

INSPECTION REPORT

CASTLE LOWER SCHOOL

Bedford, Bedfordshire

LEA area: Bedfordshire

Unique reference number: 109435

Headteacher: Mrs. E.M. Jackson

Reporting inspector: Miss Savi Ramnath
21334

Dates of inspection: 10th – 13th February 2003

Inspection number: 246907

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Lower
School category:	Community
Age range of pupils:	3 to 9 years
Gender of pupils:	Mixed
School address:	Goldington Road Bedford
Postcode:	MK40 3EP
Telephone number:	01234 300800
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Appropriate authority:	Local Education Authority
Name of chair of governors:	Mr Richard Lindley
Date of previous inspection:	9 th February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21334	Miss Savi Ramnath	Registered inspector	Science History Educational inclusion including race equality	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What the school should do to improve further
31754	Mrs Charlotte Roberson	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for it's pupils? How well does the school work in partnership with parents?
15023	Mr Ali Haouas	Team inspector	English Music English as an additional language	
27568	Mrs Midge Davidson	Team inspector	Foundation stage Design and technology Religious education	How good are curricular and other opportunities?
18498	Mrs Denise Morris	Team inspector	Information and communication technology Physical education Special educational needs	
23026	Mrs Monica Mullen	Team inspector	Mathematics Art and design Geography	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Castle Lower is a large, community school for boys and girls who are 4 - 9 years old situated near to the centre of Bedford. It has 383 pupils organised in 12 classes including the Nursery class and two of which, include pupils of, mixed ages. There are more boys than girls. The school serves families mainly from the local area whose social circumstances are largely more favourable than the national picture, and the proportion of pupils eligible for free school meals at eight per cent is below average. Approximately thirteen per cent of pupils come from a range of minority ethnic backgrounds; very few are learning English as an additional language, and two are at the early stages. Across the school, 33 pupils have been identified as having special educational needs, for a variety of learning and behavioural difficulties, and three have a statement outlining their particular needs. Overall, the proportion of pupils needing additional support is below average. The attainment of children who are admitted to the school covers the full ability range but with a significant number of children who are above the level expected for their age group. Since the last inspection there have been several changes in staffing and major refurbishment of the accommodation.

HOW GOOD THE SCHOOL IS

Castle Lower School provides a satisfactory standard of education for its pupils within a secure environment where pupils can develop and enjoy learning. Children receive a good start in the Nursery classes and are well prepared for the next stage of learning by the end of the Foundation Stage. By the end of Years 2 and 4 standards are above national expectations in English and mathematics and well above the level expected nationally in physical education. In all the subjects where it is possible to make a judgement, standards are in line with expectations. Although the quality of teaching is satisfactory, with examples of good, very good and excellent teaching not all pupils achieve as well as they should. Leadership and management are satisfactory overall. The school provides satisfactory value for money.

What the school does well

- Pupils achieve standards above expectations in English and mathematics and well above the expected level in physical education by the end of Years 2 and 4.
- The quality of provision in the Nursery classes is good and so children make a very good start to their education.
- Provision for pupils with special educational needs is good.
- The school cares for its pupils well and relationships are good.
- Pupils' behaviour and their attitudes to work are good and most are keen to learn.
- Parents are kept well informed and are encouraged to become involved in the life of the school.
- The school's finances are well managed.

What could be improved

- The standards achieved by all pupils especially the higher attaining pupils in the school in subjects other than English, mathematics and physical education.
- The use of assessment information to plan work that is well matched to pupils' needs and levels of attainment.
- The organisation and quality of the curriculum.
- The rigour and frequency of formal, recorded lesson observations by the head teacher and subject co-ordinators in order to improve the quality and consistency of teaching and learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998 and has made satisfactory progress in the areas of improvement noted in the last inspection. Action has been taken on all the key issues, although some aspects have not been fully addressed. Standards in reading are now above expectations at the end of Years 2 and 4. Much work has been undertaken in assessment and good procedures are now in place in most subjects of the curriculum. However, the information gained is not used consistently to help plan

work to meet the needs of all pupils. As a result, higher attaining pupils are not always sufficiently challenged and this remains a weakness from the last inspection. Although some progress has been made in strengthening the role of subject co-ordinators, there is still room for further training and guidance as some are new to their roles. Overall, the role of subject co-ordinators remains undeveloped in monitoring teaching and learning. Provision for children in the Nursery classes has improved significantly and is now a strength of the school. However, there remain some important weaknesses in the Reception classes, which limit the progress that children make. Schemes of work are well established for all subjects and provide useful guidance for planning on a two-yearly cycle. However, in subjects other than English and mathematics these have not been adapted sufficiently to ensure that pupils' skills develop systematically from year to year. As a result, pupils in Years 1 and 2 and Years 3 and 4 are often given the same work regardless of their age or level of attainment. Governors have acted on the findings of the last inspection and are aware of their responsibility to monitor standards. However, they are not involved sufficiently in scrutinising the work of the school and the standards achieved. Apart from tackling the key issues from the last inspection, the school has improved its performance in other areas effectively. The quality of the accommodation both externally and internally has been enhanced and the provision for information and communication technology (ICT) has greatly improved. Overall, improvement has been satisfactory, although much remains to be done. The school has the capacity to improve provided they are prepared to address the weaknesses identified.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	D	B	A	A*
writing	C	A	B	B
mathematics	B	B	A	A

Key	
Highest 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

In 2002, the school's targets for raising standards for Year 2 pupils in reading, writing and mathematics were met and were greatly exceeded in spelling. They were narrowly missed for pupils in Year 4 except in spelling, which was better at the higher level. Realistic but challenging targets have been agreed for 2003 and the school is working hard to achieve them. Over the last three years pupils' performance have steadily improved in reading, writing and mathematics and have exceeded the national averages. Although National Curriculum tests and teachers' assessment at the end of Year 2 in 2002 indicated that boys performed better than girls, inspection evidence shows little difference in their performance.

