reports written by the pupils in Year 2 on a trip to a local high school. Story sacks and boxes have been developed by the school to provide stimulus and develop creative thinking. These were used well in a Year 2 creative writing lesson when filled with different items to do with the sea. Pupils are encouraged to retell in their own words stories that they have read or that have been read to them. Pupils in a Year 5/6 class made good use of work covered in a guided reading session to develop their ability to write interesting poetry. Their work made good use of alliteration and was well presented, using their word processing skills. Pupils use descriptive words well and are becoming aware of the important part they play in making their stories interesting. For example, in a story about monsters a Year 3 pupil wrote "Suddenly a big, creepy, smelly, long toothed, small headed monster named Steven jumped out of a bush."
81. Pupils are given the opportunity to write creatively in a number of different styles such as poetry, reports, descriptions, instructions and stories. Their writing skills are further developed in other subjects. For example, Year 3 pupils, as part of their religious education work, have rewritten the story of Zacchaeus. However, a scrutiny of the work of Year 6 pupils indicated that a significant number still lack the ability to write lively and thoughtful stories.
82. Teachers are very careful to use the correct language for the subject and this is having a positive impact on its use by the pupils. The pupils are able to identify and correctly use words such as subordinate clause and digraphs. However, punctuation skills are not so highly developed. There is some weakness in general presentation in both key stages, with some work showing poor handwriting skills.
83. Teaching in both key stages is good, overall, with some very good and excellent lessons observed. Teachers make very good use of resources to stimulate the imaginations of their pupils. They are aware of the needs of all levels of ability in their classes and make good provision for the less able, ensuring that the work provided is suitable and that they receive a high level of support. The resources used in lessons are well focused on the objectives and are designed to ensure that pupils are fully involved in all the activities. Lessons have a brisk pace with well timed changes of activities to maintain pupils' interest. Classroom support staff are well used and demonstrate good subject knowledge with an awareness of the needs of the pupils in their care. A feature of many of the lessons observed is the good overall relationships that exist between pupils and their teachers. This enables pupils to progress in a secure atmosphere and enables them to ask questions and offer their opinions freely.
84. Perhaps the most important feature of teaching throughout the school is the high level of expectation that teachers demonstrate. There were few weaknesses observed and these were quickly identified and rectified by the teachers concerned, for example, activities starting without the pupils being fully aware of what they had to do. There were also examples of some of the texts given to the pupils to use during practical activities being too difficult for them. The overall marking of pupils' work is of good quality, it is done carefully and used as a teaching aid, by showing pupils what they need to do in order to further improve their work. There are, however, a few examples where marking is not as thorough as it should be.
85. The good quality teaching ensures that the majority of pupils learn very effectively. However, the positive attitudes of the pupils themselves towards their work in literacy is an important factor in the good progress the majority of them are making. In lessons, they are well behaved and treat their teachers and each other with respect.
86. The subject is well managed by the co-ordinator who has a firm grasp of both the strengths and weaknesses of the school's provision for literacy and monitors areas of concern. There is a well formulated development plan that reflects the school's determination to improve standards in the subject. Good use is made of assessment to inform future planning both on a whole school and individual pupil basis with the setting of targets. The

school ensures that pupils are aware of their own targets and fully involves them in their learning. The school is aware of the need to continue to strive to improve standards in attainment, overall.

