

INSPECTION REPORT

LEAGRAVE PRIMARY SCHOOL

Luton

LEA area: Luton

Unique reference number: 131851

Headteacher: Mrs E Mahoney

Reporting inspector: Mr C R Phillips
15941

Dates of inspection: 12th – 15th March 2001

Inspection number: 230660

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Strangers Way Luton Beds
Postcode:	LU4 9ND
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs S Roden
Date of previous inspection:	N/A

INFORMATION ABOUT THE INSPECTION TEAM

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15941	Mr C R Phillips	Registered inspector	Religious education Equal opportunities	Characteristics and effectiveness of the school The school's results and pupils' achievements Leadership and management
8989	Mr M Romano	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
17939	Mr G Graveson	Team Inspector	English as an additional language	
10611	Mr M James	Team Inspector	Mathematics Music Physical education Special educational needs	
13754	Mrs J Morris	Team Inspector	Geography History Foundation stage	
18340	Mrs M Phillips	Team inspector	English Art	Teaching and learning
15676	Mr J Quinn	Team Inspector	Science Design and technology Information and communication technology	Quality and range of opportunities for learning

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This school is a larger than average community school for boys and girls aged three to eleven. It draws pupils from an area of mainly rented housing. It was established in September 1998, following the amalgamation of neighbouring infant and junior schools, which were then brought on to one site a year later. The time leading to and following the merger was one of considerable disruption for staff, parents and pupils. The school has 403 pupils currently on roll, of whom 67 are in the nursery class, which provides the equivalent of 39 full-time places for younger children. Most of the pupils in the reception class, which they join in the term following their fifth birthday, have received some pre-school education, the majority in the school's own nursery. Some pupils each year move directly to Year 1 from the nursery. Overall levels of attainment on entry are below the average found nationally, particularly in terms of the children's language and number skills. There is considerable movement of pupils into and out of the area each year, so the overall levels of attainment of year groups change constantly. The number of pupils entitled to free school meals (35 per cent) is above the national average. The proportion of pupils currently identified as having special educational needs (39 per cent), is above the national average and six pupils have statements of special educational need. The percentage of pupils for whom English is an additional language (17 per cent) is high and five per cent of pupils are at an early stage of English acquisition. About 40 per cent of pupils come from minority ethnic and traveller groups.

HOW GOOD THE SCHOOL IS

This is a developing and improving school. Inspection judgements confirm that there are clear indications of improvement in each of the subjects of the National Curriculum, although this is not yet confirmed by results in National Curriculum tests and assessments. Standards at the end of both key stages are at present clearly below the level expected in English, mathematics, science and several other subjects. The school is doing a good job, however, in encouraging the pupils to behave well and to show responsible attitudes and is creating a positive and pleasant environment to encourage learning, with the result that almost all pupils behave well and respond well to the opportunities provided. The quality of relationships across the school is very good. The quality of teaching and learning is at least satisfactory, overall and almost two-thirds of the lessons seen during the inspection were good or better, but there are many indications that pupils' progress has been hindered by changes in staffing and by staff absence throughout the period since the school was established. The development and implementation of whole school planning and policies have also been delayed and there is some inconsistency across the school in, for example, the use of homework. The school now needs to focus firmly on the raising of standards for all pupils by, for instance, completing the development of subject policies and planning and the consistent implementation of systems that encourage individual pupils to achieve their full potential. The headteacher, staff and governors are working together well to improve the school. In spite of its current results and high costs, the school is providing a satisfactory quality of education for its pupils, overall, and is giving satisfactory value for money.

What the school does well

- The quality of relationships and the pupils' respect for others are very good.
- The behaviour of almost all pupils is good and often very good.
- It provides a very pleasant learning environment and makes very good provision for pupils' welfare.
- Provision for pupils with special educational needs is good.
- The quality of teaching for children in the Foundation Stage and in mathematics, music and information and communication technology (ICT) throughout the school is good.
- The teaching team is very well supported by the learning support assistants and other adults.
- The quality of pupils' achievement in art in Key Stage 1 is good.

What could be improved

- Standards of attainment in English, mathematics, science and most other subjects.
- Arrangements for the assessment and monitoring of pupils' progress.
- Attendance and punctuality.
- Some aspects of provision for the Foundation Stage, including admission arrangements.
- The consistent implementation of whole-school approaches to, for instance, homework and marking.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Leagrave Primary School was opened in September 1998 and has not previously been inspected.

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	E	E	C
mathematics	n/a	E	E	E
science	n/a	E	E	E

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

The results in English showed improvement on those of the previous year. Results were about the same as 1999 in science, but in mathematics they had declined, mainly because of poor performance by some girls. The targets identified by the school for this year indicate only minor improvement, although current predictions from teachers point to a concern about whether these targets will be achieved. Results in the National Curriculum tests and assessments at the end of Key Stage 1 in 2000 were well below the national average in writing, mathematics and science and, in reading, they were in the lowest five percent nationally. Results for each of these subjects showed improvement on those of the previous year, although current expectations from teachers suggest that this trend is not likely to be maintained this year. Standards of attainment on entry are below the national average, particularly in the children's language and number skills, although the unusual arrangements for admission make direct comparisons with national expectations difficult. However, the children make good progress and, although their language and number skills by the time they enter Year 1 are still likely to be below the level expected for children of similar age nationally, other aspects of their development are likely to be in line with the level expected. Inspection findings indicate that standards of attainment at the end of Key Stage 1 are currently below the level expected nationally in mathematics, science, ICT and several other subjects, but that standards in religious education, art, music and physical education are in line with expectations for this age group. Standards in English are currently well below the level expected at the end of both key stages. At the end of Key Stage 2, standards are below expectation in mathematics, science, religious education and most other subjects. They are in line with the level expected in ICT, music and physical education. In all subjects, there are clear indications of improvement now taking place in both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Almost all pupils show good attitudes to school and want to do well.
Behaviour, in and out of classrooms	The behaviour of almost all pupils is good and often very good, but the behaviour of a few pupils, mainly older boys, interferes at times with the learning in some classes.
Personal development and relationships	The pupils' personal development is good. Their sensitivity to others' feelings and beliefs and the quality of relationships throughout the school are very good.

Attendance	In spite of the work done by the school, attendance is unsatisfactory, overall, and a few parents do not ensure that their children are in school on time.
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The quality of relationships and the pupils' respect for the feelings, values and beliefs of others are particular strengths of the school.

TEACHING AND LEARNING

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

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

The quality of teaching in the Foundation Stage is consistently good, as it is in mathematics, ICT and music. When taking into account all the other aspects of teaching and learning, including the fact that for many pupils there has been considerable disruption as a result of staff absence or changes, the overall standard in the rest of the school is judged to be satisfactory. The skills of literacy are taught generally satisfactorily and sometimes well and those of numeracy are taught well. Good provision is made for pupils with special educational needs and they make good progress. Pupils for whom English is an additional language make satisfactory progress, particularly where the needs of younger pupils are targeted. Pupils who have the potential to be higher attainers are not always challenged sufficiently. Of the lessons observed throughout the school during the inspection, 18 per cent were very good or excellent, 48 per cent were good, and 28 per cent were satisfactory. Six per cent of observations were less than satisfactory. In the best lessons, the teachers show good classroom management, good subject knowledge and high expectations. They teach basic skills well and provide a good range of interesting and often stimulating learning activities. The pupils respond very well to the experiences offered and are keen to do well. Where teaching is judged to be unsatisfactory, the pupils do not make appropriate progress in their learning, because tasks are not sufficiently challenging or the poor behaviour of a minority of pupils gets in the way of their own learning or that of the whole class.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum for all pupils, although there are some weaknesses in planning. It also provides many opportunities to enrich the pupils' learning through visits and extra-curricular activities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good and they make good progress.
Provision for pupils with English as an additional language	Provision is satisfactory and the pupils generally make sound progress, although this is better in the early stages, where support is currently focused.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for the pupils' personal development. Provision for their spiritual, moral and cultural development is good. Provision for their social development is satisfactory, but more opportunities are needed for them to be independent.
How well the school cares for its pupils	The school cares very well for its pupils. However, the assessment and recording of the progress made by pupils is insufficiently developed in most subjects.

There is a good partnership between the school and most of its parents. Some parents have concerns about aspects of the school's provision, but most believe the school is doing a good job in encouraging their children to do well and to develop well, personally and socially, and that they are well informed about the

work their children are doing and the progress they are making. The school offers a broad range of learning experiences for all pupils, within and beyond the school and provides many activities for pupils outside lessons. All pupils are known well and are well cared for. Throughout the school they are treated with respect and respond well to being valued.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear leadership and is supported well by the deputy headteacher and other managers.
How well the governors fulfil their responsibilities	The governors undertake their responsibilities satisfactorily, are thoroughly committed to the continuing development of the school and are now, generally, well informed about its needs.
The school's evaluation of its performance	The headteacher, governors and staff review many aspects of the school's performance effectively, but are not yet making full use of the analysis of information available about attainment and progress.
The strategic use of resources	All resources are used efficiently for the benefit of the pupils in the school and clear plans are in hand for the deployment of the current substantial surpluses.

The school is well staffed with teachers and, following considerable disruption, staffing is becoming more stable. The teachers are very well supported by all of the other adults working in the school. The appearance and condition of the accommodation and grounds have been improved significantly and they are well cared for. The accommodation in most areas of the school is generous and good use is made of the space available. However, the amount of space available for the numbers of children in the Foundation Stage, in spite of being newly-built, is inadequate. Its layout and, for instance, access to outdoor play or space for the use of some resources, are limiting aspects of the curriculum for these children. Learning resources are at least satisfactory for most subjects and are being developed in line with school priorities. The school has a clear educational direction and, under the leadership of the headteacher, is developing well in many aspects of its life. The governors and headteacher review all priorities regularly and evaluate spending decisions. The school applies the principles of best value appropriately in the deployment of resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • Behaviour is good, pupils are expected to work hard, and they are helped to become mature and responsible. • They feel able to approach the school with questions, and feel they know how their child is getting on. • The teaching and management are good. • Most feel that their children receive appropriate work to do at home. 	<p>A significant number of parents indicated concern about:</p> <ul style="list-style-type: none"> • Provision for homework; • Provision for extra-curricular activities; • The information they receive about the progress their children are making.

At the meeting of parents, concern was also expressed about consistency of expectations between teachers with regard to matters such as homework and the use of home-school reading books. The inspection team agrees with this concern. It also feels that the school should review its methods of identifying and tracking the progress made by pupils, thus providing more information to share with parents. The school provides a reasonable range of after-school activities and provides many opportunities to

enhance the quality of the pupils' experience through the use of visits and visitors. The school works hard to establish good links with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When compared with national figures, the overall standards attained in National Curriculum tests and assessments at the end of Key Stage 1 in 2000 were very low in reading and well below average in writing and mathematics. The results in writing and mathematics showed improvement on those of the previous year, when they were very low. The teachers' most recent assessment of science indicated standards that were also well below the national average. When compared with results in schools of broadly similar intake, standards in writing were below average and in reading and mathematics were well below average. The proportion of pupils attaining the higher grade of Level 3 was in line with the national average in writing and science and above average for similar schools in these two subjects. In reading and mathematics, the proportion of these grades was well below the national average and below average for similar schools. In both years, girls generally outperformed boys in reading and writing, but not to a very marked degree, and the performance of the two groups in mathematics was broadly similar.
2. In the National Curriculum tests at the end of Key Stage 2 in 2000, overall results in English, mathematics and science were well below the national average, as they were in the previous year. Since these were the only two groups to have taken the tests since the amalgamation of the two schools, it is not possible to draw firm conclusions about trends in improvement. The overall results in English, for instance, showed some improvement on those of the previous year, whilst science remained about the same. In mathematics, there was a significant decline, mainly because of under-performance by girls in this subject in 2000. When compared with the results attained in schools of broadly similar intake, the overall results were in line with the average in English, with the proportion of pupils gaining Level 4 or better being above average. In mathematics and science, the overall results were well below average. The number of pupils gaining the higher grade of Level 5 was average in English when compared with similar schools, below average in mathematics and well below average in science. In line with the national picture, girls generally did better in English and boys did better in mathematics and science. However, no significant difference was noted in either key stage during the inspection.
3. When children enter the school at the age of three or four, their standards of attainment are generally below average, overall, particularly in their language and number skills. By the time they leave the school at the age of eleven, inspection findings indicate that the number of pupils attaining the national standard is currently well below average for English and below average for mathematics and science.
4. By the time they are five, most children have had experience of nursery or other pre-school education, many of them in the school's own nursery. During their time in nursery and reception, now known as the Foundation Stage of education, the children make good progress in the various areas of learning and begin to work and play well together in a variety of situations. They become increasingly confident in their relationships with each other and with their teachers. Present indications are that, by the time the children reach the end of the Foundation Stage, most will have attained the expected levels in terms of their physical and creative development and their personal and social skills. Their language and number skills, although improved, are likely to be below the level expected nationally and their knowledge and understanding of the world are likely to be a little below the expected level for children of this age.
5. Inspection findings indicate that the attainment of the oldest pupils in both key stages is currently below the levels expected nationally for pupils aged seven and eleven in mathematics and science and is well below expectation in English. The pupils' attainment is below average in speaking and listening and is well below average in reading and writing. The pupils' overall standards of literacy are clearly below average. In mathematics, the pupils become increasingly confident in handling numbers as they go through the school and are making useful gains in other skills, such as mental

mathematics, but many have difficulty with problem solving and the use of mathematical vocabulary. Their standards of numeracy, overall, are below average, but standards in the subject are improving because of new arrangements, such as setting and the use of booster classes for the oldest pupils. In science, pupils show reasonable knowledge of various aspects of the subject. Their understanding of scientific method is limited, but is currently improving, because the school is now concentrating on its development. Targets that indicate modest improvement have been set for English and mathematics, but teachers are concerned at present that these might not be achieved.