Inspection findings do not match test results except in writing because there are fewer higher attaining pupils and a larger proportion of lower attaining pupils. Evidence from the inspection shows that the youngest children make a good start to school and their achievements (the progress they make in relation to their initial attainment) are good in the Nursery classes but satisfactory in the Reception year. This is because of the inconsistency in the quality of teaching. Methods and organisation do not always suit the needs of young children. Despite this, most children exceed the standards expected in all areas of learning except in their early writing skills, which are in line with expectations by the time they start Year 1.

In Years 1 and 2, and Years 3 and 4, progress is sustained in some areas of the curriculum and by the end of Year 2 and Year 4, pupils attain standards above the level expected nationally in English and mathematics and well above national expectations in physical education. In science, standards are not as good as the results of the 2002 teachers' assessments and are in line with expectations. This is because work is not well planned to meet the needs of pupils. Although overall standards in ICT are in line with expectations, pupils still have too few opportunities to use their ICT skills to support learning in other areas. In all other subjects, standards are similar to those found nationally, except in geography and music where there was insufficient evidence to make secure judgements.

Overall pupils' achievements are satisfactory in Years 1 and 2 and Years 3 and 4. The above average standards on entry to Year 1 have not been maintained in all subjects. This is because there are weaknesses in the quality of teaching; for example, all pupils are often given the same work regardless of their age or level of attainment in subjects other than English and mathematics, too little use is made of assessment information and higher attaining pupils are not always sufficiently challenged. Pupils with special educational needs and those with English as an additional language make satisfactory progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils enjoy coming to school. Most show enthusiasm and are keen to learn and find out more.
Behaviour, in and out of classrooms	Good. Most pupils understand the school's expectations and behave well in lessons and around the school; however, a small number of pupils do not behave satisfactorily in some lessons. Pupils are aware of the effect of their actions on others.
Personal development and relationships	Good. Pupils relate well towards each other and relationships are good between pupils from different backgrounds. Pupils readily accept the limited number of responsibilities that are available for them.
Attendance	Good. Attendance is above the national average. Pupils arrive at school in time for the start day.

TEACHING AND LEARNING

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

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

The overall quality of teaching is satisfactory but with examples of good, very good and excellent teaching. Since the last inspection, the proportion of teaching judged to be good or better has improved. Teachers benefit from the framework of the National Literacy Strategy and, as a result, the teaching of English is good. Although the teaching of mathematics, science and ICT is satisfactory pupils have too few opportunities to apply their learning to real situations in mathematics; in science they have insufficient experience of recording work and in ICT there are too few opportunities for pupils to develop their skills across the range of subjects. Where teaching is good or better, the strengths include good questioning to motivate and challenge pupils, good planning with appropriate resources effectively used to increase learning, and the demonstration of good subject knowledge which enables teachers to extend pupils' understanding. Where teaching is unsatisfactory, work is not well matched to pupils' prior attainment and the pace of the lessons is slow. Teachers do not make enough demands of the pupils, particularly the higher attainers. As a result, learning is adversely affected. The teaching for pupils with special educational needs and for the few pupils at the early stages of English language acquisition is satisfactory. Where the teaching is very good or excellent higher attaining pupils are well catered for.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a suitable range and quality of learning opportunities for its pupils, enhanced by a good range of visitors. However, the organisation of the curriculum in the foundation subjects and science does not ensure that pupils' skills develop systematically from year to year. The curriculum for children in the Reception classes is not always delivered appropriately to meet their needs.
Provision for pupils with special educational needs	Good. Pupils made good progress, particularly when they receive specialist support. The teamwork between teaching and support staff ensures that pupils receive effective guidance.
Provision for pupils with English as an additional language (EAL)	Good. Teachers give satisfactory support to the small number of pupils who are not yet fully fluent in English. Progress in acquiring English is good.
Provision for pupils' personal, including their spiritual, moral, social and cultural development	Satisfactory overall. In particular, good provision is made for pupils' moral and social development. Provision for their spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Overall satisfactory, but with weaknesses. Arrangements for child protection and to ensure pupils' welfare are good. Assessment procedures are satisfactory in most subjects of the curriculum and good in English and mathematics. However, the information gathered is not used well to plan the next stage of learning and as a result, the needs of pupils are not always well met.

Good use is made of outside agencies to support pupils with special educational needs. There are good links with parents, who are kept well informed about what is taught and the progress their children make.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher, ably supported by the newly appointed deputy headteacher, provides satisfactory leadership. Staff have delegated responsibilities as subject co-ordinators and are fulfilling their roles satisfactorily. The majority, some of whom are new to the role, do not as yet monitor teaching and learning.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very supportive of the headteacher. They fulfil their statutory responsibilities satisfactorily and have an increasing understanding of the school's strengths and weaknesses.
The school's evaluation of its performance	Satisfactory. The headteacher tracks pupils' performance in English and mathematics throughout the school. Good use is made of statistical data to target support where it is most needed. Monitoring of the work in the classroom is not sufficiently rigorous to determine precisely where improvement is most needed.
The strategic use of resources	Good. Funding has been used well to provide good levels of both teaching and non-teaching staff, and to fulfil the school's priorities for development. The management of the budget is good. Specific grants are used effectively for their designated purposes. The school successfully applies the principles of best value.

There is enough teachers and a generous number of support staff to meet the demands of the curriculum. The accommodation is good in that it provides plenty of space for pupils. Learning resources are adequate overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • They make good progress • Behaviour is good • Teaching is good • The school is approachable • The school helps the children to become mature and responsible 	<p>A significant minority of parents wanted improvement in</p> <ul style="list-style-type: none"> • the way the school works with parents and handles complaints [19%] • the information and how their children are doing [25%] • the range of activities outside lessons [29%]

The inspection team agrees with the parents' positive views of the school as it is now, but finds that the teaching is satisfactory overall, that the pupils are making satisfactory progress and that opportunities are limited for the older pupils to take responsibility around the school. Inspectors found that the range of activities outside lessons is satisfactory and broadly similar to that found in other schools. The team acknowledges that the school provides good opportunities for parents to discuss their child's progress. However, the inspection team could not become involved in individual parental complaints, but there is no doubt that a small minority of parents are still not satisfied with a number of issues. The school is keen to rectify this.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

This section should be read in conjunction with the section on standards in the summary. What is reported there is not necessarily repeated here. Details about standards will also be found at the beginning of each subject report and through examples given in those reports.