MATHEMATICS

87. In 2000, at the end of Key Stage 2, attainment recorded in National Curriculum tests was well below the national average. Only 48 per cent achieved the expected Level 4 or above, well below the national average of 72 per cent. Pupils achieving the higher Level 5 or above were also well below the national average, 7 per cent as compared with 24 per cent nationally. However, there has been a significant improvement in standards in the last two years, when results are compared to those achieved by pupils in the junior school which the great majority of these pupils attended previously. The performance of all pupils was poor over the past two years with girls significantly worse than the boys.
88. In 2000, at the end of Key Stage 1, attainment recorded in National Curriculum tests was well above the national average. About 98 per cent of pupils achieved the expected Level 2 or above compared with 90 per cent nationally, and 35 per cent of pupils, well above the national average, achieved the higher Level 3 or above. Teacher assessments made at the same time support these results and reflect the accuracy of the school's assessment procedures. There was no significant difference between the performance of girls and boys.
89. The disparity in the standards between the two key stages is a result of the unsatisfactory teaching and poor pupil attendance in the former Junior School. Since amalgamation, strenuous efforts have been made to improve mathematics and, while the results of this year's Key Stage 2 tests are likely to be below the national average, real progress is being made in raising standards. The progress evident in Key Stage 2 is associated with better planning, the implementation of the National Numeracy Strategy and very good quality teaching. The school has set challenging targets for 2001 which are based on assessment of pupils currently in Year 6 and, although still below the national expectations, represent a significant rise in achievement over the past few years. Given the nature of the school's intake and previous achievements, the targets are appropriate.
90. During Key Stage 1 pupils make very good progress. Pupils enter the school with well below average attainment and the attainment of pupils currently in Year 2 is satisfactory and in line with national expectations. They add single digit numbers accurately and use position value in tens and units confidently, with higher attaining pupils challenged well and extending their work to include hundreds. The work of pupils with special educational needs is well supported.
91. The continued high quality of teaching, the emphasis on correct use of mathematical language and the close links to everyday life helps to maintain the progress of pupils in Key Stage 2. Pupils learn effectively and many attain standards which are in line with national expectations. Pupils in Year 6 are making strenuous efforts to improve, are well supported by their teachers and are making similarly good progress. These are pupils who suffered from poor provision in previous years and, in consequence their attainment is still below expectations. All pupils are well supported through carefully planned lessons and tasks which are matched to their needs. This enables all pupils to work at a level of difficulty which is appropriate for their ability. Pupils in Year 5 are currently in the same classes as the Year 6 pupils and are working at the same level. This arrangement is necessary because of the previously poor provision. The standards achieved by Year 5 pupils are much the same as those for Year 6. They are making progress that should be reflected in improved results in the 2002 National Curriculum tests. In Year 4, standards of work are close to the average, especially in aspects of number. They have made good progress and have raised the standards of work by a complete National Curriculum level since September last year. The needs of all pupils are well catered for through good assessment and accurate match of activity to the pupils' abilities. This is evident through good levels of challenge for the higher attainers and good support for those pupils who are less confident about their mathematical ability. Despite the disparity in test results, it was not noticeable that girls performed any less well than boys in the work examined or in lessons.
92. Throughout the school, pupils enjoy their mathematics. They concentrate well and work confidently, but, very occasionally, they are not provided with opportunities to work for an extended period in lessons. They are interested in numbers and enjoy applying their knowledge, such as calculating the length of television programmes, making generalisations about the effects of manipulating odds and evens and working with number systems from other cultures. Pupils' attitudes to mathematics are very good and, on one occasion, excellent when they were engaged in entering data on television programmes in graph form and then learning how to make generalisations from these graphs. They listen carefully to their teachers and are very keen to

answer questions in the mental sessions. Pupils then settle quickly to their tasks, whether individual or in small groups, and work well to produce some good results. There are a few instances when the pupils are given insufficient time or when their attitudes are inappropriate.

93. The quality of teaching, overall, is good, with some examples of very good practice. It is often very good in Key Stage 1 and good, overall, in Key Stage 2. Only one unsatisfactory lesson was seen during the inspection and this was due to the teacher not being sufficiently aware of the prior attainment of pupils and providing work that was not well matched to meet their individual needs. The high standard of teaching is promoting good learning and raising achievement. The best teaching reflects good subject knowledge and effective use of the National Numeracy Strategy. Planning is of a high quality, building on previous experiences and making clear links with everyday life. In the best lessons, time within the lesson is used well, enabling the pupils to settle quickly and work with concentrated effort. Teachers use questions well and all work in mathematics stresses the importance of the accurate use of language. Teachers know their pupils well and make effective use of accurate assessment, in order to provide appropriate activities for the pupils in the class and to match work to their levels of attainment. There are a few occasions when numeracy is promoted through other subjects, such as in history in the study of the Aztecs and geography with co-ordinates. Marking is accurate and makes comments on pupils' learning, but, very occasionally, inaccuracies in the writing of numbers are not corrected. Target setting is used effectively and pupils are fully involved in the process. This is a strength of the school and reflects a good use of assessment and the National Curriculum attainment targets.
94. The pupils follow a curriculum which is based on the National Numeracy Strategy. The school's programme meets demands of the National Curriculum, but, at the moment, there is insufficient opportunity for investigations in mathematics. There is a new computer suite in the school, but, at the moment, little use is made of information and communication technology to support pupils' learning in mathematics. The co-ordinator is new to the post and is fully aware of what has to be done to raise standards in the subject. The subject makes a sound contribution to the pupils' social development through opportunities to work together and to their cultural development through a consideration of ancient number systems. The commitment to improving provision for mathematics is evident through the monitoring of teachers' planning by the co-ordinator and classroom practice by the headteacher. The combination of improved teaching, a commitment by staff and pupils to improving standards in mathematics in Key Stage 2, is having a positive effect and should be reflected in improvements in results in the coming years.