6. Standards of attainment in information and communication technology (ICT) are presently below national expectations by the end of Key Stage 1, but are in line with expectations by the end of Key Stage 2. There are clear indications of improvement as pupils develop their skills with the aid of the new ICT facilities. In religious education, standards by the time pupils are seven, are in line with the level expected by the local agreed syllabus, but, by the time they are eleven, the pupils are below that level, overall, although also showing clear signs of improvement through the key stage. In music and physical education, standards by the end of both key stages are in line with expectations. Standards in art are in line with expectations by the end of Key Stage 1, but below expectation for older pupils. In design and technology, geography and history, standards by the end of both key stages are below the level expected. In several of these subjects, there are clear indications that the progress of many pupils has been affected by the disruption in their learning caused by staff changes and absence.
7. Pupils with special educational needs make good progress, in relation to the targets set for them. They are provided with good levels of support from their teachers and the learning support assistants, their targets are regularly evaluated and reviewed and new targets are appropriately set to aid progress, when necessary.
8. Pupils at the early stages of learning English as an additional language make good progress. Pupils who are beginning to be more confident users of English make slower progress. This is a consequence, partly, of insufficient knowledge amongst class teachers, particularly in Key Stage 2. It is also a consequence of a lack of precision in the learning targets for individual pupils. However, their overall progress through the school is satisfactory.
9. Other pupils are generally making satisfactory progress, currently, in their learning. Although some improvements are already being effected in this respect, there is often insufficiently specific provision for the differing capability levels in each class, so the potentially higher attaining pupils are not making adequate progress, overall.

Pupils' attitudes, values and personal development

10. The attitudes and behaviour of all children in the Foundation Stage are very good, because of the high expectations of staff, who know the children well and listen carefully to what they have to say. Through sensitive replies and questioning they help to develop children's knowledge and understanding. The classrooms are well-managed and children are organised into three family groups with each member of staff responsible for the children in her care. This helps to ensure that the children settle quickly and happily into daily routines and feel secure in the stimulating environment provided for them.
11. Most pupils in the rest of the school show good attitudes to their learning, but there is a significant minority, mainly older boys, who find it difficult to sustain their motivation to learn. Many examples were seen in lessons of pupils responding with interest and enthusiasm to the opportunities presented for them to learn, as in an English lesson for pupils in Years 5 and 6 and in art lessons in Years 1 and 2.
12. Similarly, the behaviour of almost all pupils is very good, both in lessons and around the school and there is a general atmosphere of orderliness and purposeful activity. However, overall standards are marred by the occasional poor behaviour of a few pupils, which affects the quality of learning in a few classes from time to time. Examples of inappropriate behaviour in lessons were rare, but, in spite of all the successful work that has been done in the school to improve behaviour, when they

occurred they presented a significant challenge to the teachers' management of the lessons and the progress being made. In the main, pupils are enthusiastic learners, who enjoy coming to school. The incidence of exclusions is low, with one permanent and three fixed term exclusions last year. There have been no exclusions to date in the present school year. The home-school agreement and the personal, social and health education (PSHE) programme have both been helpful in improving pupils' attitudes.

13. Pupils are involved and interested in all activities, particularly the good provision for activities beyond the classroom, including homework club, computer club and the wide range of visits and visitors. When offered the opportunity to take the initiative in their own learning, most pupils respond well, but such opportunities are limited at present, because some pupils find it difficult to cope with situations where there is less apparent structure. Some opportunities are provided for pupils to exercise their imagination in investigations, such as a Year 1 exploration of how chocolate could be made into shapes. Too few examples were seen, however, of pupils being encouraged to undertake independent study or conduct research activities using the library and ICT resources available. Older pupils are encouraged to take some responsibilities in the life of the school, such as distributing registers or organising resources and all pupils are encouraged to take responsibility for their own behaviour. Now that behaviour is generally settled, the school could usefully explore further ways of encouraging initiative and independence.
14. No examples were seen of oppressive behaviour and bullying is rare, although usually dealt with well when it does occur. There are no indications of harassment and relationships throughout the school are very good. The school is a very harmonious and orderly community. Pupils understand the effect of their actions on others and the respect they show for each other's values and beliefs is a very strong feature of the school's life.
15. Pupils with special educational needs pay close attention to adults, and they persevere with their tasks. They are generally well behaved and get on well with other pupils, as do pupils for whom English is an additional language.
16. The overall rates of attendance are unsatisfactory, being below the national average. In spite of the use of the Compact initiative, which focuses on attendance in conjunction with the Education Business Partnership, consistent attendance continues to be a problem for a few pupils. The level of unauthorised absence is also well above the national average and there are a few pupils who are persistently late.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The nursery and reception teachers and full-time nursery nurses work together as an effective team under very good leadership. They have a good understanding of the needs of young children and work is planned to offer a generally good balance of teacher-directed and child-initiated activities, which are well structured, purposeful and well organised. Activities are matched carefully to the children's needs. They have good relationships with the children and provide good role models. The quality of teaching and learning in the Foundation Stage is good, overall.
18. Teaching and learning are satisfactory, overall, in Key Stage 1 and in Key Stage 2, although the actual lessons observed during the inspection were good, overall, in both key stages. An example of very good teaching and learning was observed in the Foundation Stage and there were frequent examples in both Key Stage 1 and Key Stage 2. In Key Stage 1, one lesson in art was judged to be excellent, with the teacher clearly passing on to the pupils her own love for art. Of the lessons observed throughout the school during the inspection, 18 per cent were very good or excellent, 48 per cent were good, 28 per cent were satisfactory and 6 per cent less than satisfactory. There were a few lessons that were less than satisfactory in both key stages.
19. The standard of teaching is good in mathematics, ICT and music throughout the school. It is good in English in Key Stage 2, in religious education and art in Key Stage 1 and in the Foundation Stage. It is unsatisfactory in science and design and technology in both key stages. In the

remaining subjects, standards are satisfactory. Throughout the school, aspects of many subjects are enlivened by the use of visitors and of visits to the locality and further afield.

20. The teachers throughout the school show good knowledge and understanding of subjects such as mathematics, although further training is required to raise the confidence of many teachers in the teaching of science, art and design, and design and technology and of a few teachers in other subjects, such as music. There are indications that the booster groups held for mathematics and English are having a positive impact on teaching and learning in those subjects, as is the use of specialist teaching for music, dance and ICT. As a staff team, the teachers throughout the school share much enthusiasm, subject expertise and a balance of experience and recent training. All bring particular strengths to their work. There is evidence of collaborative planning to provide equal opportunities, where classes have pupils of the same age.
21. Across the school, the teachers demonstrate an enthusiastic approach and they plan conscientiously. However, there are not always clear intentions for learning in the planning and it often does not take into account the range of capabilities in each class, in order to ensure that pupils of all levels of attainment, including those with special educational needs and the higher attaining pupils, are challenged appropriately by the work provided. Assessment is at an early stage of development within the school and, although some teachers are using good strategies individually for assessing the pupils' learning, this is not consistent and often very underdeveloped. Expectations for pupils vary from teacher to teacher and from subject to subject. Some teachers have very high expectations, but this often varies, even within a lesson, as, for instance, when the pupils are taught as a class or in groups. This is often dependent on the knowledge, understanding and confidence of the teacher. It can also be due to the quality of planning and insufficiently clear ideas about what is to be assessed. The teachers' use of the literacy strategy is satisfactory, overall, better in Key Stage 2 than Key Stage 1 and that for numeracy is developing well. Many basic skills are taught well, using effective teaching methods, but some elements of science and of English have not always been taught well.
22. All teachers provide clear explanations of the tasks required of the pupils and work well at developing the necessary vocabulary. There is an effective pace throughout some lessons, achieved because of the clear identification of learning targets and by the setting of short tasks, the regular completion of which provides pupils with a sense of achievement as well as ensuring that they make good progress in their learning. However, sometimes too long is spent on the introduction to a lesson, or, even when a lively pace is set initially, it is not sustained and learning deteriorates. The time spent on group work is sometimes not used effectively if tasks are insufficiently challenging, and progress is not maintained. Sometimes, however, the teachers know exactly what their pupils have learned and use this knowledge well to plan future work and their marking provides the pupils with ways to improve. This is particularly so in English in Key Stage 2. In most lessons, teaching is confident and enjoyable and motivates the pupils. The teachers use a range of perceptive questioning skills and reinforce learning when they review work with the pupils. They know and generally manage their pupils well and this is a strength. In the very best lessons in all stages of the school, all pupils are actively involved in their learning and are challenged fully. The teachers know when to intervene and to ask the right questions to develop their understanding and knowledge and to check and clarify their learning. In these lessons, the teachers' high expectations and enthusiasm ensure complete attention, the teaching is often inspirational, and this is reflected in the quality of the pupils' response. Where teaching is less than satisfactory, the pupils do not make appropriate progress in their learning because tasks are not sufficiently challenging or the poor behaviour of a minority of pupils gets in the way of their own learning or that of the whole class.
23. All teachers generally manage the behaviour of the pupils well and use the school's strategies effectively. Occasionally, however, in classes that are at other times well behaved, the inappropriate behaviour of a few pupils is not successfully managed. Throughout the school, a range of approaches to classroom organisation is employed and class, group and individual working are used satisfactorily to suit different tasks. The broad spread of age and ability in most classes in both key stages makes the organisation of learning more difficult. This sometimes leads to teaching that is insufficiently focused, a loss of pace in lessons and, consequently, a lack of

maximum progress by the pupils. Since procedures for and the use of assessment to identify accurately where the pupils have reached in their learning are insufficiently developed, it is difficult to ensure that the pupils make the progress expected.

24. The pupils generally work well with each other and with adults. Insufficient opportunities are provided for them at present to develop independent learning skills. Good work habits, where the pupils show attention to detail and work carefully to complete tasks are now being encouraged more consistently throughout the school. All teachers communicate well with the other adults in the classroom, who make a valuable contribution to learning for all pupils. The resources available are used effectively in most lessons to support the pupils' learning.
25. Homework is set, but the expectations of teachers about its frequency and completion vary, so it is not always effective in reinforcing the learning of all pupils. All pupils take home reading books on a regular basis and have spellings and mathematical tables to learn. Some pupils are also given further tasks to complete, linked with their work. Where parents support the work their children do at school by working with them at home, this is shown to have a positive impact. A significant proportion of parents are not satisfied with the consistency of provision for homework and their concerns were substantiated by the inspection team.
26. The teaching provided for pupils with special educational needs is good. The teachers and learning support assistants have a clear understanding of the needs of the pupils, they work closely together and arrange a suitable range of activities and work for them. Positive relationships are established and help and support are provided constantly.
27. Teaching and support for pupils for whom English is an additional language from the specialist, including bilingual, staff are sound and sometimes good. Pupils are taught in a variety of ways, such as support in lessons on an individual or group basis, or by withdrawal in groups for more focused work. These methods are well suited to the needs of the individual pupils concerned and the collaboration with class teachers is good. The most effective teaching combines reinforcement of confidence, broadening the understanding of the context of language use, as well as developing specific language skills. For example, when supporting a Year 2 pupil in reading a book about the Muslim way of life, the words Ramadan and Koran became recognisable more quickly because time was taken to relate them to the pupil's own experience. Progress then became more rapid in the rest of the reading.

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

28. The quality and range of the curriculum are satisfactory, overall, and meet statutory requirements. The school has worked hard since the amalgamation on planning how the National Curriculum and religious education are to be taught and on devising policies to guide teachers in their planning. Policies for almost all subjects are now in place, but some have yet to become firmly embedded in practice throughout the school and, as a result, there are inconsistencies in the way some are implemented.
29. The provision for pupils with special educational needs is good. Clear procedures are in place and they follow closely the Code of Practice on the identification and assessment of pupils. Individual education plans are provided for pupils who are at Stage 2 and beyond on the school's special needs register and these are of good quality. They are reviewed each term. Pupils at Stage 5 on the special needs register are provided with very suitable support, in line with the requirements of their statements, which are reviewed annually.
30. The pattern of provision for pupils for whom English is an additional language is satisfactory overall and individual provision is reviewed twice in each year. It focuses particularly on those pupils, mainly in Key Stage 1, who are at the early stages of language acquisition. During the week of the inspection, six pupils were supported on an individual basis from Key Stage 1 and two pupils from

Key Stage 2. The two classes for Year 1 received in-class support for 11 lessons and two classes in Year 2 received support for two lessons. The pattern of provision has been changed this year.

31. The introduction of the national strategies for improving the attainment of pupils in literacy and numeracy has been generally successful, although more so for numeracy than for literacy. The arrangement whereby older pupils are now grouped by ability for mathematics is good and is beginning to have a positive effect on standards. Other subjects contribute to a broad and balanced curriculum and the school has given careful consideration to planning how subjects are to be taught to avoid pupils in mixed age classes encountering topics too frequently. However, in some subjects, systems to ensure that pupils develop skills and understanding sequentially are not secure, with the result that pupils occasionally repeat work at a similar level to that which they have done earlier. The school has identified in its development plan the need to form schemes of work that will be specific to the needs of the school and envisages that these will ensure that pupils develop skills regularly and systematically in all subjects.
32. The school provides well for pupils' personal, social and health education and a programme which encompasses relationships and citizenship for all pupils in Key Stages 1 and 2, and sex education and drugs awareness for pupils in Years 5 and 6, is included in the curriculum. Personal and social development is further developed through collective worship, religious education and circle time, when pupils are given the opportunity to discuss issues important to them with their teacher and their classmates. The school gives high priority to this area. Celebration assemblies, for example, in which pupils identified by their class teachers are praised and rewarded for acts of kindness, thoughtfulness and for working hard, are effective in contributing to the pupils' sense of self worth and in supporting their self-esteem. Similarly, in class assemblies, pupils' personal development is fostered well, as when pupils in Year 3 shared with one another their views on being 'different' and others in Year 4 thought about what it means to have pride in someone or something. In addition, work planned in science related to the importance of diet and adopting a healthy lifestyle promotes pupils' awareness of these issues significantly.
33. There is a good range of extra-curricular activities, including clubs that take place at lunch times and after school and visits within the local and the wider community to support work undertaken in the classroom. These make a valuable contribution to pupils' learning. Currently there are choir, computer, dance and homework clubs, which are available to Key Stage 2 pupils. These are organised and run by teachers, learning support assistants and voluntary helpers.
34. The caring ethos of the school stresses the importance of equality of access and opportunity for all pupils, including those with special educational needs and English as an additional language. In most classes, these pupils follow the full curriculum for their age groups. Teachers either adapt tasks or offer additional support to meet pupils' needs. Higher attaining pupils do not always benefit fully from what the school provides, as in some subjects the work is too easy and, consequently, they do not make the progress they should.
35. The contribution of the community to pupils' learning is good and that through links with neighbouring schools is satisfactory. Community links include public concerts performed by pupils, visits within the immediate locality for a geographical survey by Years 3 and 4 and visits from fire-fighters and police officers to talk about their roles to Key Stage 1 pupils. The headteacher attaches great importance to extending pupils' experience and the school has organised a variety of valuable events, which are planned to supplement classwork. These include visits to museums and visitors to the school, such as dance workshops and touring theatre companies. The co-ordinator for curriculum enrichment is enthusiastic and has a clear idea of priorities for the future in terms of visits and visitors for all classes. The school has a range of high quality computers, which are linked to the Internet to facilitate gathering information from a wider range of sources. The school has good sporting links with neighbouring primary schools and other recent events have included a primary 'singalong' for Year 2 pupils and mathematical 'challenge days' for Years 2 and 5. Local headteachers meet regularly to discuss matters of mutual concern and co-ordinators for English, mathematics and science meet termly. Procedures for the transfer of Year 6 pupils to secondary education are sound. They are clearly established and include an induction day during the summer term and visits to the school by secondary school staff.