1. The previous inspection in 1998 reported that standards for pupils in Year 2 and Year 4 met national expectations in all subjects. In the years following the inspection, initiatives have been put into place to improve overall standards: additional resources, improved accommodation, greater analysis of National Curriculum test results, school's focus on reading and writing and the implementation of the National Literacy and Numeracy Strategies. All of these have had a beneficial effect on overall standards.
2. In the 2002 national assessments for pupils at the end of Year 2, standards as measured by average points score were well above average in reading and mathematics. Nearly all pupils gained the expected Level 2 of attainment, with approximately a half reaching the higher Level 3. In writing, results were above average. Compared with similar schools (those with a similar proportion of pupils eligible for free school meals), the results were very high in reading, well above average in mathematics and above average in writing. Although pupils' attainment is above national expectations in English and mathematics the amount of progress is only satisfactory because attainment on entry is above average. Therefore the value added is satisfactory. Based on teachers' assessments, attainment in science was above the national average for those pupils reaching the expected Level 2, and well above average for those gaining the higher Level 3. Over three years, the performance of pupils exceeded the national average in reading, writing and mathematics and with some differences in the attainment of boys and girls. The girls achieved marginally better than the boys in reading and writing but with no significant difference in mathematics.
3. The school has set challenging targets for the pupils' performance at the end of Year 2 in reading, writing and mathematics tests in 2003 and is working hard to achieve them. Targets have also been set for pupils at the end of Year 4 in English, mathematics and science. In 2002, the school's targets for improvements were met for Year 2 pupils but were missed for pupils in Year 4.
4. Inspection findings are not as good as the results of the national tests and teacher assessments of 2002 except in writing because there are fewer higher attaining pupils and a larger proportion of lower attaining pupils. The last inspection report identified the lack of challenge for higher attaining pupils and although this has been dealt with to some extent in reading, writing and mathematics pupils are not being challenged enough to achieve their full potential in all subjects across the curriculum. Not all the issues identified in the previous inspection report have been dealt with sufficiently and as a result standards are not as high as they ought to be. For example, although assessment procedures are now in place not enough use is made of the information gained to inform planning. The lack of rigour of monitoring the work in the classroom to iron out the inconsistency in the quality of teaching remains a weakness.
5. The attainment of children on entry to the school varies, but is generally above the level expected for children of a similar age. Children are given a good start to school life and achieve well in the Nursery classes because of the high expectations of adults in charge and the good quality provision. When they move to the Reception classes progress slows because sessions are too long and work is not always sufficiently adapted to meet the needs of these young children. Despite this, children achieve satisfactorily and by the time they enter Year 1, nearly all are exceeding the Early Learning Goals in all areas of learning except in their early writing skills where standards are in line with expectations.

6. Inspection evidence indicates that pupils achieve satisfactorily in Years 1 and 2 and in Years 3 and 4. This is linked directly to the quality of teaching. Learning is limited because work is not always well planned to meet the needs of pupils of different levels of attainment and higher attaining pupils are not always sufficiently challenged. Work in progress shows that overall standards in English are above the expected level at the end of Years 2 and 4. Standards in speaking and listening are above expectations although speaking skills are better. Most pupils listen attentively to teachers' explanations and instructions, respond appropriately to questions and many confidently and articulately express opinions. In reading and writing, standards are above expectations and better than the findings of the last report. Improvements show the success of dealing with the key issue to raise standards in reading, the implementation of the National Literacy Strategy as well as the school's focus on writing. In mathematics, standards are above expectations and better than those reported in the last inspection. However, pupils have too few opportunities to investigate, experiment and solve mathematical problems. Standards, in science are at the expected level and are similar to those reported in last inspection but are not as good as the results of the 2002 teachers' assessment. Since the last inspection there has been an increased emphasis on experimental and investigative work. However, the delivery of the science curriculum on a two-year rolling programme has resulted in pupils being given the same work regardless of their prior attainment in Years 1 and 2 and in Years 3 and 4. Consequently, standards are affected. Although standards in information and communication technology (ICT) are in line with national expectations pupils have too few opportunities to use the computer to support other areas of their learning. In the majority of other subjects standards are in line with the levels expected nationally. The exceptions are in physical education where standards are well above expectation and in geography and music where there was insufficient evidence to make a secure judgement about standards in all aspect of the subject.
7. Pupils with special educational needs achieve satisfactorily and reach levels of attainment in line with their prior attainment. They make satisfactory gains towards meeting their targets. This is due to good support and the skills of the support assistants who work with these pupils on a daily basis. Just occasionally, there are not enough tasks planned that are linked closely enough to their ability. At these times, learning dips and pupils with special educational needs are not able to fully access the lesson content, except through support. However, in almost all lessons during the inspection, these pupils were well supported and fully included.
8. Not all pupils are achieving as well as they can. This is because assessment information is not used consistently to plan work to meet the needs of pupils of different levels of attainment. As a result, some average and higher attaining pupils do not always achieve as well as they might. The school gives full encouragement to all pupils from different backgrounds and takes steps to ensure that they are fully included in all aspects of school life. During the inspection there was no evidence of significant variations in the attainment of boys or girls or pupils from differing backgrounds or ethnicity.