SCIENCE

95. Pupils in Year 2 and Year 6 attain below average standards in science. The 2000 teacher assessments show that the standards attained by seven-year-olds were well below the national average. In comparison with similar schools, the overall results were below average. The coverage of the science curriculum is thin for the younger pupils and too little time is spent on it. The test results of 11-year-olds show that they attained standards that were well below the national average. These standards, however, were comparable to those attained by pupils in similar schools. There was a marked difference between the attainment of boys and girls. Whilst the boys attained results that were close to their national average, the girls attained results that were very low. Very few girls attained the higher level 5 and the proportion of girls who attained the lower level 3 or below was significantly more than the boys. The school has investigated these differences and found that boys dominate science investigations when carried out in mixed gender groupings. The school is addressing the situation by creating boys only or girls only groups in practical science. Pupils with special educational needs, those who are learning English as an additional language and minority ethnic underachievers are well supported. As a result, they make good progress. As it is a new school, there are no results for previous years to compare and evaluate the trend in standards. However, the inspection findings indicate that the attainment and achievement of pupils are rising as a result of good teaching and good curriculum and assessment.
96. By the age of seven, pupils have sound knowledge of the life cycle of a plant and an animal. They know the main parts of a plant. They are developing sound observational skills. However, the descriptions they make are constrained by lack of language skills and science vocabulary. For example, a significant minority are unsure of what is meant by observations, evidence and external appearance. Lack of appropriate vocabulary inhibits them when carrying out and recording scientific investigations. By the age of 11, the pupils understand the feeding relationships between plants and animals in a habitat and describe these relationships, using scientific vocabulary, for example, producers, consumers, herbivores and carnivores. They understand how to devise a fair test. The links with numeracy are good and pupils record their observations, comparisons and measurements using tables and bar charts and have started to plot line graphs to interpret patterns in their

data. They know the importance of repeating observations to improve accuracy of results. The links with literacy are satisfactory and pupils are learning to record their findings appropriately, using the correct language and forms of speech.

97. The quality of teaching and learning in Key Stage 1 is satisfactory, although it could be better. An examination of pupils' work shows that too little has been recorded. There is too little linking of literacy and independent learning skills in science. Teachers use resources well and imaginatively. For example, in a Year 2 lesson, a careful selection of familiar and unfamiliar fruits extended pupils knowledge that these are produced from flowers and contain seeds which grow into new plants. Overall, their achievement is satisfactory. The quality of teaching in Key Stage 2, from lesson observations and the examination of pupils' work, is good. Some excellent lessons were observed. However, the scrutiny of pupils' work shows that the quality of teaching over time could have been better to produce comparable quality of learning and achievement. For example, in their investigation on circuits, the pupils record what they have done. However, they make no mention of what they had found out. The teachers' marking has provided no guidance on how pupils could have improved their recording of experiments and consequent learning and achievement.
98. Science teaching at Key Stage 2 is based mainly on scientific enquiry and provides good learning experiences for all pupils. The excellent lessons begin with a quick investigation. Pupils are given about five minutes, for example, to find out different ways they can change the size of the shadow of an opaque figure. A brisk discussion follows as to how a fair test can be devised. Pupils collaborate well and carry out the investigation at a very good pace. In a very effective summary session, pupils report their results and are encouraged to use comparative language to draw conclusions from their findings. The higher attainers rise to the challenge more confidently than others. They state that the closer the torch to the figure, the bigger the shadow or, conversely, the further the torch from the figure, the shorter the shadow. Careful grouping and support ensure that all pupils are actively involved throughout the lesson. As a result, all pupils including those with special educational needs make good progress.
99. The leadership and management of the subject are satisfactory. The co-ordinator has had little opportunity to monitor the quality of teaching and learning and pupils' work. Assessment arrangements and use of assessment to modify the curriculum are good.