36. Provision for personal development including spiritual, moral, social and cultural, is good, overall, and contributes well to pupils' progress.
37. Provision for spiritual development is good. Most pupils have a satisfactory understanding of the values and beliefs that the school promotes. Daily acts of collective worship provide good opportunities for pupils to reflect on their own lives and those of others. These are well planned, overall, but opportunities for pupils to reflect upon what they have heard or seen are sometimes too brief to be of value. In class assemblies, pupils talk about things that are important to them and share such intimacies with their classmates as their pride at learning to dance and in their mother for having a new baby, although these do not always include appropriate elements of worship. Religious education makes a good contribution to pupils' spiritual development and some teachers are vigilant in identifying incidental opportunities in other subjects to develop pupils' awareness of the beliefs of others. This was clearly evident, for example, in a literacy lesson for Year 3 pupils related to food in religious ceremonies. The teacher asked a Muslim pupil about the festival of Eid and the pupil explained briefly, whilst her classmates listened attentively.
38. The school provides productive opportunities for the development of pupils' moral awareness. Adults supply good role models for pupils and give clear guidance on what is acceptable and unacceptable behaviour through the way in which they relate to one another and to pupils. The school operates a positive behaviour policy, which is displayed around the school and underpins class rules, which are decided at the beginning of each school year in consultation with the pupils. Most pupils have a good understanding of the consequences of inappropriate behaviour and know that they will receive approval when their behaviour is good. Opportunities to celebrate good behaviour as well as academic work are provided during the weekly celebration assemblies. Moral issues are discussed appropriately during circle time. The school involves pupils in raising money for an appropriate range of local and national charities through which they develop an awareness of people less fortunate than themselves.
39. Provision for pupils' social development is satisfactory. Pupils of all ages join in a range of activities together and develop their understanding of the benefits of teamwork in lessons and during extra-curricular activities. The annual residential visit for pupils in Years 5 and 6 makes a good contribution to pupils' personal development and encourages independence, self-sufficiency and co-operation. All pupils in the school have the opportunity to take responsibilities within their classes as monitors and older pupils sometimes offer to assist teachers with routine tasks during the lunch time break, but more could be done to encourage pupils throughout the school to develop independence in their learning.
40. Provision for the pupils' cultural development is good. Their work in art, for instance, extends their knowledge of a range of great artists, although this at present includes few example of non-European art. They are encouraged to become aware of the richness and diversity of the cultural backgrounds from which they come through books used in literacy sessions, the topics they study in subjects such as geography, history and religious education and the use of a wide range of forms of music and dance. All of this helps in the development of their sensitivity to the feelings and experiences of others.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school has very good procedures in place for ensuring pupils' health and welfare. Pastoral care is well managed by caring staff. Parents are generally very pleased with the care their children receive. All pupils have the opportunity to express their feelings in circle time and they feel comfortable when approaching their teachers with problems or concerns. The PSHE programme provides a good framework for improving attitudes and encouraging pupils to think about the effects of their actions on others. Teachers and support staff know pupils well and set a very good example to pupils by their behaviour.
42. The school follows local guidelines for child protection and the headteacher has received the appropriate training, together with the phase co-ordinators, who are the designated persons. The school has a very effective child protection policy which is known to all staff and they are vigilant and responsive in the event of any concerns.

43. The school has an effective health and safety policy, with appropriate procedures for fire, first aid and medicines and all appropriate procedures are in place. The headteacher is the designated person.
44. Procedures for monitoring and improving attendance are good. The registers are completed accurately and the secretary is assiduous in her monitoring of pupils' attendance and lateness, if necessary calling in the educational welfare officer who visits the school regularly. The promotion of good attendance is carried out through the 'Compact' initiative, which awards certificates for good attendance, in conjunction with the local Education Business Partnership. A few parents do not respond to this, however, and attendance figures are affected adversely by factors such as the incidence of holidays in term-time and the number of children from traveller families. Similarly, a small number of parents get their children to school late, habitually.
45. The monitoring of behaviour is generally good, with a system of rewards and sanctions negotiated each year, which pupils know well. There are various sanctions available to staff and they generally use them well. However, ways of dealing with the more challenging behaviour of a few pupils are not always consistent and the school is trying to address this. The lunch-time supervisors have a key role in behaviour management and they produce a good environment at lunch times for pupils to play and move around the school. Procedures for monitoring pupils' behaviour for bullying and oppressive behaviour are good. PSHE lessons are used very effectively to re-inforce self-esteem and to teach pupils to value one another. There is an absence of oppressive behaviour in the school and there is a general atmosphere of calm and orderly behaviour. Provision for sex education, drugs awareness and safety is good. Elements of these are included in PSHE, with the remainder delivered within appropriate curriculum areas. Provision for monitoring pupils' personal development is generally satisfactory. Whilst this is largely informal, all pupils are well known by their teachers and pupils' individual personal problems are dealt with sensitively.
46. Procedures for assessing pupils' attainment and progress are unsatisfactory, overall, at present. A range of assessments, including baseline, statutory tests and other optional tests is used, but the information these provide is not analysed sufficiently to see where there are curriculum weaknesses or areas of insufficient understanding by pupils. Writing has been identified as an area for improvement and a portfolio of moderated work has been introduced to help teachers identify the criteria for each level of writing. However, teachers' judgements have not always been accurate and there is a need for more careful moderation of standards across year groups. As a result, for instance, there was a significant mis-match between teacher assessments and actual results in English at the end of Key Stage 2 last year.
47. The school has good procedures for the early identification and monitoring of the progress of pupils with special educational needs. As a result, the needs of these pupils are well met and curricular and extra-curricular activities ensure that the needs of these pupils are met in a caring and secure way. Similarly, the needs of pupils for whom English is an additional language are identified early, so that support can be carefully targeted in the early stages of their time in school.
48. The assessment and recording of attainment in all subjects are inconsistent and teachers do not always make best use of the information they gain about the pupils' progress. The use of assessment to inform planning for future learning, both in the short and medium term, is unsatisfactory. The national strategies for literacy and numeracy help teachers plan work to meet the needs of different levels of attainment within their classes, but tasks are usually differentiated on the basis of broad target levels and not on the outcomes of on-going assessment. The lack of complete schemes of work for many subjects does not allow a clear and detailed progression of skills, knowledge and understanding, or provide criteria against which assessments can be made. Teachers do not always plan work to meet the specific needs of the various attainment levels or groups within each class. As a result, work may lack challenge or be too challenging for some groups of pupils. This results in a lack of consistent progress and pupils not achieving standards of which they are capable.

49. There are examples of good practice by some teachers in the recording of reading errors made by pupils, so that these can be improved on another occasion, but there is not a common approach to the recording of the progress pupils make in their reading. There is limited evidence of diagnostic practice across all aspects of language and other areas of learning, but increasing use is now being made of targets for learning in literacy and numeracy. Pupils' progress is monitored twice each year by the use of standardised tests and records are kept of the progress of individual pupils through the stages of language learning. These are relevant, but they are insufficient by themselves to provide a basis for devising suitable learning targets within the context of the curriculum and classroom learning, overall. The lack of this focus results, on occasion, in pupils being insufficiently challenged by the work they are set, particularly amongst the more able.
50. The marking of completed work is mostly undertaken regularly, although there have been interruptions to this during the year because of the enforced use of temporary teachers in some classes. However, there is not a consistent approach to marking throughout the school and, although there is clear evidence of good practice in some classes, many books do not provide indications of how pupils can improve their work. Written comments are usually positive, but some praise work inappropriately.
51. The school has identified assessment as an area for improvement and, since the beginning of the year, pupils' overall achievements in literacy and numeracy are recorded systematically. These will help identify areas of weakness in pupils' skills, knowledge and understanding in these subjects. Other subjects will be brought into the system as soon as the current assessment procedures are embedded. The newly-appointed co-ordinator aims to put a system into practice where individual pupils' results are collated onto a central database so that attainment and progress are tracked formally and areas of weakness are identified and improved.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents are generally pleased with the education and care their children receive from the school. Most parents feel that the staff are approachable, if they have questions or problems, and almost all parents said that their children liked school.
53. When children join the school in the nursery or reception class, positive links are established with parents through good induction arrangements that include home visits for all children. These very good relationships with parents encourage them to form a constructive partnership with the school and also help them to participate in the children's learning. The school maintains a very open policy and staff are always available to discuss with parents any aspects of their children's work and progress. Parents of these children are provided with a written 'settling-in report' and have regular invitations to come into the nursery to see it in action.
54. Parents make a satisfactory contribution, overall, to the work of the school. A small number of them come into school on a regular basis and are closely involved with its day-to-day life, particularly in the nursery and the reception class. Most parents hear their children read when they take reading books home and many make good use of the home-school reading diary. Parents are given information about how to help with reading and are invited to induction days when their child joins the school. Many come in to school to attend class presentation assemblies. There is a home-school agreement which every parent signs and each parent is given a copy of the behaviour code of the school. Parents are contacted by the school at the first opportunity, particularly in the case of accidents, illness or concerns about work. While most parents feel that the information they receive about their children's progress is satisfactory, there are inconsistencies in annual reports in, for example, the identification of targets. Concerns were expressed by parents that the time available for parents' evenings at which pupils' progress can be considered is inappropriate, with brief interviews available and very limited opportunity to consider pupils' work in detail. The initial meeting each year is only intended to be of a general nature. The meeting in the present spring term is too late to have any significant effect in addressing problems and parents do not take up the opportunity for an interview after the publication of annual reports. As a result, parents are unclear about what standards they should be expecting and how their children are performing against them. The school could usefully review these arrangements, in order that parents are

informed fully about progress identified by means of the more detailed assessment arrangements now being introduced.

55. The half-termly newsletter is interesting and informative, but some parents would like to know more about what their children are going to be learning. Meetings about literacy and numeracy were felt to be valuable, but none has been held recently. The prospectus and the governors' annual report to parents are both helpful documents. In spite of the school's formal policy for homework, there is inconsistency in its use across the school and it is not used fully by all teachers to extend and reinforce the pupils' learning. A number of parents expressed the view that the range of activities outside lessons was inadequate. This view was not shared by the inspection team, which feels that there is a good range of extra-curricular activities, particularly when account is taken of the many opportunities for enrichment.
56. The school has allocated time each week for home visits by specialist staff for pupils for whom English is an additional language, should these be necessary. This provision has not been taken up in the recent past and most contact is at the school. Parents whose children have special educational needs are invited to discuss the achievement and progress of their children and the school does all it can to maintain effective links with these parents.
57. A concern was expressed by some parents about the appropriateness of some of the footwear allowed for indoor use. Some pupils were seen wearing slippers, which are clearly unsafe and the inspection team agrees that this is inappropriate, although acknowledges the work the school has done to encourage all pupils to change their footwear indoors and so protect the attractive environment.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The school has a clear sense of educational direction and is well managed. The headteacher provides clear leadership and is well supported by the newly-appointed deputy headteacher, the senior management team and the subject and other co-ordinators. All of the co-ordinators have clear ideas about the continuing development of their subject or other area of responsibility, although some were quite new to their posts at the time of the inspection. The co-ordinators support their colleagues well and play an appropriate part in the school's decision-making and planning processes. They and the headteacher undertake useful monitoring of teachers' planning and pupils' work. The headteacher and some of the co-ordinators undertake the monitoring of teaching and the programme for this is to be developed further. Limited monitoring of the school's performance against national and other statistics takes place, but more could be done to gain useful information about pupils' attainment, against which to measure the progress currently being made.
59. All members of the governing body are firmly committed to the support and development of the school and are generally well informed about the relevant aspects of school life. They discharge their duties effectively through an appropriate structure of committees. Responsibility for monitoring and supporting the provision for pupils with special educational needs, literacy, numeracy and ICT has been allocated appropriately to individual governors, each of whom provides a useful link with developments in these areas. Several governors, including the chair of governors, have regular contact with the daily life of the school. Statutory requirements for the National Curriculum, the locally agreed syllabus for religious education and other aspects of school life are met.
60. The quality of financial planning is good. The school manages its budget efficiently and spending is related clearly to the raising of educational standards. Careful records of expenditure are maintained and the minor items raised in the last audit report have been addressed appropriately. The governors and headteacher monitor the school's financial position closely, are well supported by the school's financial manager and evaluate the cost-effectiveness of spending decisions. Clear priorities have been identified for the allocation of the substantial balance carried forward in the school's accounts. All specific grants given to the school, including those for the provision for pupils with special educational needs, or for whom English is an additional language, and for the support and training of teachers, are identified appropriately. The headteacher has proved particularly successful in identifying and obtaining extra sources of funding for the benefit of all pupils in the school.