Pupils' attitudes, values and personal development

9. At the time of the previous inspection pupils were found to have good attitudes to learning, to enjoy their work, to be self-disciplined and to co-operate well with each other. There were strengths in their overall personal development and behaviour was judged as good for nearly all pupils. Pupils were seen to be kind, sensible, intelligent and polite and pupils from different races were said to get along well together. These positive features continue and the school demonstrates that it continues to encourage good standards of behaviour and also that it is promoting good attitudes and values. The majority of parents remain convinced that behaviour and attitudes are good.

10. Behaviour throughout the day is good overall with some examples of pupils behaving very sensibly and kindly towards each other and towards adults. They walk around the school quietly and during play they mix well and enjoy each other's company. They rarely get into trouble on the playground. During assemblies they sit passively and the majority listen attentively. During dinner times in the hall the noise level unavoidably rises but pupils then quieten down when respectfully asked to do so. Behaviour in the Nursery classes is always at least good and often very good.
11. In many lessons there are example of pupils being very eager to learn and behaving very well. In a small number of lessons however high enough standards of behaviour are not always maintained. Pupils, especially in Year 4 and in the Reception Year do not always concentrate and try their best and sometimes become bored and giggly and then behaviour deteriorates and at best is only satisfactory. Older pupils themselves speak unhappily about the noisy atmosphere that sometimes disrupts their classroom. There have been no exclusions and pupils report that bullying and serious trouble are very rare. Pupils feel confident about asking adults for extra support if and when it is needed and say they are treated fairly.
12. Pupils enjoy school and feel secure as part of the school community. They have generally good attitudes to what it provides. They can organise themselves when given the chance and can work co-operatively together in pairs or small groups. They put their hands up and know that they must wait their turn and share. They are usually confident to give their own ideas but sometimes speak in quiet voices and have to be encouraged to contribute aloud in lessons. Not all teachers during the week of the inspection were permanent members of staff but nevertheless adults are good role models and speak kindly and respectfully to pupils and take time to listen to individuals. One supply teacher in the school used praise very effectively and very skilfully encouraged very positive attitudes with her enthusiasm and expression. The school itself has identified a small number of pupils who need extra support and attention in order to behave appropriately and shares strategies with parents to continue the development of positive behaviour.
13. Personal development is satisfactory overall with scope to give pupils just a little more say and in what they do in school. Older pupils have some responsibilities but this aspect of personal development is not currently a significant feature of provision. They demonstrate that they can contribute a great deal to life in the school, when asked to do so but often it is the teachers themselves who make decisions and perform tasks which could be easily done by the pupils themselves. They are being positively encouraged and taught that values and beliefs vary and that different cultures and faiths all contribute to life in and out of school. Relationships are secure and usually very favourable and those pupils who have special educational needs are included and valued very positively.
14. Attendance levels have improved steadily in the last five years and are now better than at the time of the previous inspection and also well above that found in schools nationally. The school reports that several families do take holidays during term time in summer and winter but it does discourage them with regular reminders of the importance of good attendance. Punctuality continues to be good with very few pupils arriving late in the mornings and nearly all lessons start and end promptly. However, a higher than expected number of unauthorised absences are recorded, but education welfare services gives good support to a few families who may cause concern. This figure is made even higher because the school follows very strictly the regulations for recording attendance.

HOW WELL ARE PUPILS TAUGHT?

15. Although the quality of teaching is satisfactory overall, and similar to the findings of the last inspection the proportion of teaching judged to be good or better has improved. However, there are marked variations in the quality of teaching between classes, which lead to inconsistencies in pupils' achievements. Of the sixty-one lessons or parts of lessons observed, ninety-three per cent

observed were satisfactory or better, 30 per cent were good and 18 per cent were very good or excellent. In four lessons (7 per cent) teaching was judged to be unsatisfactory. In these lessons pupils did not make enough progress because teaching did not take into account pupils' prior knowledge and match learning to their needs and teachers' expectations of behaviour were not always high enough. Whilst teaching is broadly satisfactory some weaknesses remain, notably in planning for the different levels of attainment, the slow pace of lessons and low expectations. As a result, pupils do not learn as quickly as they could and higher attaining pupils do not always achieve as well as they might.

16. Teaching for children in the Foundation Stage is satisfactory overall. It is good in the Nursery classes and makes a positive contribution to children's good achievement. The Nursery manager understands the needs of young children and provides a good, stimulating environment, which is effective in promoting learning in all areas of the curriculum. In particular, children's personal and social development is given good emphasis. This plays a significant part in helping children take a more active part in other learning activities. The use of staff, time and resources is especially effective. Planning, knowledge and understanding of the needs of young children and of the areas of learning are good. In the Reception classes teaching is satisfactory rather than good because the organisation of the curriculum is not always appropriate for the needs of young children, not all activities are carefully planned and monitoring is not sufficiently rigorous to ensure that all children gain from the range of activities on offer. In both the Nursery classes and Reception classes good use is made of adults to work with, and support, small groups.
17. The teaching of English and mathematics has benefited from the satisfactory introduction of the National Literacy and Numeracy Strategies. The teaching of English is good. Where teaching is good, very good or excellent teachers have high expectations and there is a high level of challenge. The shared texts are stimulating and pupils are challenged to use vocabulary precisely and adventurously. Discussions at the end of lessons are used well to review the main points of the lesson and to ensure that pupils have a secure understanding of the work before moving them on to the next stage in their learning. However, in some lessons work is not always sufficiently well planned to meet the needs of all pupils, not enough is made of ICT to support learning and pupils are not well managed. In addition pupils have too few opportunities to extend their writing skills in other areas of the curriculum. Overall, teaching is satisfactory in mathematics and science but with some good and very good practice. In successful mathematics lessons there is an appropriate focus on the development of mental strategies at the start of lessons to challenge pupils' mental abilities, maintain their interest and consolidate previous learning. Where teaching was very good in science, information was imparted in a lively and stimulating way, which engaged pupils' interest, and motivated them well. Despite these examples of good practice, pupils still have limited opportunities to develop problem solving in mathematics and to suggest ideas and take more responsibility for planning investigations in science. Although the teaching of ICT is satisfactory and teachers are now more confident than at the time of the last inspection not enough use is made of ICT to enhance learning. No judgement is made about the quality of teaching in music and geography, as there was insufficient evidence. In all other subjects teaching is satisfactory. Whilst teaching is broadly satisfactory, some weaknesses remain, notably in planning for the different levels of attainment. As a result, work is not always as well matched as it should be to the different needs of pupils. Higher attaining pupils do not always achieve as well as they might and work is sometimes too difficult for the lower attaining pupils.
18. Lesson planning has improved since the last inspection. There are good liaison opportunities between class teachers for joint planning and this ensures pupils in parallel classes receive similar learning experiences. The school has adopted the optional national schemes of work for most subjects other than English and mathematics. This has assisted the planning process and also helped to ensure a whole-school approach. In the very best lessons detailed planning ensures that pupils are given work designed to challenge and extend their learning and teachers tailor activities closely to pupils' prior attainment. However, where teaching is satisfactory, the medium term plans, which are completed by subject co-ordinators and used as the basis for delivering lessons on