ART AND DESIGN

100. Only four art lessons were observed during the inspection. However, conversations held with staff and pupils, together with the displays of art work around the school, show that pupils make good progress and achieve standards in excess of those expected at the end of Key Stage 1. Standards at Key Stage 2 are sound because progress is inhibited by the unsuitability of the accommodation and the lack of time allocated to the subject.
101. Pupils at Key Stage 1 are developing a range of techniques in experimenting with a variety of media. Pupils in Year 2 have experimented with pastels, by drawing cross sections of vegetables. They are developing the ability to look carefully at an object and accentuate certain features. This has followed on from fine pencil sketching of various fruits where they have used shading effectively to give depth to their pictures. The use of computers is exploited and appropriately used. For example, pupils in Year 1 use a program to develop their own self-portraits. Older pupils in Year 2 have created three-dimensional shape sculptures following on lessons on shape and visiting Milton Keynes to study the sculptures there. They show a good understanding of the media and some expertise in the way they have moulded the clay and arranged the shapes. The school has the use of a kiln and these have fired very well and are of a good quality.
102. Pupils in Year 3 have used a range of materials with which to weave and gained an understanding of the effects created by using fabrics, as well as more conventional materials. They have experimented with colour and show an appreciation of the textures and effects achieved. Year 6 pupils are looking at movement in art, they have studied the work of artists such as Degas and used an artist's model with moveable limbs to make drawings to show various movements. They show a good understanding of how the body moves and use shading well. Pupils in Year 4 are studying portrait painting, looking at and discussing Modigliani's portrait of 'The Boy with Red Hair'. This makes a good contribution to the pupils' cultural development. Pupils then re-created their own version of the painting with good, detailed guidance from the class teachers. This enables them to mix and use paint inventively to create the shades and tones they wish to achieve.
103. It is evident from the work seen that pupils work hard and gain great enjoyment from creating their own art works. They pay good care to detail and show sensitivity when working. The expertise they are gaining has

carried over with benefit into other subjects, so that in history, for example, illustrations are carefully executed.

104. Teaching overall is good. Teachers provide pupils with a wide range of opportunities to experiment, using a variety of media to increase their creativity. Planning is thorough and the school has a wide range of appropriate resources. In the lessons seen, the teachers thoroughly discussed the subject of their pictures with the pupils. The teachers asked pertinent questions, such as, 'What do you need to consider when you are painting a portrait?' to help them plan their work. This focused the pupils' attention on specific details, such as size and positioning.
105. The co-ordinator manages the subject effectively. He has very good subject knowledge and also runs a successful art club after school, which is well supported. The teaching of art is inhibited in Key Stage 2, because the rooms and wet areas are far too small in which to work effectively. The policy for art is in need of revision and this has already been identified within the school's development plan. The amount of time allocated to the subject is too little at present. This means that some areas are not covered in sufficient depth at Key Stage 2.

DESIGN AND TECHNOLOGY

106. From the limited available evidence, the standards of attainment in design technology at the end of Key Stage 1 and Key Stage 2 are generally below those expected. Standards are below average, because too little work has been completed over the year in all classes as a result of the limited time available, now that the time for the subject is combined with art. The pupils have had little opportunity to complete the whole designing and making process on a regular basis, particularly in Key Stage 2. There is little evidence of pupils in Key Stage 2 classes designing, making, evaluating and improving their work through considered modifications.
107. The quality of teaching in Key Stage 1 is good. The teachers are well organised and by their planning, preparing and questioning they help the children to work successfully, both independently and as part of their group. The quality of learning in Key Stage 1 is good; Year 1 children, as part of their fruit project, have been designing, making and evaluating sandwiches and have reached the stage of making a variety of different foods and then evaluating their own and each others'. They think carefully about different types of food, the ingredients and implements they require and their design, making and presentation. They learn how to make, decorate and present the food they choose and finally consider the taste, texture, smell and appearance in their evaluation. The pupils concentrate well and display increasing confidence and consolidation of their skills in cutting, slicing and assembling their sandwiches. They work well collaboratively and organise themselves to complete their task in a given time. The work on display, collages of fruits, is well finished. Year 2 pupils learn how to work with and handle clay and choose the appropriate tools. They are encouraged to evaluate and feel proud what they have achieved.
108. In Key Stage 2, it was not possible to see a lesson, only some finished items and some work in progress; from this evidence the quality of teaching and learning is sound. The pupils are encouraged to think as they design, to remember the facts and skills they require. The frames and slippers being made show that they are learning the skills of cutting, measuring and marking. However, because the time allowed and the scope of the work are too limited, the standard of pupils' work is below that expected.
109. The subject co-ordinator is aware of the improvements which need to be made, and the policy and scheme of work which are several years old are about to be reviewed as part of the school development plan. In both key stages, design and technology is undertaken by the class teachers but the time allocation in Key Stage 2 is too low and is shared with art. Resources which include tools and wood are modest and dispersed, since central storage space is lacking. The small rooms in the key stage mean that space is severely limited for the teaching of design and technology. Teachers and pupils manage as best they can, working in the cramped accommodation where there is little space to use tools effectively or properly.