61. The school development plan is a practical document, which is appropriately focused on the raising of standards. It provides considerable detail about the priorities agreed and its progress is regularly reviewed. Most items are costed, but the resource implications of some elements are not specified. It is proving effective in helping the school to meet its targets. The plan deals in detail with the present year and also includes outline plans for subsequent years. Responsibility for the approval of the plan and its subsequent evaluation lies clearly with the governing body and governors are well informed about its progress. There is an appropriate system of consultation during the preparation of the plan.
62. The management, by the special educational needs co-ordinator, of the provision for pupils with special educational needs, is good. Pupils are identified through a variety of procedures and placed on the special needs register. Pupils at Stage 2 and beyond are provided with individual education plans, which set clear targets for improvement. These plans are reviewed each term, with new targets being set if appropriate. The special needs coordinator keeps extensive records and the progress made by the pupils is checked carefully. The governor appointed to monitor the provision for pupils with special educational needs carries out this task efficiently and effectively.
63. The specific grant to support English as an additional language is properly used in funding a teacher and two assistants, one of whom is bilingual, all on a part time basis. The planned priorities of the school for teaching English as an additional language are appropriate. The key areas for improvement concern the best use of this provision to ensure the progress of bilingual speakers at all stages of language acquisition and in all areas of the curriculum. This should be combined with training for all staff in the development and assessment of language. The numbers of pupils involved make this an issue for the whole school to address and this would contribute to the wider issue of improving the attainment of all pupils.
64. The school has sufficient, suitably qualified teachers to teach the subjects of the National Curriculum and religious education effectively and to meet the needs of all pupils. The teachers have a good balance of expertise and experience. There has been a great deal of upheaval and lack of continuity of staff since the school was established, but difficulties in this respect have now largely been resolved, giving a more stable base from which the school can move forward. Good use is made of visiting artists and other specialists in art, music and physical education. The qualifications and experience of the support staff are very well matched to the demands of the curriculum. The partnership between teachers and classroom support staff is having a positive impact on the learning of all pupils and is contributing to the continuing improvement in standards. At the time of the inspection, all classes but one had regular learning support. The administration of the school runs smoothly and unobtrusively and all the adults involved in the life of the school work very well together as a supportive team for the pupils. Relationships between the staff and the pupils are very good. Systems and practices are effective in ensuring that the school's day-to-day life is well-ordered, providing a calm and pleasant atmosphere in which pupils can learn.
65. The school has good arrangements for meeting the professional development needs of all staff. The training undertaken is clearly focused on supporting the priorities of the school development plan and improving the quality of teaching and provision. For example, the school has made generally effective use of training opportunities to prepare staff for the current national initiatives in literacy and numeracy, providing the foundation upon which standards in these areas are being improved. There are good arrangements for the induction of new staff, newly-qualified and student teachers are well supported and the schemes for the appraisal of teachers and for performance management are in place. The headteacher carries out an annual staff development review when individual and whole school needs are identified.
66. The school makes efficient use of the resources available to it. The school's accommodation is generous for Key Stages 1 and 2. It provides a good learning environment, with large, attractive classrooms. There is a large playing field and pleasant grounds and there are attractive displays throughout the school, which enhance the quality of the learning environment. The upper junior block is soon to be double-glazed, which should make a significant difference to the reduction of noise from the motorway. The buildings have been improved significantly by, for instance, the provision of new accommodation for the Foundation Stage and some Key Stage 1 classes, new

cloakroom areas, a specialist room for art and design and technology activities in Key Stage 2 and an ICT suite. However, although designed to current standards, the accommodation for the nursery is inadequate for the numbers of children using it each day and its layout makes it difficult to organise learning for the range of groups necessary. Similarly, the location of the reception classroom means that the children in this class do not have direct access to outside activities. Careful decoration and refurbishment of classrooms and corridors throughout the school have contributed well to the creation of a very pleasant context for learning, which the pupils respect and enjoy. The cleaning and maintenance of the school premises, inside and out, are to a very good standard.

67. Overall, the provision of learning resources is good. The nursery and reception are generally well resourced, although the lack of direct access to outdoor activities for the reception class and of large construction toys for the nursery and the reception class are limiting the physical development of children in the Foundation Stage. The provision of the new ICT suite and the availability of one computer in each class have meant that provision of ICT hardware is very good, with good levels of software. There is an attractive library for each key stage, both of which have been developed recently and are being used increasingly. Resources for most subjects are at least satisfactory in both quality and quantity, although they are limited for art and several areas have identified development needs. Some use is made of loan services. Very good use is made of visits and of visitors and of the school's immediate environment, to extend the pupils' learning and enrich their experience. Resources to support the work with pupils with special needs are satisfactory. There are a few home language texts for those pupils for whom English is an additional language in the school library and these should be increased, in order to enhance the opportunities for pupils to learn about how language works from their own first language. Resources for their language learning are satisfactory, but there is insufficient provision of software to enable pupils to practise their speaking and listening, reading and writing with suitable models.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. The headteacher, staff and governors should:
- i. Raise standards of attainment in English, mathematics, science and many other subjects, by:
 - a. improving the quality of teaching and learning throughout the school by extending arrangements for the monitoring of teaching, planning and pupils' work, by carefully focused staff development and by the sharing of good practice;
 - b. the early completion of policies and schemes of work that ensure the systematic development of pupils' skills, knowledge and understanding in each subject throughout the school; and
 - c. the use of consistent and systematic planning that makes specific provision for the differing capability levels in each class, including appropriate challenge for potentially higher attaining pupils (see paragraphs 9, 21, 28, 31, 48, 92, 112, 116, 117, 122).
 - ii. Ensure adequate arrangements for the assessment, recording and monitoring of pupils' progress, including:
 - a. detailed assessment arrangements for each subject in order to make possible the careful monitoring of the progress being made by individuals and groups;
 - b. the careful moderation of work in English, mathematics and science against national standards;
 - c. the detailed analysis of the school's performance in National Curriculum tests against both national figures and those for similar schools, including performance by gender and ethnicity;
 - d. the use of a common diagnostic system for the recording of pupils' progress in reading throughout the school (paragraphs 21, 23, 46, 48, 49, 58, 83, 86, 89, 92, 102, 108, 112, 117, 122, 127, 131, 135, 138).

- iii. Improve attendance and punctuality by continuing:
 - a. to monitor both carefully;
 - b. to pursue immediately reasons for absence and lateness; and
 - c. to persuade parents of the value for their children of prompt and regular attendance (paragraphs 16, 44).

- iv. Improve provision for the Foundation Stage to include:
 - a. the examination of arrangements for admission and for transfer between the nursery, the reception class and Year 1, in order to provide full access to the foundation curriculum for all children, in consultation with the local education authority;
 - b. adapting the accommodation available to provide the space required to meet the needs of both the nursery and the reception class;
 - c. ensuring full provision for all aspects of the foundation curriculum, by providing direct access for the reception class to outdoor play and by providing the necessary resources where there are identified shortcomings. (paragraphs 66, 67, 70, 71, 77, 80, 81)

- v. Ensure the consistent application of whole school approaches to matters such as marking and homework (paragraphs 25, 50, 92, 96).

Other issues which should be considered by the school for possible inclusion in the action plan:

- a review of the timing and nature of parents' meetings (paragraph 54);
- ensuring that full information is provided for parents about the progress their children are making (paragraph 54);
- making more provision for pupils throughout the school to take responsibility and to develop independence in their learning (paragraphs 13, 24, 39, 86, 120).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	86
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	17	48	28	5	1	-

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)	39	336
Number of full-time pupils known to be eligible for free school meals	2	118

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	6
Number of pupils on the school's special educational needs register	7	129

English as an additional language

	No of pupils
Number of pupils with English as an additional language	67

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	55
Pupils who left the school other than at the usual time of leaving	46

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.2

Unauthorised absence

	%
School data	2.7
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	27	25	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	18	20
	Girls	19	18	20
	Total	35	36	40
Percentage of pupils at NC level 2 or above	School	67 (69)	69 (48)	77 (64)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	19	21
	Girls	19	18	19
	Total	36	37	40
Percentage of pupils at NC level 2 or above	School	69 (60)	71 (67)	77 (58)
	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	21	18	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	14	15
	Girls	13	7	12
	Total	26	21	27
Percentage of pupils at NC level 4 or above	School	67 (69)	54 (63)	69 (63)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	14	14
	Girls	9	9	12
	Total	16	23	26
Percentage of pupils at NC level 4 or above	School	40 (71)	58 (67)	65 (59)
	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	15
Black – African heritage	11
Black – other	33
Indian	6
Pakistani	27
Bangladeshi	27
Chinese	0
White	183
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.1
Number of pupils per qualified teacher	23.8
Average class size	25.8

Education support staff: YR– Y6

Total number of education support staff	23.0
Total aggregate hours worked per week	450

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	39

Total number of education support staff	2.0
Total aggregate hours worked per week	50

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

Financial information

Financial year	1999/2000
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	£
Total income	817650
Total expenditure	765666
Expenditure per pupil	2286
Balance brought forward from previous year	37715
Balance carried forward to next year	89699

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	406
Number of questionnaires returned	88

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	31	3	3	0
My child is making good progress in school.	47	45	3	1	3
Behaviour in the school is good.	51	38	5	2	5
My child gets the right amount of work to do at home.	24	40	20	7	9
The teaching is good.	57	38	1	2	2
I am kept well informed about how my child is getting on.	43	35	11	7	3
I would feel comfortable about approaching the school with questions or a problem.	59	34	3	0	3
The school expects my child to work hard and achieve his or her best.	49	42	2	2	5
The school works closely with parents.	44	38	9	3	6
The school is well led and managed.	42	45	0	2	10
The school is helping my child become mature and responsible.	47	43	6	1	3
The school provides an interesting range of activities outside lessons.	25	43	16	6	10

Other issues raised by parents

Most matters raised at the meeting of parents related to the items above. Concern was also expressed about consistency of expectations between teachers with regard to matters such as homework and the use of home-school reading books and about the appropriateness of some of the indoor footwear the school allows.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

69. From September 2000, a new and improved foundation curriculum has been introduced into all schools and these changes mean that the reception class is now included within the Foundation Stage. The majority of children have experience of pre-school education by the time they enter reception or Year 1, most in the school's own nursery, while the majority of the rest of the children have come from other playgroups or nurseries.
70. Children are admitted to the nursery between three-and-a-half and four years of age. Attendance is mostly part-time, with morning and afternoon sessions available according to parental choice, although a few children stay all day. At each session, children are offered the same curriculum, except that the full-time children are set special activities in the afternoon. Children can spend between three and five terms in the nursery. Most spend one term full-time in the nursery before they transfer to the reception class. However, summer-born children go straight into Year 1 after a term full-time in the nursery. At the time of the inspection, there were 39 children per session in the nursery, 29 of whom were part-time, with 10 full time children who will be five years of age this term. In the reception class, there were 17 children who are just five years old. After Easter, the 10 full-time children in the nursery will join the reception class. These admission arrangements are unusual when compared with those in most other schools and disadvantage the children in this school, particularly those whose only experience of the Foundation Stage is in the nursery and in spite of the quality of the work done there.
71. Overall, the school makes satisfactory provision for children in the Foundation Stage. In the nursery, it is generally good and in the adjoining reception class is satisfactory, overall. Good provision is generally made for personal, social and emotional development, communication, language and literacy. Provision for physical development and that for developing knowledge and understanding of the world is, however, unsatisfactory, overall. The children's physical development and experiences are limited, due to the inadequate and cramped accommodation for the number of children involved in the nursery and reception classes. This also hampers their skills in the area of knowledge and understanding of the world, where a lack of space inside does not allow sufficient use of large construction activities to extend problem solving skills fully. Lack of role play activities generally affects these areas and also that of language and literacy. All children, particularly those who are full time in the nursery, have limited space for their language and literacy sessions. The lack of a secure outdoor area and limited range of large equipment available for children in the reception class is a weakness in provision and does not allow children to develop their full physical potential or knowledge and understanding of the world.
72. A majority of children begin school with language, literacy and mathematical skills clearly below those expected nationally and a few well below that. The social skills of most are about average, but other skills are less well developed. These findings are borne out by baseline assessments, which are carried out during the first few weeks of children's entry into the nursery. Good progress is made in most areas due to the overall quality of the teaching throughout the Foundation Stage, which is having a positive impact on children's learning. By the time children are ready to start in Year 1, a few of them will have attained the early learning goals in all areas of the curriculum, but most of the children, including many of those who have not had experience in the reception class, enter the next key stage with attainment below that expected in literacy and numeracy, although this varies with each group of children. The teachers assess the children's progress continually, using the information gained to set appropriate work, particularly in literacy and numeracy, according to individual needs. Children with special educational needs are identified early, are provided with effective support from the school and other agencies and make good progress.

Personal, social and emotional development

73. By the end of the Foundation Stage, it is likely that the personal, social and emotional development of most children will be at least in line with the level expected, because of the good work done in the school. The adults provide good role models and children respond well to the teaching and non-teaching staff, who establish good relationships with them. Behaviour and attitudes are very good. The quality of teaching is good in both the nursery and the reception class and staff listen carefully to children, show interest in their conversations and speak to them with courtesy. This encourages the children to work well together, show concern and help each other, and they make good progress. They settle happily to their tasks and activities, sharing equipment and taking turns and sustaining interest for lengthy periods. Children soon become used to daily routines, such as registration, assemblies, lunch times and changing for physical education lessons. They show independence in dressing and undressing and taking care of their personal hygiene. The children are secure in the nursery environment and move with ease, showing confidence in choosing and using activities. Provision is good for child initiated activities, such as sharing books in the comfortable book area, and activities which involve role play in groups, with one child leading activities, such as being the teacher. However, opportunities are insufficiently developed, in both classes, for the children to increasingly plan some of their activities and make sufficient choices about their learning.

Communication, language and literacy

74. The majority of children enter the nursery with language skills that are clearly below the level expected nationally for children of this age and a few are well below that level. All staff in the nursery and the reception class emphasise continually the development of the necessary skills of speaking and listening. Children are encouraged to express their ideas, opinions and feelings at all times and particularly during group sessions for literacy and numeracy. Phonics and elements of the national framework for literacy are used well during group literacy sessions. For instance, the initial letter sounds of several animals are reinforced when the varying characteristics and details of farm animals are discussed. The teacher reinforces the visual information and vocabulary used from the Big Book and also takes the opportunity to extend not only the children's vocabulary, but also their knowledge and understanding of the world around them. Children listen to the teacher and to each other with interest and without interruption. Their contributions are valued by staff and this helps them to improve their confidence and extend their learning.
75. Children in both classes use and enjoy books. Most hold them correctly, handle them with care and know about the sequence of page turning. They show positive attitudes to books and many in the nursery are aware that pictures also 'tell the story' and that text is read from left to right. A commercially-produced reading scheme has been introduced recently and is used well. Useful methods and strategies are used to promote reading, based on the needs of the individual child. Although, by the end of the Foundation Stage, most children are not likely to achieve the expected national standards, they all make good progress. Many of the older children are able to recognise and name some of the letters and sounds from the alphabet that they use frequently. They can recognise and select their own name from a box to indicate that they intend to work on a chosen activity or have had their morning milk drink. Many children in the reception class are able to read a small number of individual words from their word bank. A few are able to read simple text from the early books in the reading scheme, running their fingers under the text in the appropriate direction as they read each word and sometimes self-correcting their errors. Children in the reception class have a regular library session, where they choose and discuss their chosen books and record their selection through the use of a card system. This provides a valuable early start to establishing good library skills and current progress in reading is good.
76. The majority of older children in the nursery are becoming aware of the purpose of writing. They make up stories, for instance to link with their space-ship construction work and make satisfactory attempts to write their names, learning to trace over the letters initially and, later, to copy legibly under the teachers' writing. Some higher-attaining children can write simple words and sentences, such as 'I went to the fair', without help. By the end of the year, most children can write recognisable letters, although, sometimes, not all are correctly formed. Some do not hold their pencils correctly and this affects the rate of learning and their progress to writing simple sentences.