a weekly basis, are too brief. Plans rarely take account of the needs of all pupils nor give a clear indication of the levels that different groups of pupils should attain or be working towards. As a result, the same work is often set for all pupils and higher attainers are not always suitably challenged. In addition, the provision for pupils identified with special educational needs or with English, as an additional language is not routinely planned. Few opportunities are identified for the use of ICT or for the use of assessment.

19. Teachers' use of time varies. Where teaching is good, very good or excellent maximum use is made of the time available and a brisk pace is sustained throughout the session. This helps to keep pupils' work rate high. Many teachers make good use of the end of lesson whole-class sessions to check on the extent of pupils' learning and to relate the activities back to the objectives of the lesson. However, in many of the foundation subjects and science where sessions are too long, time is not always used to its best effect, with lessons lacking pace. As a result pupils lose interest and cover less of the curriculum than they should. The use of ICT is, however, limited and there are not enough planned opportunities for pupils to use ICT to support their learning in other subjects of the curriculum.
20. Teachers' expectations vary. In the most successful practice challenging activities and high expectations of what pupils can achieve result in good and sometimes very good gains in learning. In such lessons, pupils are managed very well and expectations are high. For example, in an excellent Year 3 gymnastics lesson learning was very high because of the careful planning employed by the teacher. The lesson was broken down into a number of short tasks, with each task more challenging than the previous as pupils move from balancing and rolling actions on the floor to holding positions on apparatus. However, such high quality lessons are not consistent across the school and a common weakness in many of the classes is that expectations are not always high enough. Where work is inappropriately matched to pupils' learning needs this is because teachers do not have a clear understanding of where pupils have reached in their learning and what they need to learn next.
21. In most lessons teachers manage pupils' behaviour well. They have good relationships with their classes, praising good work, and pupils respond by listening well, concentrating on their work and behaving well. In a few lessons where teaching was unsatisfactory teachers do not have high enough expectations of pupils' behaviour and do not ensure that all pupils are working productively. In these sessions they are not vigilant, consistent or firm enough. As a result valuable learning time is lost and some pupils make little progress in their learning.
22. Teachers' use of day-to-day assessment is inconsistent and overall, there is significant variation in the quality of information recorded by teachers. This is mainly due to a lack of a whole-school approach and guidance. While some records give detailed information regarding individual pupil's achievement in all subjects other records are poor, consisting of a few ticks against pupils' names. Although assessment procedures have developed well since the last inspection the use of assessment information when evaluating the success of teaching programmes, and when deciding what pupils should learn next, is underdeveloped. Most teachers make good use of probing questions, which helps to develop pupils' knowledge and understanding. Where teaching is good or better teachers ask questions that vary in difficulty and opportunities are provided for both boys and girls to answer questions and make contributions. In a Year 2 mathematics lesson on position and direction the teacher skilfully asked a range of questions that made very different demands on individual pupils. This kind of sensitive and skilful questioning ensures that all pupils have the opportunities to learn. Although teachers give pupils useful feedback during lessons, and the procedures have improved the quality of marking is inconsistent and little written guidance is provided where improvements can be made.
23. The quality of teaching for pupils with special educational needs is satisfactory and sometimes good. Teaching is good in small groups, or individually, or when pupils are given support in the classroom and their work is related to what is going on in the rest of the class. Just occasionally,

there are not enough tasks planned that are linked closely enough to their ability. At these times, learning declines and pupils with special needs are not able to fully access the lesson content, except through support. However, in almost all lessons during the inspection, these pupils were well supported and fully included.