GEOGRAPHY

110. Standards of attainment in geography are average at the end of both key stages. Year 2 pupils have sound knowledge of local geography. For example, they can identify Luton on an Ordnance Survey map and can identify features of the town. Year 6 pupils have sound knowledge of the seven continents and the geographical features of some of their countries, for example the density of population. They use various sources of information and record their findings, using suitable vocabulary. They know the reasons for human

migrations and growth characteristics of cities. Year 3 pupils describe the directions of places from a given location and draw routes on sketch maps. They carry out surveys and record their findings in bar graphs. Year 4 pupils know several facts about other countries such as India, for example; its size, climate and major cities and the life of people in the villages.

111. No teaching was observed in Key Stage 1 and in the Year 5/6 classes. However, the analysis of pupils' work and some lesson observations in Years 3 and 4 show that teaching in both key stages is satisfactory. Teaching in observed lessons was well planned and structured, leading to learning at a good pace. In a good Year 3 lesson, pupils were discussing the work people do and the kinds of jobs they have. A thorough discussion produced a long list of types of work which pupils were challenged to classify under categories they thought appropriate. This resulted in pupils realising that some jobs could be classified under more than one heading.
112. The co-ordination of the subject is satisfactory, as are the resources. There is little monitoring of teaching in the subject. The curriculum is sound and based on the nationally approved scheme of work.

HISTORY

113. By the end of both key stages, most pupils have made good progress in their learning and attain standards similar to those normally seen from pupils in this age range. Most pupils make good progress in the acquisition of historical knowledge and in developing a sense of chronology. While the school has now adopted a nationally approved scheme of work, evidence from an examination of pupils' work suggests that some areas have received light coverage due to timetabling restraints.
114. Pupils in Year 2 learn about famous people such as Dr Barnardo and are encouraged to think about why he acted as he did. "He made a place for poor children because they had to sleep outside and sweep chimneys." They talk about the difference between fact and point of view and use correct terminology. Classroom displays show that they use a timeline and have studied the Victorians, comparing those times with the present day. They know that "In Victorian Times, they didn't have electric irons" and "In school, the children could not talk unless the teacher told them to."
115. Pupils develop their knowledge and understanding of historical events and periods by learning about the Celts, Romans, the Tudors and Aztec civilisations. They use books and artefacts very effectively to compare the past with the present. Pupils in Years 5 and 6 use a range of sources for research purposes and they are developing an understanding of how to interpret and record historical evidence. The pupils study the Aztec Civilisation and learn about their number system. This work is linked with Numeracy as they try out the system working out tributes for the tribes. No evidence was observed during the inspection of the use of ICT to support learning, but CD ROM are available. Resources are being further developed with each new area of study.
116. There are currently separate policies for history at each key stage, which relate to the old infant and junior schools. These are outdated and the school development plan identifies the need for review before September. The co-ordinator has not yet had the opportunity to monitor planning at Key Stage 1, but supports teachers' planning at Key Stage 2. She has a clear view of what needs to be done to develop the subject and to ensure progression and continuity across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. Overall standards of attainment in ICT at the end of both key stages are below the expected level for seven and eleven year old pupils.
118. The school's positive commitment to ICT has resulted in the very recent opening of a well equipped computer room in which all pupils from Year 1 on are taught. Pupils have had very limited access to computers for the majority of this academic year and have not had opportunities to work at depth in all aspects of the curriculum. The pupils are learning basic skills successfully. However, work has yet to be extended into control procedures or the use of the scanner or digital camera as these are only recent acquisitions. The younger pupils have access in their classrooms to older machines which support basic keyboard skills and some aspects of early language and number. Pupils in Key Stage 1 have been using CD-ROM to find information. They can use a mouse correctly and use the space bar and shift key for upper and lower case letters. In Year 1, the children had used a program to draw self portraits with different expressions to show how they feel about school at different times of the day. By the end of Key Stage 2, pupils can use ICT to organise and analyse information. In other subjects, ICT is not yet a significant feature of the teaching and

learning for older pupils. Very few children have access to computers at home or are familiar with the use of computers in everyday life.