77. The quality of teaching is good in both classes, with all staff using open-ended questioning well. The children learn well, with effective use of the good resources that support literacy in the nursery. Listening resources, book and home corners are used well in the nursery. However, the reception class lacks sufficient resources for imaginative play and this has a detrimental effect on the children's progress in literacy. In spite of this, provision, overall, is good.

Mathematical development

78. When children start school, their number skills are clearly below the level expected. By the time they enter Year 1, most children will not have achieved the early learning goals for mathematics, mainly because of difficulties with language and, in spite of making good progress in the Foundation Stage. Many practical activities are provided for them to develop a sound range of mathematical skills through participation in board games, sand and water play and sorting objects according to various criteria. Other opportunities are used to learn about number through songs and jigsaw puzzles. With some jigsaws, they focus on matching the shape to a hole and with others they use numbers to place the pieces in the correct order. In early work on measurement, there are good opportunities for exploration, using the water and sand trays, with children using a variety of containers to fill and empty small cups. This enables them to learn the relevant vocabulary and distinguish when something is full, empty or half full. When observed, three children were engrossed in pouring water through funnels to fill containers, working alongside each other, sharing the containers and talking about what they are doing. Appropriate interaction with an adult enabled them to reflect on whether their containers were full or not.
79. The staff use every opportunity to reinforce numbers in everyday situations, such as the counting of numbers of children in the group or the days of the week. Much language is taught to develop and reinforce mathematical concepts and vocabulary, such the names of shapes and the number and length of straight sides and corners of a square, rectangle or triangle. Some children can recognise taller and shorter in the constructions they are making with interlocking blocks. Higher-attaining children can count up to 20 and beyond, but others struggle to reach 5. Some children can add and subtract numbers up to 5 and can identify a variety of ways of making 4. Children in reception, with the teacher's help, can compile a simple bar chart of shoe sizes and some can interpret the information displayed. Teaching is good throughout the Foundation Stage, with well-planned activities matched carefully to the children's needs. Provision is good with a variety of resources available to both nursery and reception.

Knowledge and understanding of the world

80. When children enter the Foundation Stage, few have a well developed knowledge and understanding of the world. They make good progress because of the variety of well-planned tasks and good teaching and a few are likely to attain the appropriate level by the time they leave this stage. They gain some scientific knowledge and understanding of plants during lessons where they discuss the seasons and observe, describe and paint spring flowers, making use of magnifiers to observe more closely. Children make good progress and in the reception class they can name the basic parts of a plant, such as petals, stem and roots. Good use is made of visitors, such as a mother with a new baby linked to work on families. The children gain geographical and historical skills, knowledge and understanding by taking walks around the school. Most children make good progress when using computers. The teaching and opportunities for learning provided are good in both classes, resulting in effective learning and enhanced enjoyment by all children. Staff keep a good oversight of their progress, providing regular support to them as they work. Most children are able to use simple drop-down menus and choose from a variety of appropriate programs to enhance their literacy and numeracy understanding. They are generally confident in their use of the mouse to control events on the screen. Reception children show developing control and can point and click and make imaginative drawings on the screen, using different colours, which, with help, they print out individually. Although there is a wide range of construction toys for children in the nursery, there is insufficient space both in the nursery and reception for regular planned construction activities to develop fully. There is a lack of resources, such as large wooden building blocks, for

use by reception children and the lack of direct access to a safe outside area for these children reduces the quality and range of their learning experiences, so provision is unsatisfactory, overall.

Physical development

81. For the majority of children, the standard of attainment at the end of the Foundation Stage is likely to be broadly in line with that expected nationally and the children make sound progress, overall. The physical development and progress of pupils in the reception class is limited by the lack of an outside area and the provision of large construction equipment and other resources that would enhance their skills. This is a weakness in provision and provision, overall, is unsatisfactory. Children gain an awareness of space in routines and games that involve a variety of movements such as running, walking and jumping. Children in the reception class move confidently, with appropriate control and co-ordination, following instructions and responding appropriately to the musical sounds of summer in a physical education lesson. Children in the nursery make purposeful use of a variety of small apparatus both in and out of doors. Wheeled vehicles for outdoor play promote the development of physical as well as personal and social skills, such as sharing, taking turns and interacting together. However, due to the lack of appropriate accommodation, these learning experiences do not extend regularly to the reception class, so provision, overall, is unsatisfactory. Children are given many opportunities to strengthen their fingers so that they use scissors and a variety of construction toys well. They build structures such as robots with construction kits. When holding pencils and paintbrushes, they are encouraged to do so properly and to form good habits from the start of their schooling. However, for many children these habits sometimes lapse and by the time they reach the reception class some children still hold their pencils incorrectly. Tasks are supervised well by staff, which enables them to instruct children and develop specific skills such as how to handle scissors correctly and how to cut out. Most children have difficulty cutting on a given line, but use glue sticks appropriately to stick body parts of a pink pig together. Staff are diligent about keeping children safe in movement lessons and insist on equipment being handled and stored correctly. The teaching and learning observed during the inspection were consistently good throughout the Foundation Stage. The teachers are well organised and have high expectations for both behaviour and work and demonstrate good performance clearly.

Creative development

82. The children's creative development is nurtured profitably through stimulating activities involving art, music and imaginative play, which are well taught in both classes. Children are given many opportunities to respond to things that they see, feel and touch and the provision made for this aspect of their development is good. They can join in with songs and rhymes and play untuned instruments. In a musical movement lesson, reception children moved across the floor well, using their senses to interpret caterpillar and butterfly movements. Children are given opportunities to paint and draw from real life observations, such as spring flowers, when they also used magnifiers to look in detail at the structures of the plants. A good range of collage materials is made available and children use these practically and imaginatively to produce, for example, Elmer the patchwork elephant and large figures of the characters from the reading scheme. Through such a range of activities, children make good progress and most attain expected standards in creative development by the time they enter the next key stage.

ENGLISH

83. The levels of communication, language and literacy when the pupils enter the school are low and, for some children, are very low. The children do not have as many terms in school as others across the country and this clearly has some effect on standards by the time they enter Key Stage 1. The results of the 2000 National Curriculum tests at the end of Key Stage 1 indicated that standards were very low in reading, as they were the previous year. In writing, results were well below average, but showed improvement on those of the previous year which were very low. The improvement in writing was because the school had begun to see the positive effects of the literacy programme and teacher guided group writing activities. The overall results of English tests at the end of Key Stage 2 were well below the national average, as they were in the previous year, but

there were indications of some improvement. At the end of the present year, results are likely to remain similar, retaining the improvements made in both key stages, but not yet showing any further improvements. There are signs that in subsequent years, in both key stages, results will be much improved, particularly if the present stability in staff can be maintained, whole school procedures for assessment, including marking, and the tracking of pupils' progress are implemented speedily and when newly introduced strategies are more established.

84. Standards of literacy are clearly below the level expected. Although the school emphasises the continuous development of speaking and literacy skills and the pupils generally listen well, many find it difficult to express their thoughts clearly and to find the appropriate words. A few are able to do so well. The appropriate language for subjects such as mathematics and art is regularly emphasised. The school is working on the solving of written mathematical problems and of pupils' written explanations of their mathematical thinking, which many pupils find difficult because of their restricted understanding and use of language. The pupils use opportunities for empathy and reflection well in, for instance, a religious education lesson in Year 1, when pupils recalled their feelings following a church visit and the recorded words were used effectively as they compiled rules for behaviour when visiting a special place. Pupils in Years 5 and 6 develop questions to pursue on a visit to the Mandir, assembling their lists in groups and noting common questions. Writing about the Victorians completed by Year 4 pupils shows empathy, as does writing by pupils in Years 5 and 6 about the island of St Lucia. Limited opportunities are presented, however, for the development of research skills through, for example, the use of the library. Many pupils find it difficult to explain their thinking or to make predictions in science and much work is copied or dictated, with the pupils' progress constrained in Key Stage 1 by an over-use of worksheets. The school is increasingly finding ways of using literacy well across the curriculum and the new format for planning develops its use well.
85. From the time they enter school with generally lower than average language skills, the pupils are encouraged to listen and, although still below the standard normally expected for speaking and listening by the age of seven, most are used to listening carefully. However, their use of a formal vocabulary is limited and their explanations are insufficiently detailed. All the teachers encourage their pupils to use a specific vocabulary. However, by the time they leave the school, many show standards still a little below those expected nationally and a significant number are not able to develop their ideas sufficiently or convey their opinions clearly, in spite of the attention this is currently being given.
86. Most pupils in the school enjoy reading and read books that are well matched to their needs, but standards of reading by the end of both key stages are currently well below the level expected. In Key Stage 1, many read their books with some fluency and use at least one strategy for dealing with new words, but few are reading ahead or able to express opinions about the story. A range of strategies for finding unknown words is now being taught and is beginning to be effective. However, partly because of poor teaching in the past, only a few pupils in Key Stage 2 use the full range of strategies and this slows them down in their reading. Sessions of guided reading, where pupils share interesting texts and are supported as they read, have contributed to reading as a more enjoyable activity than previously. Quiet reading times are also helpful. However, the lack of a whole school assessment record for reading, to provide a specific focus for the progress planned and subsequently made, means that sometimes insufficient progress is made by pupils, in either group or individual reading. Areas for improvement in reading are insufficiently targeted in class, in terms, for instance, of understanding and response, particularly in Key Stage 1, but also in Key Stage 2. Many Year 6 pupils read texts with fluency, although less with expression. A few pupils in both Years 5 and 6 refer to the text when explaining their views and can infer and deduce, but most cannot and very few are able to show a good understanding of significant ideas or discuss the characters about whom they read. Guided reading sessions observed in both key stages are beginning to have a positive impact on standards. The supply of quality fiction and non-fiction books in classroom and library has increased. During the inspection, Year 4 pupils used their timetabled sessions in the library to study non-fiction books. They located them, revised the differences between fiction and non-fiction and found a favourite book about which to write for homework. However, at present, the library is insufficiently used for teaching information skills and for researching in other subjects. All pupils borrow books from the school library to take home and

where the home-school reading record book is regularly taken home and parents support their children's reading and add their comments, as many stated they enjoy doing, progress is made. The school welcomes the involvement of parents in this way and a useful leaflet is provided to help parents as they hear their children read.

87. By the time they are seven, it is likely that results in writing for the oldest pupils will remain well below average, with less attaining the higher grades this year. Many pupils recall stories such as The Gingerbread Man or Puss in Boots and are beginning to use an appropriate and interesting vocabulary in their writing, but ideas are generally not developed into a sequence of sentences and punctuation is very slow in developing for most. In writing, such as a letter to the vicar, the pupils gain an awareness of the reader, but there is over-use of work-sheets and so insufficient time is able to be given to developing the pupils' own writing. A few are at a stage of writing at length, but insufficient focus is sometimes given to developing the story structure or punctuation. The lack of a clear handwriting policy throughout the school, leads to most pupils being inconsistent in the formation and size of their letters in Year 2, where none presently join their writing. In Year 1, there are signs of good progress in handwriting and many pupils already use letters that are always well formed and consistent in size, with several using a joined and legible style. A few pupils in Year 1 are writing neatly and accurately in sentences, with simple punctuation, as, for instance, when writing about 'Red Riding Hood', or 'How to make a browser card'. Most are learning to use a dictionary and, using the library, to record and classify simple lists. Most pupils throughout the school do not find spelling easy and only a few Year 2 pupils are accurate or use phonic knowledge well. However, the use of a newly introduced system throughout the school, which links spelling, reading and writing is already beginning to have a positive effect for all pupils, including those with special needs, English as an additional language and the higher attaining pupils. In all classes, regular spelling lists are sent home and support learning where parents work with their children
88. It is likely that writing at the end of Key Stage 2 will still be well below average, but a significant number of pupils in this group are achieving well. Most Year 6 pupils look for the purpose of the writing and can adapt their writing to different readers, as, for example, when writing a recipe from a list of ingredients or a letter to a Great Snake. Their poetry and prose show empathy, such as a poem entitled 'Why Can't War Stop?' and one called 'Who's Lonely?' in impressive work about animals in captivity. The imaginative element is clearly seen in the humorous writing of some Year 6 pupils about myths, one of which is entitled 'The Reason for Fluffy Snow'. However, in spite of completed work on story structure, many pupils find it difficult to organise their work well and to extend their ideas logically. Teachers have to work constantly to improve pupils' use of vocabulary and their spelling, and to encourage the use of, for instance, pronouns and the use of connectives instead of 'and'. The handwriting of most is fluent, joined and legible and of a significant number it is clear and used in all work. This is a significant improvement for many since the beginning of the year. A few write in a good biographical style or write imaginative play scripts, sustain their ideas well with adventurous use of words and are at the level of sometimes using complex sentences. Pupils with special educational needs understand their work, complete it neatly and often show good imagination, as when a Year 6 pupil wrote a play script about 'Spy on the Move'.
89. The quality of teaching and learning for pupils in Key Stage 1 is satisfactory, overall, but variable, with some lessons which are good or very good, much broadly satisfactory and a little of an unsatisfactory nature. Attitudes are good, overall, with pupils often interested, well behaved and sustaining concentration. Sometimes, the pupils lose attention, when parts of lessons go on too long or are insufficiently matched to their needs. The work sample showed a lack of sufficient progress, overall, in writing in many classes over the current term and marking was often insufficiently specific to improve pupils' learning. In Years 1 and 2, whole class teaching of the literacy strategy is of high quality, using clear delivery and with good use of non-fiction texts. Learning is reinforced constantly for the pupils, including good use of targets for this part of the lesson, to help pupils to concentrate on and inform them of their learning. However, when the pupils work in groups on writing activities, the work planned is often insufficiently challenging for most and, although much effort is put in by teachers, expectations are not high enough and targets for individual progress are not employed sufficiently. The effective pace used in the first part of lessons is not always maintained throughout. Class and sometimes group targets are beginning to be used successfully and these could usefully be developed further, so that progress is monitored

more closely for individuals. The lack of clear assessment criteria for some lessons and of a consistent system for recording progress is limiting the school's efforts to raise standards. This is also true in reading, where there is no diagnostic reading record in the school to point specifically to where progress is needed. However, in spite of this, guided reading is beginning to focus well on developing aspects of understanding and response, in addition to accuracy and fluency. This was evident in a Year 2 class, where reading skills were taught effectively and the higher attaining pupils were learning to use appropriate strategies when tackling difficult words.