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

24. The school provides a satisfactorily balanced and broad curriculum for all pupils in each subject of the National Curriculum and religious education. Each subject has an agreed policy and scheme of work. The issue raised at the last inspection, concerning the quality of the curriculum for the youngest children, has been addressed successfully. Overall, teachers and practitioners in the Foundation Stage plan satisfactorily in each of the six areas of learning, basing daily organisation upon skills developed through activities. This has been particularly effective in the Nursery classes and marks a significant improvement since the last inspection.
25. The school follows closely the guidance and curriculum content specified in the National Literacy and Numeracy Strategies. The religious education scheme of work matches the suggested themes defined in the local agreed syllabus, and satisfactorily incorporates developmental ideas from national guidance. Topics in other subjects are planned to be taught in a two-year programme. The learning objectives in these schemes of work are too broad. They do not ensure that pupils of differing levels of attainment and those in mixed age classes make suitable progress in the development of their skills. Insufficient consideration has been given to the length of lessons, which are often too protracted to provide a lively learning session. There are often long gaps between studies in particular subjects, for example geography, which limits knowledge and understanding in those areas. Although some links are made between subjects, for example during the study of castles in history, pupils were also able to design and make their own castles in design and technology, these are not always sufficiently effective in creating a vibrant and rich learning environment where pupils will learn well and make better progress because they understand links between ideas.
26. In this school, many pupils have good literacy skills. At present these are not used effectively in many other subjects. There is limited use of extended writing in history or religious education and discussion skills are not always developed through geography or science. Limited evidence was available of mathematical skills being used across the curriculum, although older pupils have produced graphs to support work in geography.
27. The curriculum is extended well by visits made out of school. For example, during the inspection, a group of the oldest pupils visited the local pizza restaurant to watch the chef and make their own pizza. The religious education curriculum makes a significant contribution in this area. Pupils visit local places of worship, such as the local parish church and the Gurdwara. They recall what they have learned well and use this effectively in later lessons. Linked to their study of other faiths, visitors also come into school, for example a representative of the Sikh community and members of local Christian groups. Individual pupils extend their musical expertise by learning to play the piano, violin and cello. The inspection team supports the school in agreeing that there are a satisfactory number of extra-curricular activities suited to the age of the pupils, although sports activities are limited due to difficulty in accessing the school field.
28. Pupils who have special educational needs are included well into the activities of their classes. They are well supported by carers, whose sensitive understanding ensures that pupils participate in all aspects of lessons and school life. The few pupils, who are at an early stage of learning English, are also sensitively supported and helped to participate. However, the higher attaining pupils are not always sufficiently well challenged in every lesson, due to the limitations of class teachers' lesson planning. Not all pupils in Year 1 have access to the computer suite at this time

of the year.

29. Provision for personal, social and health education is satisfactory. At present there is no established scheme of work or designated timetabled periods for all classes. Pupils in some classes have the chance to talk about different issues and to review their work. Opportunities are planned into the curriculum to share ideas and develop citizenship aspects, such as understanding about the fire and police services. There is an established sex education policy and a drugs awareness policy, and teachers have attended training in this, but at present this is not established as part of the taught curriculum.
30. Community links are developing and are satisfactory. The school is well known within its community and joined with many friends to celebrate its centenary as well as the Queen's Golden Jubilee. Several community groups including sporting clubs use the buildings at weekends. Many visits into the locality are organised for pupils and they have benefited from the support from environmental groups who have given advice on the wildlife garden. There are some growing links with religious community members who lead assemblies and help with clubs at lunchtimes. Some sponsorship has been received from industry to help for example fund sports shirts. The school is very welcoming to students from not only nearby secondary schools but also further afield from universities and colleges. Many Year 4 pupils go to the same middle school and links for example, for pupils with special needs are close and purposeful. Overall links with partner institutions are good.
31. Overall the quality of provision for pupils' spiritual, moral, social and cultural development is satisfactory with social and moral aspects being well maintained since the last inspection. Spiritual development is satisfactory. It is promoted through a range of visitors from different faith backgrounds including Christian, Muslim and Sikh as well as a lunchtime Christian club. Pupils learn about and reflect on the shape of different buildings, the use of symbols, and their significance in different religions. Pupils' contributions are valued and this effectively raises their self-esteem and feelings of well being. This was reflected in pupils sometimes being invited to talk about particular festivals like Eid. However, opportunities are often missed in assemblies to provide a spiritual dimension and enable pupils to reflect on aspects of their own lives and the wonder of the world around them. Opportunities in religious education are limited for instance when pupils study places of worship, and rarely go beyond description to enable them to explore feelings and build on the experience they gained from the visits they made. Overall, spiritual development is not systematically planned across the curriculum.
32. Provision for pupils' moral development is good. The school promotes a clear moral code for behaviour, which has been developed with the contribution of pupils. Good use is often made of stories to promote moral values both in assemblies, through literature and for younger pupils through circle time. For example, during an assembly, which was well presented, older pupils listened very attentively to a story and responded well as they discussed the need sometimes to overcome fear and make sacrifices when trying to save others. However, teachers' expectations of pupils' behaviour are not always consistent and on occasion ground rules for self-discipline are not reinforced.
33. Provision for pupils' social development is good. The school has a positive system for rewarding pupils, making them feel valued and praise their achievements. Pupils are encouraged to contribute to decision making for instance when they participate in interviewing new teachers and provide feedback to the headteacher and governors. They contribute articles and book reviews to the school's newsletter. Pupils in Year 3 entertain the retirement club members at the local church by singing traditional carols at Christmas. Many take on responsibilities within their own classrooms and older pupils act as playground friends and help to care for the youngest pupils including when they are newly admitted. Older pupils are encouraged to become independent when researching information and are given access to the computer suite and the library.