119. The overall quality of teaching is good. Significant progress in pupils' learning has been made in the last few weeks, since the opening of the new computer suite and all pupils have had access to the greatly improved resources. In Key Stage 2, some teaching is very good and excellent. In Key Stage 1, the quality of teaching varies more, between good and satisfactory, because not all teachers are confident and secure in their own knowledge. In Key Stage 2, the teaching is characterised by clear planning with well focused objectives. Introductions and explanations are clear and the teachers have high expectations of their pupils' ability to complete the tasks set. These are appropriately challenging and exciting. In Years 5 and 6, pupils are learning to use the spell checker on a word processing package and to change fonts. They 'challenge' the computer, using their knowledge of homophones from their Literacy lessons. They can correctly save and retrieve their work.
120. The quality of learning in Key Stage 1 is at least sound. In Key Stage 2, the quality of learning was good in the lessons observed. In Key Stage 1, the pupils make good progress in mastering computer skills; they can save and retrieve their work and are being taught to use ICT with confidence. In Years 5 and 6, the pupils are encouraged to think, to remember the facts and skills they require and they are learning successfully how to input commands, access files and save, retrieve or manipulate data. Pupils with special needs make good progress. Visually impaired pupils have their instructions given to them in Braille and can use a computer with a large screen. The visually impaired unit makes good use of the technology available to it; the pupils learn good keyboard skills, using a program which could be of benefit to other pupils in the school also. Support staff are well briefed and give useful and constructive help to the pupils.
121. All pupils spoke about their work in class with confidence. They are very interested and highly motivated by ICT. They are eager to learn and respond well to questions and to the task set. Although they are excited and enthusiastic, they apply themselves and concentrate well. They work well in pairs and show high levels of respect for the equipment and the room.
122. The subject is enthusiastically and well led and managed and its potential for the future is high. The school is following the local authority's scheme of work which has just been completed and is based on nationally approved guidelines. It takes account of the needs of different abilities and contains assessment procedures in order that skills and concepts can be recorded as they are acquired.

MODERN FOREIGN LANGUAGES

123. Achievements in Italian are very good in all years. Pupils make very good gains in understanding and speaking Italian and most are able to read and pronounce familiar words and phrases confidently and accurately.
124. All pupils in Years 3 to 5 benefit from the excellent teaching of an Italian native speaker teacher who is employed through an arrangement with the Italian Consulate. Pupils receive one hour of Italian teaching per week. Planning is excellent, with clear and appropriate aims which the teacher communicates effectively to pupils. Lessons proceed at a lively pace and teaching involves a range of motivating and effective methods and materials which actively involve the pupils. These include the use of games, mime, action songs, story-telling and role-play. Humour and surprise help to ensure that all pupils enjoy their lessons and that they participate fully. The teacher's use of Italian is effectively supported by mime, actions, picture and word cards and big books.
125. Questions and tasks are challenging and, as a result, pupils respond well, work hard and most of them achieve high standards. Pupils have acquired very good listening skills. They have also developed excellent pronunciation, benefiting from the skills of the native speaker teacher. They are able to respond, using appropriate actions, words and phrases in the early stages. By Year 5, pupils understand, speak and read short phrases and sentences with confidence and some pupils are able to create their own sentences, using previously learnt language.
126. The teacher often invites pupils to volunteer and take the role of teacher, for example by giving commands to the rest of the class, leading games such as 'Beat the teacher' or posing questions, using picture cards. Pupils are enthusiastic and respond to this challenge with confidence and enjoyment. They perform role-plays, which some of them have created themselves, to others in the class and in school assemblies.

127. Most pupils read and pronounce simple words and phrases accurately and with good pronunciation, using word cards or work in their exercise books. Some pupils require extra help with reading and the teacher is taking steps to provide differentiated support. Pupils who have been learning Italian for a while can copy write familiar phrases and sentences as a reminder of what they have learnt.
128. A pen-friend link with a school in Italy has helped some pupils to make real use of their knowledge and skills. Further such links, possibly using electronic mail, could be developed in the future to reinforce the Italian teaching and to develop pupils' knowledge of Italian culture.
129. As the Italian teacher visits classes only once a week, there are opportunities for other staff to reinforce some of the work occasionally. This reinforcement might include discussions with pupils about Italy and aspects of Italian life or brief reminders of some of the Italian they have learnt. Work about Italy might contribute to the school's work on the International Dimension, some of which is impressive and is displayed in the school corridors.