90. The quality of teaching and learning in Key Stage 2 is good, overall, and in over three-quarters of lessons seen was good and often very good. The pupils' attitudes reflect the quality of teaching and are good overall, although the behaviour of some boys at times challenges teachers. All pupils are generally enthusiastic, well motivated, work hard and respond with sustained concentration. In several lessons, the attitudes of all pupils were excellent throughout. Teachers are knowledgeable, well prepared, organised and well resourced and lessons proceed at an effective pace. Teachers show clarity in their explanations and perceptive questioning. In the very best lessons, there is constant checking throughout the lesson of knowledge gained and assessment of what the children understand and can do, as, for instance, in two lessons with Year 3 pupils using non-fiction texts about Jewish festivals. In high quality lessons, time is used particularly effectively and is focused on specific targets for learning, both as a class and in groups, as in several classes in Years 5 and 6, where the progress made in reading, writing and speaking and listening was good for all pupils. Lessons are usually interesting and, therefore, pupils are well motivated. Group activities are clearly matched to the pupils' needs and are successful in consolidating and moving on their learning. Most lessons are challenging throughout and expectations are usually high, but, occasionally, a few pupils are insufficiently engaged in group activities and so do not make the progress expected. The teaching of skills is usually good and the methods used are effective, so most pupils are now making good progress. However, in past years and within the present year, significant staff absence has disrupted teaching, with adverse effects on progress and on the current attitudes of a few pupils. The marking in almost all classes is now good and clearly leads to improvement in work, but this has varied when teachers have been employed on a temporary basis. The introduction of individual targets for which pupils are to aim is leading to application, motivation and progress. When they are specific and clearly understood by the pupils, they are effective. These are dated both on identification and achievement and the pupils have them visible at the front of their English books.
91. The quality of support now provided by teaching assistants in each class is very high and is having a positive impact on progress. The new arrangements for recording and assessing work with groups of pupils are most effective and are supporting special educational needs and lower attaining pupils well. The booster group helps to improve the progress of the pupils identified for such help and provides appropriate work at their specific point of need. The literacy strategy has had more impact recently, but staff still need occasional support in their planning for it.
92. The knowledgeable co-ordinator is raising the profile of the subject and shows commitment to raising the quality of teaching and learning and, consequently, the standards of English in the school. Strategies are being put into place to do this, but, so far, these are more successful in Key Stage 2, where the co-ordinator teaches, than in Key Stage 1. Although some monitoring of learning and teaching has taken place, this is to be increased to have additional impact on progress. A new system of medium and short term planning is currently being used, but is different in both key stages and varies in detail across the year groups. This has had insufficient time to become established and does not yet ensure a fully progressive experience for pupils of all abilities, or ensure that group activities, particularly in Key Stage 1, are sufficiently challenging to develop pupils' writing. The provision of differing work for the various attainment levels in classes is still being tackled through this planning. Currently, there are no handwriting or spelling guidelines and those recently prepared for other areas lack detail about when skills are to be taught in order to ensure maximum progression. The school does not currently track the progress of pupils in English fully, although some procedures, such as the retention of assessed work, have begun usefully. There is evidence of some good marking and use of targets, particularly in Key Stage 2. However, assessment procedures as a whole are not used consistently across the school. The school is beginning to develop a portfolio of work for English and intends to improve the knowledge

of curriculum levels usefully by further moderation of work. Resources are much improved and, with newly purchased books, including group reading texts, the stock of non-fiction, including poetry and plays, and fiction texts is now adequate and of good quality. The new libraries, one for each key stage, are well stocked and welcoming and are beginning to be used well.

MATHEMATICS

93. The standard of work at the end of both key stages is below the national average. In the National Curriculum tests undertaken by pupils at the end of both key stages in 2000, the results achieved by the school were well below the national average. Current inspection findings show that standards have improved since that time. A number of initiatives were started this year, including the setting of pupils in Years 5 and 6, with the introduction of a booster class, and the allocation of learning support assistants to help pupils in all numeracy sessions. Further, the co-ordinator identified the urgent need for teachers to address pupils' limited language skills, especially in relation to mathematical terminology. These initiatives have been used effectively and, although the school remains concerned that the pupils' limited language skills will continue to depress the school's results in national terms, observations of pupils at work in their classrooms, a scrutiny of their work and discussions with many of them, confirm that whilst standards are below average, they have improved since last year.
94. At the end of Key Stage 1, pupils undertake an appropriate range of practical and problem-solving activities, although a significant number of pupils have difficulty in finding the correct language to explain their work clearly. In undertaking problems, many pupils find it difficult to identify the appropriate operation needed to find an answer. Most pupils can count to 100 and they can identify odd and even numbers confidently. Pupils write their numbers correctly and most pupils order the digits correctly. A small number of pupils occasionally reverse their digits, for example writing 21 for 12. Most pupils have an appropriate understanding of addition and subtraction, but a significant minority are uncertain of their multiplication facts relating to 2, 5 and 10. Pupils show a clear understanding of halves and quarters, money, in the context of simple shopping bills, and time on the hour. They are less certain of time on the half-hour. Most pupils can identify correctly a range of two- and three-dimensional shapes and identify various properties, such as the number of sides. Many pupils understand the concept of symmetry and they can identify the line of symmetry. In measuring activities, most pupils are able to explain and use various standard and non-standard units of measure. Pupils collect data, on, for example, pets and favourite colours and they produce suitable graphs to display their findings.
95. At the end of Key Stage 2, pupils undertake a variety of practical work, but many continue to have difficulties in tackling problem-solving activities because of limitations in their language skills. In particular, they find it difficult to identify the correct form of computation required to answer a problem. Most pupils are confident in undertaking work in addition and subtraction and they have a clear knowledge of place value to seven figures. Many pupils lack confidence in saying the times-tables, however, and in quickly recalling individual multiplication and division facts. Pupils have been introduced to decimals, to two places, and many are able to use them accurately in the context of measurement and money. Most pupils have a clear understanding of simple fractions, but a minority have difficulty in identifying equivalent fractions. Most pupils can tell the time successfully, but some are more confident in using digital rather than analogue display. Many pupils can name a range of angles, such as acute and obtuse angles. Pupils are able to identify perimeters of shapes, but, through a limited knowledge of the times-tables, many are less confident in calculating areas. Pupils collect data on a variety of issues, as when pupils in Years 5 and 6 collected information on whether the tallest people run the fastest and produced successfully a range of illustrative graphs, sometimes using ICT for this purpose.
96. The quality of teaching is good, overall, with examples of very good practice being observed in Year 1 and Years 3 and 4. Lessons are carefully planned, based on the pattern of the National Numeracy Strategy and teachers generally make appropriate allowance for the provision of work to suit pupils of differing abilities. This is always the case for lower attaining pupils, as well as for the higher attaining pupils in the sets in Years 5 and 6. Higher attaining pupils are not always well catered for in other classes, however. All teachers make good use of mental activities, at the beginning of

lessons, to help develop the pupils' interest and enthusiasm. The teachers are also aware of the need to extend pupils' mathematical vocabulary and they are very careful to address this issue during lessons, both through emphasising the correct words and through displaying them appropriately on classroom walls. The teachers have good subject knowledge and they provide clear instruction and well directed support, so that all pupils make good gains in their knowledge and understanding. Where teaching is very good and pupils are especially well motivated and involved and expectations are particularly high, pupils make very good progress. Pupils enjoy the work, particularly the mental activities and computer sessions. They settle to their written and practical tasks with interest and concentration, know what they are expected to do and make good efforts to accomplish their tasks. They turn readily to adults for help when necessary, but are also happy to help each other. Pupils are nearly always very well behaved and their attitudes to mathematics are very good. Teachers provide help and support to pupils throughout lessons and hold very appropriate plenary sessions, to check pupils' understanding and celebrate some of the work done. They mark pupils' work regularly, but comments of encouragement or advice are rarely added. Homework is not provided regularly enough to support significantly the development of pupils' mathematical knowledge. Pupils, overall, including those for whom English is an additional language, make satisfactory progress. Pupils with special educational needs generally make good progress, because of the specific support they receive.

97. The school uses the national numeracy document as its scheme of work and the co-ordinator has also drawn up plans to ensure full coverage of the requirements through the school. The strategy has been implemented effectively and standards are being raised successfully. The co-ordinator is enthusiastic and monitors work being undertaken in the school, as well as providing support to colleagues. By identifying weaknesses in pupils' performance and implementing suitable strategies to deal with them, she has played a significant part in helping to raise standards. The introduction of setting for older pupils, together with the use of an experienced visiting teacher and the careful deployment of learning support assistants, has enhanced considerably the opportunities for learning. Assessment is being used effectively to identify pupils' current attainment and the information is being used successfully both to check on pupils' progress and to provide most of them with work relevant to their individual needs. Pupils' numeracy skills are being developed further by the good use of mathematical activities in other subjects of the curriculum, such as science, geography and design and technology. The subject is appropriately resourced.

SCIENCE

98. Standards in science are below average at the ages of seven and 11. As National Curriculum test results for the past two years have shown little improvement and remain well below average, the school has recently provided training for staff. This has resulted in a greater emphasis on investigative work and, therefore, standards have risen slightly in this respect and indicate an improving trend. However, science is still too closely controlled in many classes and consequently standards have not risen enough. Although there is considerable variation between year groups, insufficient is generally expected of all pupils, but particularly those who are more able and, as a result, they do not achieve as well as they could. Inspection findings reflect the fact that too few pupils in Year 6 attained the higher Level 5 in the most recent statutory tests.
99. The quality of teaching varies from very good to poor and is unsatisfactory, overall. This is a significant contributory factor to pupils' underachievement and lack of progress. Pupils with special educational needs and those for whom English is an additional language receive satisfactory support, which enables them to take a full part in all lessons. They make appropriate progress towards targets identified for them.
100. Science lessons were not observed in all classes in Key Stage 1, but from those lessons seen and from examination of pupils' past work, standards were better in Year 1 than in Year 2. From analysis of past work, it is evident that a full range of work is covered and the difference between standards reflects the difference in teaching seen. The work is slightly more challenging for younger children and, as a result, pupils are interested and eager to learn. Overall, however, teachers expect too little of pupils. They use too many commercially produced photocopied sheets, many of which demand a very limited response from pupils and restrict opportunities for pupils to

develop their own ideas. In addition, all pupils engage in the same tasks regardless of ability, which limits the progress of the majority and especially those pupils capable of higher attainment. In a Year 2 lesson where teaching was poor, for example, the pace of learning was very slow and very little was expected of pupils. Pupils were kept inactive for too long, some became bored and distracted and all pupils achieved little. The teacher controlled the activity too closely and groups were too large for learning to be productive. Consequently, pupils made poor progress in acquiring new knowledge and skills. In a very good lesson in Year 1, on the other hand, pupils were encouraged to think scientifically and were beginning to develop the idea of a controlled test with the help of an adult. In their investigations into how Easter eggs were made, for example, pupils considered how chocolate changed when it was heated and then cooled. The pupils' response to the very good teaching they received was excellent. They rose well to the teacher's expectations and were interested and enthusiastic. The teacher used correct terminology and introduced a good pace to the lesson, which ensured that pupils were motivated to learn and maintained concentration. She challenged pupils' thinking through very good questioning and this encouraged pupils to think hard about what they are doing and to take an active part in their learning. As a result, they made significant gains in their understanding.

101. In Key Stage 2, there is again considerable variation in the quality of teaching and this is reflected in the erratic and overall unsatisfactory progress that pupils make in their learning, resulting in below average standards by the time they are 11. In their study of the circulatory system, for example, many pupils in Years 5 and 6 know facts that they have learnt well. They understand that the heart has four chambers and are able to name veins and arteries correctly. Pupils begin to record their findings in a variety of forms, such as different pulse rates as bar graphs on the computer, but their ability to plan experiments systematically themselves is unsatisfactory. They are beginning to make predictions in their investigative work and are enthusiastic in their approach to experiments, but teachers' expectations of what pupils are able to achieve are often too low. For example, many teachers' comments in pupils' exercise books praise mediocre and substandard work too readily and do not give pupils enough guidance on how they might improve. Although most of the teaching is satisfactory or better, there is a significant proportion of unsatisfactory practice. Where teaching is successful, staff have a sound knowledge of the subject and this results in good, incisive questioning, which challenges pupils to think carefully about their responses to the tasks they are given. This was evident, for example, in a Year 4 lesson related to parachutes and wind resistance. The teacher asked pupils how they could adapt the parachutes they had made to make them fall more quickly or more slowly. Pupils worked noisily, but with considerable enthusiasm, to produce solutions and several were successful in making the necessary modifications. Where teaching is unsatisfactory, as in some lessons for pupils in Years 5 and 6, the behaviour of a minority of pupils is inappropriate and is not always managed effectively. This slows the pace of learning whilst class teachers deal with misdemeanours and interferes with the learning of the majority of pupils.
102. There are no whole school systems for assessing frequently how well pupils' learn or for recording pupils' progress. As a result, teachers cannot pitch work accurately to meet the different needs of pupils. Evidence from past work and from some lessons observed indicates that pupils are frequently expected to work on relatively undemanding tasks at the same level, regardless of ability. As a result, higher attaining pupils particularly are presented with work that is too easy. Teachers direct pupils' investigational work in all aspects of science too tightly, which restricts pupils' progress. Consequently, pupils have too little opportunity to think systematically for themselves, to make decisions and choices about how to carry out experiments and to plan what equipment to use.
103. The co-ordinator is new to her role and has yet to influence work in the subject. She is aware of the need to ensure progression of skills throughout the school. Through her influence, improving teacher confidence and recent staff changes, the school has the potential to raise standards of attainment further.