34. The school makes satisfactory provision for pupils to gain understanding of their own cultural heritage through the study of British history and literature and the range of visits within the locality. Pupils take part in a number of local festivals and events for instance the Bedford River Festival, the towns' recreation of Dickens' Christmas and art exhibitions where pupils and members of the community contribute exhibits. They enjoy theatre visits linked to their study of the Romans and Vikings and to St Paul's' church to find out about the siege of Bedford Castle. Provision for pupils to develop their understanding and appreciation of other cultures is developing through opportunities that are offered in music and religious education. The school does not sufficiently draw on the cultural and linguistic diversity within the school and in the community.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. Positive relationships were recognised at the time of the previous inspection and these, together with the care and concern shown by staff towards all pupils, were central in the provision of a secure environment. Some good features were evident in for example its arrangements for child protection, as well as in the way the school monitored and promoted both good standards of behaviour and of attendance. Apart from the lack of a formal policy on the dangers of drugs misuse there were no weaknesses noted in provision. The schools systems for monitoring pupil's academic progress were however not secure but these have now improved. Overall standards of care are good and many well-established procedures are in place to guide welfare. A real strength in the school is the very good team of staff some of whom have dual roles, for example many are mid day supervisors as well as learning support assistants, who have been well trained to support pupils many and varied needs. They know the pupils well and are very patient and caring towards them.
36. All pupils are well cared for. Arrangements for child protection are appropriate. The school has no formal policy itself but nevertheless follows locally agreed procedures and the headteacher takes a full part in review meetings as necessary. She is trained in child protection and is able to get advice from many outside agencies that work with the school. All staff receive in-service training to maintain and update their knowledge and understanding of procedures. The needs of looked after pupils are understood and properly met and overseen by the headteacher. Care plans are shared when necessary. Many staff are fully trained in first aid including the headteacher who is very knowledgeable and she ensures good practice is followed including record keeping. If medicines are administered they are done so according to safe working practice. The school nurse is a regular visitor to the school and has been included in the delivery of the 'Healthy Schools' programme. All staff work consistently together to ensure pupils with allergies are as safe as possible. Overall standards of care and welfare for all pupils are good.
37. A regular audit of health and safety is carried out and governors have been fully involved in monitoring the policy and in assessing risks. The reviewed policy for ICT includes measures agreed with parents to ensure the safe use of the Internet in school. The new policy to promote racial awareness, which has been written by a parent, who is also a governor, is good. The school is also active in ensuring that there is good access to all areas of school for disabled pupils. Dinners are of good quality and pupils are well cared for and supervised during the lunchtime. Plans are now in place for the team of mid day supervisors who are trained in many areas to receive training on games and play activities. The facilities on site for caring for pupils before and after school are well used and are over subscribed.
38. Procedures and arrangements to promote good behaviour in some classes are very effective but are satisfactory overall because teachers in a few classes do not consistently manage behaviour to a good enough standard. Pupils are encouraged to be involved in setting class rules themselves at the beginning of the year and these are displayed clearly. Teachers have many strategies to encourage positive responses for example 'Golden Tickets' which can lead to 'Golden Time' on Fridays are given for extra thoughtful actions or especially good work. Achievements are

recognised and celebrated in assembly. There are examples of verbal praise being used effectively. However, there are times when expectations for behaviour are not put across clearly and consistently enough and when routines are not well enough established. There are sometimes difficulties in managing behaviour within lessons and some pupils do not fully understand how to behave appropriately. Procedures to eliminate bullying and oppressive behaviour are however good.

39. The school promotes good attendance. Most pupils have a very good rate throughout the year and are rarely absent. Procedures to record and monitor attendance are good. The school does however record a higher than expected number of absences as unauthorised and this is partly because staff are always very strict in following procedures. A few families are supported by the education welfare service, which together with the school is successful, in most cases in getting all pupils to attend school.
40. The personal development of pupils is satisfactory. They are well cared for and effectively supported in their daily school lives, by all staff. However, although there is an overall personal, social and health education policy to drive practice, few opportunities were planned during the week.
41. Procedures for assessing pupils' work have improved since the last inspection. Overall they are satisfactory. In English and mathematics a good range of assessment procedures inform teachers about pupils' progress. Reading tests take place on a six-monthly basis so that improvements can be monitored regularly. National Curriculum in Year 2, and optional tests in Years 3 and 4, provide information that is effectively analysed to predict future achievements for each pupil. Analysis is undertaken in relation to gender and ethnicity to monitor how well different groups of pupils are doing. Analysis of results has led to improved marking procedures and to a more rigorous homework policy.
42. The monitoring and tracking of pupils' academic progress, as they move through the school, are also good in English and mathematics and satisfactory in other subjects. End-of-year tests are used to ensure that pupils are making sufficient progress. Targets are set, and booster groups identified on the basis of these test results. However, the use of assessment data to inform the next stage of planning, teaching and learning in lessons is unsatisfactory. For example, the lack of different tasks for pupils of different levels of attainment in many lessons has an impact on the learning of the highest attaining and sometimes the lowest attaining pupils in these lessons. Teachers do not always use assessment information well enough to plan their lessons and too often, the same task is given to all pupils in the class. This limits how much some groups of pupils can achieve. This inconsistent use of assessment is not only due to changes in staffing recently, but is also because planning does not regularly indicate opportunities for assessing individual skills and knowledge. A high quantity of information is collected through end-of-year and end-of-module tests and assessments, but it is not used well enough in all classes to pinpoint specific objectives for each pupil's learning. Assessment data is well used however, to identify groups of pupils who need additional teaching to achieve their targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents and carers are supportive of the school and learning at home and are keen to know what is going on and to get involved. There have been some developments and improvements in the way they are kept informed both on a daily basis and at the end of the year in written reports. Partnerships are a good feature but there is scope to improve some aspects of communication still further and for the school to be more active in seeking parents and carers views.
44. Parents' views of the school are very mixed and on balance are judged as satisfactory. Through the many written letters to inspectors, a very high number of responses to the pre inspection

questionnaire and the views of several parents and carers who attended a meeting before the inspection it is clear that many parents are very satisfied with the standards of education and care provided by the school. However, a significant number do raise some concern with the way the school caters for the more able especially in Year 4, with the information they are given and with the impact on their children's learning and happiness caused by staffing difficulties in recent months. Many parents are not satisfied with the provision of extra curricular activities. They have mixed views about homework with some parents believing it to be well organised and purposeful while others find it inconsistently given and marked. Those who do express their worries to the headteacher report favourably that time is given to listen but also that attempts made to sort out problems have not always brought immediate solutions or success. Some concerns, which have been raised, remain unresolved.