MUSIC

130. Pupils, including those with special educational needs, make satisfactory progress and standards of attainment are in line with those expected at the end of both key stages.
131. At Key Stage 1 pupils learn the words of songs and sing tunefully. They discriminate between high and low notes and learn about note lengths. Higher attainers use musical terminology such as "That's two quavers close together" They clap rhythms and learn about notation. In Year 2, they listen to different types of music and compare them. They keep the beat to Gilbert and Sullivan's "The Queen's Navy". Pupils try to identify a piece of music from the pulse, rhythm or sung melody. Percussion instruments were available, but were not seen in use during the inspection. Computer programs to support the music curriculum are available, but were not used during the inspection.
132. Pupils in Years 5 and 6 sing in unison parts and rounds. They use familiar songs such as "Doh a deer" and "When you know the notes to sing" to learn about and use the term ostinato. They listen to both modern music, for example, Pink Floyd's "Another Brick in the Wall", and classical music: Pachelbel's "Canon" to gain understanding and to think about their feelings and preferences. The school choir performs for many local community groups. Pupils have the opportunity to learn an instrument at the recorder club or with visits from the peripatetic music service. Recent cultural groups to visit include African drummers, Irish musicians and dancers for St Patrick's Day, a Scottish piper, Indian dancers and a rock band. There is a music and drama performance each term. This contributes greatly to pupils' spiritual, social and cultural development. Pupils' attitudes in lessons are good. They enjoy the learning opportunities and respond well to teachers' directions and suggestions.
133. Overall, the quality of teaching is good. Teachers use good strategies to motivate pupils and to provide a good balance between teaching skills and pupil involvement. Teachers are confident and demonstrate sound subject knowledge. Pupils in Years 5 and 6 are taught by one teacher with specialist knowledge. This has a positive impact on pupils' progress and learning in these classes. Pupils learn effectively, because they are motivated and interested in the resources used and the music taught. They enjoy the lessons and try hard, behaviour is good and teachers' expectations high.
134. Music is used well to create a good atmosphere in assemblies and also at lunchtimes. The school is to trial a local scheme based on nationally approved guidelines and the co-ordinator is evaluating and contributing to this. Less confident teachers are supported with good quality commercial materials and a ready source of advice. Music has to be taught in the classrooms, as space is limited in the school. This means staff having to rearrange furniture in order to accommodate pupils and instruments which is not time effective and is unsatisfactory.

PHYSICAL EDUCATION

135. Attainment at the end of both key stages is satisfactory and in line with standards expected nationally. The school provides a broad and varied curriculum, although the time available for physical education is now limited, because of the increased demands on the school hall. During the inspection, much of the work observed related to gymnastics, dance and some games skills. All work in physical education was undertaken

in the school hall due to the inclement weather and swimming was cancelled because of the closure of the local pool.

136. Pupils in Years 1 and 2, develop a good range of gymnastic movements which they perform on the floor and on the apparatus. The floor work is extended by the challenge of putting different movements together to form a sequence. Pupils move round the hall well, using all the space available and travelling over, across and under apparatus. Pupils make good use of the apparatus, although a desire to move quickly sometimes inhibits control, for example, by overbalancing when landing. Pupils in Year 1 are learning to respond to music through dance and are beginning to put their own interpretations on the music played. In the best lessons, pupils make good progress, because they are kept active and are given good ideas of how to improve their performance. Learning is occasionally less successful when a minority of pupils behave inappropriately which slows the pace of the lesson.
137. In Year 3, pupils are aware of the need for exercise and the contribution it makes to a healthy life style. They learn to devise and plan a game, using small apparatus, such as balls, hoops and quoits. They use their knowledge of the structure of games well to clearly identify a set of rules for their own. The pupils were prevented from trying out their ideas because of the inclement weather and the unavailability of the hall. However, the teacher planned to do this as soon as possible. Pupils in Years 5 and 6 develop their games skills through structured practice of dribbling, marking and passing in basketball. They use these skills in a team game and show good control and awareness of the use of space. The better of the two lessons observed had more pace and kept the pupils more active, with less time sitting out waiting for their turn to play the game.
138. The quality of teaching is good with one example of excellent practice. In the very best lessons, time is used well and class management is of high quality. As a result, the pupils are very active and work well together. Pupils' evaluation of their own performance is used well and good use is made of demonstration to identify how improvements could be made. All pupils are encouraged to comment on performance, but direct teaching in order to improve performance is not used consistently in all lessons. The expertise of a sports specialist is used well and provides good quality instruction for the development of pupils' games skills. Teachers emphasise the importance of health and safety during lessons although on some occasions the need to tie back long hair is not always enforced. Pupils enjoy physical education. The vast majority have good attitudes and behave well during lessons. Occasional exceptions occur, for example in a Year 2 lesson when a minority of pupils were unwilling to behave well and this resulted in some wasted time. Pupils are keen and usually listen well to their teacher.
139. The school has two co-ordinators for the subject, one in each of the two key stages. They are both well qualified, very experienced and well placed to improve the provision for physical education still further. Pupils have access to a good range of activities within the curriculum and outside normal school hours. These include the usual range of sports and is enhanced by 'Cliff Richard' tennis coaching. The school is represented in a variety of competitive sports, including soccer, swimming and athletics. Resources are adequate to support the demands of the curriculum, although the large fixed apparatus in the hall is now unsuitable and does not meet the needs of the older pupils. The accommodation is barely satisfactory. The demands on the school hall have increased, due to the amalgamation of the two schools and the time allocation is less. The school has adequate outside areas, but there is a lack of permanent markings for netball and other outdoor games. The curriculum provided is good and presents a wide variety of opportunities for pupils. The assessment and recording of pupils' progress in skill development are not yet established. The subject makes a sound contribution to the development of pupils' social skills through opportunities to work together and to compete in team games.