ART AND DESIGN

104. The pupils in Key Stage 1 show attainment in line with that expected nationally by the time they are seven, but the attainment of older pupils is below the equivalent level by the time they leave the school. The pupils achieve well in Key Stage 1 because of well-planned and structured work, carried out by teachers who show good subject knowledge, enthusiasm and skill in teaching and because of the continuing leadership of the co-ordinator. Skills are taught progressively, a wide range of techniques is practised and the work builds well on earlier experiences. However, in Key Stage 2, where standards are unsatisfactory, overall, the work completed in the past has been patchy, often because of disruption in staffing, which has meant that art and design skills have not been developed in a progressive way. Pupils of all attainment levels, including those with special needs or for whom English is a second language, are making good progress in Key Stage 1, but progress in Key Stage 2 is unsatisfactory, though now improving.
105. In Key Stage 1, there is much evidence of past work and of colourful and stimulating displays around the school. These show good progression in the use of paint, paper, pastels, collage materials and in a wide variety of three-dimensional work, such as puppets, clay, dough and work with natural materials. Year 1 pupils show a good knowledge and use of colour in their black silhouettes of trees painted on a background of gently varying shades of red. Designs such as those made by Year 1 and 2 pupils, following a theatre visit, are intricate. Collaborative work on, for instance, colourful sea scenes incorporates a variety of techniques well. ICT is used well, as in Year 2 to add texture by changed use of a paint brush and to look at artists and their use of blocks of colour. Year 4 pupils use pastels well to create matching halves of a magazine picture and study the use of colour and techniques in the work of David Hockney and of Renoir. They progress to shading and highlighting when painting portraits, but lack skills in sketching. A few of the Year 5 pupils show good technique with pencils and a good understanding of shading in their drawings of vessels and containers. Their pictures, along with those of the Year 6 pupils, of trimarans and textile pictures of the Sirens in their work on the Greeks are of high quality. They reflect good teaching from visiting specialists and teachers within school. However, the pupils in Key Stage 2 generally have insufficient experiences on which to build their knowledge, understanding and use of the techniques employed by artists to create different effects. Earlier work has not always been built on and the evaluative skills of pupils are not always sufficiently developed by the time they leave the school.
106. Teaching and learning in art in Key Stage 1 are good, overall, with some teaching which is very good and one lesson which was observed to be excellent. The attitudes of the pupils are always at least good and often better and their learning is systematic and successful. Skills are taught well and the expectations of teachers, clearly imparted to the pupils, are high, so the pupils develop techniques that they use effectively and with care and concentration. They enjoy doing so, and have a tremendous pride in their work. The teachers have good organisational skills and use a wide variety of materials successfully and with imagination, so that pupils know what they have to do, have time to do it and are beginning to be equally imaginative, for instance, in the names they create for their tints of red. The pupils work often with three-dimensional materials, as when collaborating on their sea scenes or when working on a winter collage in Year 2. They are encouraged to reflect and show appreciation, as when they use natural materials to select autumnal colours and investigate texture. In several lessons, including the one that was excellent, the pupils are inspired to be artists by the teachers' excellent subject knowledge and organisational techniques, very good methods and teaching of skills, the acquisition of an art vocabulary, observation of a good model and being given the confidence to be successful.
107. Although only one lesson was seen in Key Stage 2 during the inspection, clear progression can be seen from the newly-developed and detailed termly planning of current work and the evaluative elements are being developed. From samples of displayed work and the teaching and learning seen, teaching is satisfactory, overall, with some knowledgeable and adventurous teaching evident, as with pupils in Years 5 and 6. The teacher explains with clarity and uses sketches of a Dutch artist and pictures from magazines, some collected by the children for homework. She encourages relevant and careful observation, so that the pupils notice details of line and angle and she allows time for reflection. Sketchbooks are used very well in such lessons. However, learning is currently still less than satisfactory, overall. This is partly because of teachers' absence in the past, which has led to both a lack of continuity in the acquisition of skills, such as those needed to sketch the

movement of people, and, also, related to this, to unsatisfactory attitudes from a few pupils, usually boys. A few do not always concentrate sufficiently soon on the task required, so the teacher loses valuable time before all are fully motivated. Work completed shows care and attention to detail and many pupils show pride in their work and sometimes excitement in learning. This can be seen when pupils work alongside an artist or when learning how to quilt from a skilled craftsman. Evidence of work over the key stage is sometimes sparse and shows that there are gaps in the work covered. The teachers are aware of these gaps, note them in their evaluations of their planned work at the end of term and are flexible in adjusting their lessons, when realising that skills are not at a sufficiently advanced level to complete planned techniques successfully.

108. The enthusiastic and knowledgeable co-ordinator has worked hard to secure improvements, has a very clear idea of the needs of the subject and is raising its profile. Since the new school has been set up, significant improvements have been made in the policy and overall planning. The detailed and the recently developed overview for the subject will ensure that pupils build on their skills and knowledge as they go through the school. The co-ordinator has provided much support for teachers with their planning and teaching and has improved resources and their use and storage significantly. However, these are still a little less than satisfactory, because of a lack of prints and pictures depicting non-European art and of three-dimensional artefacts such as ceramics. The art curriculum is enhanced successfully by visits from an artist, working with the pupils in Year 6 on a mural of Luton and a display of quilting encouraged high quality and intricate work by pupils in Years 5 and 6. However, there has been a greater impact on standards and teaching in Key Stage 1, where the co-ordinator teaches, than in Key Stage 2, where improvements are now being seen. In an attempt to raise standards in this key stage, the co-ordinator plans to improve the use of sketchbooks and to ensure their consistent use as an assessment tool. Assessment of work and its recording have yet to be fully developed, but teachers in Key Stage 1 and some in Key Stage 2 are using assessment well in lessons. Staff training, identified in the school development plan, will also help to improve confidence. The display of pupils' work has improved in classrooms and corridors and contributes substantially to the positive learning environment within the school.

DESIGN AND TECHNOLOGY

109. Standards in design and technology are below average at the end of both key stages. Pupils do too little design and technology regularly enough to develop skills sufficiently by the age of seven. Work produced by the age of 11 is of unsatisfactory quality and gives insufficient emphasis to systematic planning, making and evaluating.
110. Standards are below average at the end of Key Stage 1. Although pupils complete some work to a reasonable standard, they have produced too little over time to enable them to build skills of designing, making and evaluating to a high enough standard by the time they are seven years of age. The quality of pupils' learning and the progress they make is unsatisfactory as a result. Consequently, pupils cannot talk with sufficient understanding about what they have done or suggest ways in which their work might be improved. For example, in discussion they tell how they have made their hand-puppets and demonstrate how they work, but need considerable prompting to say which tools and materials they used and how they managed to fix different parts together. The pupils also remember making swings which they made them from straws. They enjoyed designing these, but say that they broke easily and only suggest 'more glue' as a means of strengthening their constructions. No lessons were seen in Key Stage 1 during the inspection and limited retained work was available, but, overall, teachers provide too few opportunities for pupils to develop the knowledge and skills they need and the quality of teaching and learning is unsatisfactory.
111. By the time pupils are 11, standards are below average. The teachers' expectations are insufficiently high, which is a significant contributory factor to the low standards, and the overall quality of teaching is unsatisfactory. The skills of planning, designing and evaluating are insufficiently developed by the end of the key stage and pupils make unsatisfactory progress in their knowledge and understanding. Although many pupils are careful about their tasks and try hard to produce good work, a significant proportion of that produced by older pupils is completed poorly, or left incomplete, with few comments from teachers to indicate that they expect work of a higher standard. Pupils plan a range of tasks, such as making a drum, soda bread and how to

make a moving toy. They list the materials they need and explain how they will proceed. The designs produced by some higher attaining pupils are carelessly presented and reflect unsatisfactory attitudes, in that pupils take little pride in their work. Teachers occasionally endorse these attitudes with inappropriate comments, such as 'good' and 'well presented'. Some teachers lack a clear understanding of the subject and this results in many pupils being presented with insufficiently demanding work. In the work currently undertaken by Years 5 and 6 on 'shelters', pupils apply themselves satisfactorily to drawing and labelling different items of clothing and footwear, but give insufficient attention to evaluating the suitability of each item for its intended purpose. This activity demands too little of pupils in the time available and fails to engage and interest them fully. As a result, some pupils take a while to settle to the task and a minority behave inappropriately.

112. The subject does not have a co-ordinator at present. The scheme of work has not been adapted to meet the needs of the school and there is no system to assess how well pupils are learning, in order that teachers might develop pupils' knowledge and understanding systematically. These are major impediments to pupils' learning. The subject is appropriately resourced for current topics.

GEOGRAPHY

113. Standards in geography at the end of both key stages are below those expected nationally for pupils of similar ages. Whilst many pupils, including those with English as a second language and those with special needs are now making satisfactory progress, overall, the progress made by the potentially higher attaining pupils is unsatisfactory.
114. Pupils in Key Stage 1 develop an understanding of the main physical and human features surrounding the school. They are given opportunities to make first-hand observations of the variety of houses, shops and other buildings, including the local church, in the immediate locality. They contrast and compare the features found in urban and rural areas and can provide opinions and identify characteristics that they find are pleasing and those that are less so. In Key Stage 2, pupils are now making satisfactory progress, overall, in acquiring and using geographical skills when they contrast the characteristics of Stanton-in-Peak in Derbyshire with those of Leagrave and Luton, but there are indications of unsatisfactory progress in the past for many pupils because of disruption in their teaching. Younger pupils in this key stage are beginning to understand the meaning of settlements and that different locations may have both similar and different characteristics, which can change over time. They make good use of secondary sources of information such as aerial photographs and videos to build up their knowledge and skills. Pupils at the end of the key stage are able to extend their knowledge, skills and understanding through their study of St. Lucia. Most know that it is an island in the Caribbean and can locate it on a world map. They have a growing understanding of a less-well developed locality and are beginning to understand the relationship between location and economic activity and how places fit into a wider geographical context and are often inter-dependent.
115. Evidence from lessons indicates that the quality of teaching and learning is satisfactory, overall, in Key Stage 1. Lessons are generally well planned, although pupils are often given the same task to work on and respond at their own level. However, there are weaknesses in the quality of teaching and learning in that the amount of work recorded is limited, indicating an overall lack of pace. The work is not always sufficiently challenging and teachers' expectations of what pupils are able to achieve are not always aimed high enough.
116. In Key Stage 2, the quality of teaching and learning in lessons is satisfactory. All teachers have a clear idea of what they want to achieve in the lesson. Most share their lesson objectives with the pupils, and this is a valuable starting point for extending pupils' awareness of their own learning. Good classroom management and discipline ensure pupils listen and respond appropriately, while good use of praise and support for pupils' ideas encourages pupils to feel confident in their efforts and extend their learning. Pupils in all classes respond positively to good teaching. They concentrate hard, listen attentively to the contributions of others and behave well. Sometimes, pupils spend too long sitting on the carpet and insufficient time is spent undertaking the more practical activities planned. Lessons do not always address the needs of all the pupils of varying

ability groups. As a result, more able pupils in all age groups are not extended sufficiently in lessons and this affects the amount of progress they make and their level of attainment. Consistent and effective procedures are not always in place for the teaching of mixed age and mixed ability classes to ensure that the pupils' geographical skills, knowledge and understanding are developed progressively. Good use is made of field study visits to provide opportunities for first-hand experience and enriched learning.

117. The school does not currently have a complete scheme of work, but overall planning indicates that the needs of the new National Curriculum should be met. The school is without a co-ordinator for the subject at present, but staff plan work together a term at a time, based broadly on national guidelines. At present, there is no assessment of pupils' geographical skills that could be used to inform planning and ensure that all pupils acquire these skills progressively, particularly in the mixed-age classes. There is insufficient emphasis on providing the necessary challenge for higher attaining pupils of all ages and on ensuring full curriculum coverage.

HISTORY

118. Standards of attainment are below the levels expected nationally at the end of both key stages. During the course of the inspection, no lessons were available for observation in history and judgements are based mainly on findings from the examination of pupils' previous work, teachers' medium-term planning and discussions with pupils in Year 6. Pupils, overall, including those with English as an additional language or with special educational needs, make insufficient progress in the acquisition of important historical skills.
119. Discussions with Year 6 pupils indicate that they are developing an understanding of chronology and know that the past can be divided into different periods of time. They have a sound awareness of how it is represented. Pupils recall aspects of their study of the Romans, Celts, Vikings and Victorians as well as some aspects of life in Britain during those periods. They have a sound insight into the way of life, beliefs and achievements of Ancient Greece. The analysis of work previously completed shows that they know how the ways of Ancient Greece influenced their own and the lives of others today. They can compare and contrast the ancient and modern version of the Olympic Games. There are clear indications in the work available, however, of gaps in the pupils' knowledge and experience of the subject, particularly because of interruptions in the learning of some pupils caused by changes of teacher.
120. Literacy is an important element in their work, as pupils, for instance, use their reading skills to gain information. Sometimes, however, pupils copy given work and there are insufficient opportunities for pupils, generally, and for higher attaining pupils, in particular, to work independently and develop fully their research skills. The use of ICT is not yet having sufficient impact on the pupils' work in the subject.
121. Throughout the school, teachers and pupils enjoy trusting and respectful relationships, from which come good behaviour and positive attitudes towards work, which clearly carry over into this subject. Pupils relate well to each other and the appreciation of their own and other cultures gained from their work in history contribute well to their cultural development.
122. Although the curriculum follows some parts of the national guidelines for the subject, the school does not have a complete scheme of work to ensure that it meets the new requirements of the National Curriculum or the needs of the school. The school is currently working through the first year of cycles of work that differ for the various age groups, with work undertaken in termly blocks, alternating with geography. But, without a full scheme of work, it is difficult to ensure the consistent development of knowledge, skills and understanding. There is evidence of good teaching and learning in several classes and the overall standard is satisfactory, but is limited by the lack of specific planning to take account of the differing ages and abilities within each class or to build on pupils' prior attainment. Assessment procedures to identify and record pupils' progress are only just being put into place, but their use is not yet fully developed throughout the school. Scrutiny of previously completed work reveals some inconsistency in coverage, as some periods in history, such as the Victorian age, have been repeated for some pupils because of enforced changes in curriculum planning.

123. History has not been a priority of school development in recent years as the implementation of the national literacy and numeracy strategies has taken precedence. The subject is managed by a co-ordinator, but the role at present is underdeveloped. She is not currently required to monitor or evaluate the quality of the actual teaching and learning in lessons. This makes it harder for her to know what the standards are and how best to work with colleagues in order to raise them. The co-ordinator has, however, formulated a useful action plan and some of the targets, such as improving the resources and organising them into topics, have already been implemented.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. The levels of pupils' attainment are below national expectations at the age of seven and in line with those expectations at the age of 11. This reflects the predominantly better teaching that pupils receive at Key Stage 2, where there is occasionally very good specialist teaching by the co-ordinator. Teaching, overall, is good throughout the school. It is never less than satisfactory and sometimes it is very good. Pupils display varying degrees of confidence and this is often related to whether they have access to a computer at home. Pupils of all attainment levels, including those with special educational needs and those for whom English is an additional language, make at least satisfactory progress through the school.
125. In Key Stage 1, the quality of teaching is good. Pupils have positive attitudes, overall, and, as a result, learn well and share resources sensibly. Pupils in Year 2 are currently less confident and competent than pupils in Year 1. A significant minority of the older pupils are more tentative and hesitant in carrying out computer commands than pupils in Year 1 and, as a result, standards are lower. For example, they are unsure about how to open programs and how to use the mouse to draw shapes and select colour for their designs. Teachers make good links with other subjects, such as art and mathematics, and use open-ended questions well to encourage pupils' understanding of the correct terminology for parts of the computer and the program they will use. Teachers in Year 1 have high expectations of pupils and, through their good subject knowledge, they challenge pupils' thinking and encourage them to apply themselves well to the demanding tasks that are set. Consequently, pupils make significant gains in their learning. Pupils approach all aspects of ICT confidently and make good progress in developing understanding and competence. For example, they know how to switch on computers, open and close programs, how to select from menus by using the mouse to open files. Many can enter their names and understand how to change the way the text looks by highlighting their work and then selecting from an appropriate menu whether to change the colour or size. Pupils work noisily, but productively and enthusiastically. There are many expressions of surprise and delight when their work changes in size and colour before their eyes.
126. In Key Stage 2, teaching is mainly good and, occasionally, very good. Pupils learn well and have good attitudes to the subject as a result. They enjoy working with computers, are enthusiastic and share resources effectively when required to do so. The teachers' very secure subject knowledge supports pupils well in their learning and enables them to provide good guidance to pupils in the tasks that are set. As a result, pupils build on their skills confidently as they pass through the key stage and reach standards similar to those found in most schools at age 11. For example, they represent their ideas in text, understand how to enter information into a database and can use simple spreadsheets. By Year 6, most pupils also know how to create, improve and refine a sequence of instructions in order to make something happen. For example, in a very good lesson taught by the co-ordinator, pupils worked on controlling an electronic device through the computer in order to get a bulb to light up. The lesson was well planned, with tasks at various levels to meet the different learning needs of pupils. The teacher questioned pupils well as they worked and was skilful in getting them to think out solutions to any problems that arose. Consequently, most pupils applied themselves well and thought hard about what they were doing. There were several expressions of amazement as bulbs lit up. Some older pupils have developed their computer skills sufficiently by the end of Key Stage 2 to enable them to devise games for other pupils in science. Where teachers are particularly confident, they explain lessons clearly and encourage pupils to use computers very well in other areas of the curriculum, such as mathematics and science. This was clearly evident, for example, in a mathematics lesson in Year 4 where pupils were using a

spreadsheet in connection with work on fractions and also in science in Year 4 and in Year 6 where pupils entered information into a database in order to produce block graphs related to topics on magnetism and to answer questions such as whether 'tall people run faster'.

127. The curriculum is carefully planned to ensure that pupils encounter all areas of information and communication technology by the end of Key Stage 2. The predominantly good teaching is well supported by a knowledgeable and enthusiastic co-ordinator, who has devised a helpful scheme of work to assist teachers in their planning. However, he has yet to monitor the quality of teaching formally in order that he might direct his support to where it is most needed. Ways in which to assess how well pupils achieve in the subject are unsatisfactory. The co-ordinator has devised a table of competencies, which is currently used in Years 5 and 6. He envisages that this will eventually be developed into an assessment system that will be used throughout the school. The very well resourced computer suite is used by all classes. It facilitates whole class teaching well and makes a major contribution to pupils' standards of attainment in the subject.

MUSIC

128. The standard of work achieved, at the end of both key stages, is in line with that expected nationally. Pupils, overall, including those for whom English is an additional language and those with special educational needs, make good progress.
129. In Key Stage 1, pupils confidently sing a variety of songs, with growing control over rhythm and pitch. They put much expression into their singing when performing together. Pupils explore and make sounds, using an appropriate range of tuned and untuned percussion instruments and they are able to follow a simple score most appropriately. Pupils compose a short musical sequence successfully, which they rehearse and then play to other members of their class. Pupils are able to describe the sounds they make, using the correct vocabulary with care. In Key Stage 2, pupils sing a range of songs, sometimes in two parts, showing satisfactory control over both breathing and diction. When singing in two parts, pupils maintain their own parts confidently, showing a clear awareness of how the different parts fit together to achieve the overall effect and they finish together successfully. Pupils are happy to perform their work from memory. They produce their own musical compositions, using a variety of instruments and then suggest ways in which they might be improved. Pupils listen readily to a range of recorded music and they identify confidently the instruments being played. Pupils have developed a sound musical vocabulary and use this with confidence in developing and improving their work.
130. The quality of teaching and learning throughout the school is good, with very good practice observed in a Year 2 class. In this lesson, the teacher's subject knowledge was very good and she had particularly high expectations of the pupils' performance. Lessons are well-planned and brisk in pace, with a very suitable range of resources provided to help pupils develop their musical skills. Teachers' subject knowledge is good and high quality instruction and demonstration are generally provided, although just occasionally initial instructions are unclear, resulting in some pupils being uncertain how to proceed. Much help and well directed support are then provided, however, enabling pupils to make good gains in their musical knowledge, understanding and skills. Teachers make particularly effective use of pupils to demonstrate different aspects of work to other members of the class. Pupils join in the activities with great enthusiasm and commitment, showing considerable creative effort where appropriate and they contribute well to lessons. Their attitudes are consistently very good. They enjoy their music, singing well, playing instruments confidently and working amicably with other pupils. They are happy to listen to music, and are confident in offering opinions about what they hear. Pupils are particularly appreciative of the work of other pupils and they applaud their performances readily.
131. The school uses a number of documents to inform its scheme of work and, through careful planning, all areas of work are covered successfully. The co-ordinator has also drawn up an overall school plan to ensure this coverage. The co-ordinator, who is keen and enthusiastic, sees plans of the work to be covered by her colleagues, but she does not at present have any opportunities to observe class lessons taking place. Limited arrangements are in place for undertaking assessment in the subject, but they are not yet being used effectively to judge either individual pupils' present

attainment or the progress they have made. Effective use is made of a visiting teacher, to enhance the quality of the music provision in the school. The hearing and playing of music from different countries and traditions, such as in the singing of songs from Africa in Key Stage 1, give suitable support to pupils' cultural development. The school makes satisfactory provision for extra-curricular music activities for older pupils and a good range of instrumental tuition is provided.

PHYSICAL EDUCATION

132. Standards at the end of both key stages are in line with national expectations. Pupils of all attainment levels, including pupils with English as an additional language and those with special educational needs, make satisfactory progress.
133. In Key Stage 1, pupils move confidently around the hall, showing suitable awareness of space and of other pupils. They travel successfully on both hands and feet, demonstrating a variety of jumps, hops and landings. They balance confidently on different parts of the body, showing appropriate stillness. Pupils develop a range of dance movements successfully, moving rhythmically to music, and those in Years 1 and 2, for example, imitate readily a flower growing, showing suitable variation in speed and level, as well as introducing gesture into their work. Pupils understand the importance of being active and they can explain some of the effects of exercise on their bodies. In Key Stage 2, pupils perform successfully a range of gymnastic movements, such as jumps, turns and rolls, carrying out their movements both on the floor and on apparatus. Whilst performing their movements correctly, however, few pupils yet introduce adequate quality into their work. Pupils develop their skills of passing, receiving and travelling with a ball confidently and they further develop these skills by taking part in small-sided team activities based on rugby. In taking part in these activities, pupils are beginning to understand the principles of attack and defence. In dance, pupils develop a range of movement patterns successfully, including some from the Indian tradition. Pupils in Key Stage 2 attend swimming lessons during the year. All become suitably confident in the water and, by the end of Year 6, approximately 70 per cent of pupils are able to swim 25 metres unaided. Pupils in Years 5 and 6 develop their outdoor and adventure skills successfully during an annual residential visit to Dell Farm.
134. The overall quality of teaching and learning is satisfactory and in one lesson observed with pupils from Years 1 and 2 it was good. The teachers undertake sound planning and they make good use of a suitable range of resources, to help pupils develop their skills. Clear instruction is provided and this allows pupils to make satisfactory gains in their learning. Members of staff change appropriately for lessons and they all join in and demonstrate for pupils. They have sound subject knowledge and make suitable demands of the pupils' performance. Where teaching is good, particularly clear advice is provided, the teacher has high expectations of pupils' performance and they make good progress. Pupils usually join in appropriately, enjoying themselves and making a satisfactory and, sometimes, good, physical effort. Lessons are generally conducted at a brisk pace, although, occasionally, the pace slows for individual pupils, while they wait to take their turns at using apparatus. Teachers usually show good control and management skills, especially where a wide range of activities is being undertaken. Occasionally, in some classes in Years 5 and 6, a small minority of boys do not give their full attention to their teachers or take activities seriously and misbehave. In such circumstances, the lesson is disrupted and the learning opportunities for other pupils are affected. Teachers often use pupils to demonstrate good practice, but the chance is not always taken to discuss the quality of the work seen, which would help pupils identify the areas where they might improve themselves. Teachers provide help and support to pupils, in all aspects of their work and, in particular, they emphasise the need for safety. In turn, pupils generally show good attitudes, behave well, overall, especially at Key Stage 1, work well alone and with a partner or group and carry equipment carefully and safely.
135. The school uses a variety of documents as the basis for its scheme of work and all aspects of work are suitably identified. Present planning is detailed, with the co-ordinator having produced an appropriate outline of the work that should be covered by each class every term. Although some evaluations are made of pupils' work, no formal procedures are yet used to assess different aspects of their work, or to provide information to help develop pupils' skills further. The co-ordinator has identified ways in which the subject should develop and also supports her colleagues well when

requested. At present, however, she has no opportunity to observe lessons taking place, which would help her identify the progress the pupils are making. She is actively involved in a working party, organised by the local education authority, which is producing a new scheme of work to be used in all their schools. Activities involving counting and measuring, especially in games activities, give support to the school's initiative in numeracy. The performance of dances from other countries enhances pupils' cultural understanding. The school makes satisfactory arrangements for the provision of extra-curricular activities for Key Stage 2 pupils.

RELIGIOUS EDUCATION

136. Standards of attainment by the end of Key Stage 1 are broadly in line with the level expected by the local authority's current agreed syllabus. The standards of attainment of the pupils nearing the end of Key Stage 2 are presently below the level expected. There are clear indications, however, of improvement in the subject and, by the time they leave the school, many pupils are beginning to gain some understanding of what it means to take a religion seriously. They acquire an appreciation of some of the practices and beliefs of Christianity, as well as those of traditions such as Judaism, Hinduism and Islam. Their development of this knowledge, however, has not been systematic in the past and there are gaps in what they have learned. Pupils in Years 5 and 6, however, showed evidence of good gains made in their knowledge of key features of Hindu worship. Similarly, pupils in Years 3 and 4, when exploring with great interest the symbolism of the Seder meal, were able to draw on the knowledge they had already gained about Jewish beliefs and the significance of Passover.
137. Good work is going on throughout the school in developing the pupils' ability to reflect on what they are learning and to respond thoughtfully to the ideas and experiences they are encountering. Good examples of this reflective response were evident, for example, in the quality of work produced by pupils in Year 1 as a result of their visit to a local church. In all of their work, the pupils are encouraged to relate what they are learning to their own feelings and experiences. Pupils in Key Stage 1 are introduced to a range of stories and practices from the various traditions, the knowledge of which they build on as they go through the school. They are developing a good awareness of themselves and the world around them and show sensitivity to the needs and beliefs of others.
138. Pupils throughout the school, including those with special educational needs and those for whom English is an additional language, are beginning to develop a sound awareness of the key ideas, people and practices of the various religious traditions. They are currently making good progress in Key Stage 1 and satisfactory progress in Key Stage 2, with clearer development now evident in the religious education skills, knowledge and understanding on which the pupils can build as they begin to form their own ideas. Good arrangements are now being introduced for formal assessment in the subject, but this has not previously taken place, meaning that the progress pupils make has not been clearly identified or recorded. Pupils of all age groups show a willingness to be open-minded and to value a range of beliefs and the teachers make sensitive use of pupils from various backgrounds in sharing their experience. As their oral skills develop, they show an increasing readiness to discuss and think through important issues. Most pupils in the school are developing the ability to share important feelings with their teachers and other members of the class, particularly through the use of circle time.
139. The quality of teaching and learning is good in Key Stage 1 and satisfactory, overall, in Key Stage 2. The teachers' subject knowledge is, generally, at least satisfactory, and they are becoming more confident in introducing the pupils to the range of religious traditions required. The teachers usually give clear explanations and their questioning encourages the pupils to reflect. They handle the pupils' questions with sensitivity and many use interesting activities in the topics being studied. Stories are used well to develop the pupils' religious understanding. The pupils' attitudes to their work are good. They respond well to the learning opportunities provided and all show interest in what they are doing. The teachers are very well supported by the co-ordinator, who has developed detailed and helpful planning packs for each of the topics currently being studied. Planning already in hand indicates clearly that the subject meets the requirements of the local agreed syllabus. The subject is adequately resourced, and the co-ordinator has identified the necessary materials to

ensure the appropriate delivery of future topics. The school has gathered a useful collection of artefacts for aspects of the religions studied, and also makes good use of a loan service. The range of books available in the library is limited. Good use is made of the subject in supporting the development of pupils' literacy and it clearly makes a good contribution to the pupils' spiritual and cultural development. The use of visitors and of visits to places of worship helps to widen the pupils' awareness of living religion. These visits are very carefully prepared, as evidenced by current work preparing for visits to the Mandir by Years 1 and 2 in their work on special places and Years 5 and 6 in their work about life in a Hindu family, to ensure that pupils learn well from the experience. The subject is clearly developing well.