RELIGIOUS EDUCATION

140. During the inspection, only a small number of lessons were seen in religious education and judgements are based on those and a scrutiny of pupils' work. This evidence indicates that attainment in religious education is in line with the locally agreed syllabus for pupils of seven years of age and above that for pupils of 11 years of age. Pupils demonstrate an ability to think beyond the story or activity that they are looking at. For example, when asked why they couldn't perform miracles like Jesus, a Year 3 pupil, without prompting, was able to say "That although we have a special relationship with God because he created us – he has not given us the power to perform miracles." In another lesson, pupils in Year 6 were given the opportunity to reflect on the hopes and dreams that parents have for their children. During the subsequent discussion, pupils were able to offer suggestions such as health, grow in the right direction and love and the teacher made the point that peoples of all faiths had the same dreams for their children.

141. By the time they are eleven years of age, pupils have a good knowledge of some of the stories of the Bible and are aware of the differences and similarities between Christianity and other world faiths, for example, the Year 6 lesson in which the teacher demonstrated the Hindu naming ceremony using a number of artefacts. The pupils were very much involved in the activity, particularly those of the Hindu faith. In a lesson on Christian baptism a priest from the local church went through the ceremony, demonstrating and explaining both what took place and its spiritual significance. At the end of the lesson, pupils understood that the baptismal ceremony was symbolic of God's acceptance into his church and the water used washed the inside of the person clean. Pupils are aware of the different kinds of buildings used by various faiths such as a mosque, Baptist chapel and synagogue. They are also aware of the different customs associated with worship, for example, the use of the Qur'an, Torah and Christian altar.
142. Teaching in Key Stage 1 is good and in Key Stage 2 it is very good, with some excellent lessons. Lessons are distinguished by the very good relationships that exist between pupils and teachers. This enables free discussion, with pupils knowing that they will be listened to and their thoughts valued. Most discussions are challenging and teachers ensure that intellectual demands are made of the pupils to develop their thinking. Teachers make very good use of artefacts and any help available locally. Lessons are well planned and the needs of the less able pupils taken into consideration. They are given good support during lessons and are making good progress. Teachers ensure that the activities given to pupils are well focused on the objectives of lessons. Lessons have a good pace and teachers have a good knowledge of the subject.
143. The quality of teaching in the subject ensures that pupils make good progress in their knowledge and understanding of world religions and in their spiritual understanding. For their part, pupils show a keen interest in the activities provided and work well together and with their teachers. Pupils are willing to ask and answer questions and behave well, listening quietly to what is being said. Pupils' skills in other subjects are developed in religious education lessons, for example, in literacy, with the development of their speaking and listening skills and the good level of written work that is produced when they retell Bible stories. In a history lesson about Dr Barnardo and what makes a good leader, the teacher used the example of Moses. During the lesson, pupils demonstrated an empathy for the children that Dr Barnardo tried to help.
144. The subject is well managed and the co-ordinator has a firm grasp of the strengths and weaknesses of the school's provision. The co-ordinator has not had the opportunity to monitor teaching, but monitors planning on a termly basis, ensuring that it is in line with the scheme of work. The resources available to teachers are good and well documented. Assessment takes place at the end of each topic and the results are entered into the pupils' individual record books.