45. The school is welcoming and open to parents and carers and successful in involving many in the life of the school. Very good support is given through the Parents Teacher Association. Events are well organised and very well supported and substantial sums of money are raised from within the community, which have for example funded the recent outdoor play equipment. There is no shortage of parents who are willing to become school governors and many are involved at this level. Many parents help on a very regular basis in most classes across the school and their involvement is welcomed and valued. Many volunteer to assist on school visits. A well-written home school agreement is effective in establishing involvement expectations. At the time of the last inspection some recommendations were made concerning the involvement of parents in the home reading scheme and in the way teachers monitored this. Home/school reading books have been introduced which are now very well used for most of the younger pupils but not generally by teachers for pupils in Year 4.
46. Information, both written and verbal, has some good features. The headteacher sends very regular and clearly written letters home, which keep parents and carers well informed about many issues. Several teachers in partnership with parents write and edit a termly newsletter "The Keep" which also gives informative and useful information. The summer written reports are now detailed and give a good picture of achievements in all subjects, plus targets for the future. Governors write the annual report, which is well presented and includes up to date and accurate information. Particularly well written booklets are shared with parents of Nursery aged children. Parents of pupils who have special educational needs say they are kept fully involved and informed. More importantly however, teachers are accessible at the beginning and end of every day in the playground should parents and carers want either a quick word or to arrange a more convenient appointment. Despite these positive aspects to information there are still some parents and carers who are not satisfied with the quality, quantity or timing of information.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The headteacher provides satisfactory leadership and management. She is well supported by the newly appointed deputy headteacher whose expertise complements hers and in a very short period of time she has made a very good contribution. Evidence of this is seen in the way the deputy headteacher has undertaken her delegated responsibilities, effectively and provided a clear agenda for formalising procedures in Years 1 and 2 and for improving the role of subject co-ordinators. The partnership between the headteacher and deputy headteacher is good. Regular meetings with the senior management team are positive in their shared commitment to maintain the good standards in reading, writing and mathematics. Curriculum co-ordinators contribute satisfactorily, but a significant number of these are inexperienced or recent appointments. Overall, co-ordinators have yet to make an impact and do not have a sufficiently clear picture of the standards in their subject or of the progress pupils make. This has meant that neither the headteacher nor the governing body is receiving accurate enough information about all curriculum areas. The role of co-ordinators remains underdeveloped, a weakness identified in the last inspection. There are no formal co-ordinator systems to enable newly appointed co-ordinators to find what has already

been achieved and what still needs to be improved.

48. The overall improvement since the last inspection, in 1998, is satisfactory. Although progress in addressing the key issues raised in the last inspection has, overall, been satisfactory, in some instances, there is still work to be done. For example, although the school has successfully improved standards in reading, writing and mathematics, which are higher than at the time of the last inspection standards, are not as high as they could be in other subjects. Although provision in the Nursery classes is now good and the school has put in place assessment procedures in nearly all subjects of the curriculum insufficient priority has been given to raising teacher's expectations of higher attaining pupils in all subjects, using assessment information to plan work to meet the needs of all pupils and in developing the role of subject co-ordinators. As a consequence, higher attaining pupils are still not doing as well as they could and weaknesses remain in the inconsistency in the quality of provision in the Reception classes.
49. The clearly stated aims and values of the school are promoted satisfactorily and are largely met. The school is committed to the promotion of positive attitudes and relationships and there is a good ethos for learning. However, satisfactory teaching and the lack of challenge for higher attaining pupils prevent pupils from realising their full potential.
50. The effectiveness of the governing body in fulfilling its responsibilities is satisfactory overall. Members of the governing body have a good commitment to the school and confidence in the headteacher whom they support well. The chair of governors meets regularly with the headteacher and governors meet regularly to oversee the work of the school. The committee structure is well established and working effectively. Key governors are active and keen to use and extend their expertise. They visit the school on a regular basis and are kept informed by subject co-ordinators. However, the governing body is too reliant on these sources for information and has too few strategies for holding the school to account. At present governors do not yet fully understand the school's strengths and weaknesses well enough to help them guide the school forward more rigorously. Consequently, their involvement in the strategic management of the school remains underdeveloped.
51. The arrangements for monitoring and evaluating identified, as a key issue in the last inspection report remains unsatisfactory. Although the school has in place a programme of monitoring, systems are not sufficiently rigorous or frequent enough to iron out the inconsistencies in the quality of teaching and learning across the school. In addition, the evidence gained from these monitoring activities is not evaluated effectively to target support where most needed. The role of subject co-ordinators remains underdeveloped. This is because some have insufficient time and in some cases experience, to carry out these roles effectively. Informally, they support their colleagues with advice and most have a good overview of the subject when writing the medium term plans. However, there is no rigorous structure to their work in relation to monitoring pupils' work to ensure that learning develops systematically from year to year and that the needs of all pupils, especially the higher attainers are met.
52. Procedures for writing the school improvement plan (SIP) are satisfactory. The plan is the product of discussions between staff. Although it is presented to the governing body for discussion before it is finalised, governors are not consulted in the initial stages nor in the evaluation at the end of the year. However, its usefulness as a planning tool is limited because the current organisation makes it difficult to identify priorities.
53. Financial planning is satisfactory overall and there has been satisfactory improvement in managing the school's resources since the last inspection. Governors are now more involved in financial planning and regularly monitor budget statements and evaluate spending decisions. The finance committee has a good overview of the budget and a clear awareness about the cost of developments. Spending decisions relate appropriately to priorities and the principles of best value are fully applied. For example, the school seeks to ensure competitive tendering for all services

and goods. Comparison of performance against those of other similar schools, as well as all schools nationally, is a key feature of the provision at the school, which enables staff, pupils and parents to be aware of how well the school is doing. Consultation with staff and the community is less well developed, but is beginning. For example, staff are beginning to be involved in setting priorities as part of their subject management role, but as yet, this is in the very early stages of development. The school is beginning to challenge itself and ask questions relating to the services it provides; governors seek the best value for services and goods at all times.

54. Satisfactory use is made of the school's resources and funds. For example, recent grants to enhance provision and expertise in ICT have improved the quality and confidence of staff expertise and have enabled an effective ICT suite to be established. This suite is not, however, yet being used well enough in order to raise pupils' standards. Budget delegation to co-ordinators is satisfactory. Action plans are developing, although in some subjects, such as geography and science, they are not used consistently to influence spending decisions. Delegation is based on historical allocations which may, or may not, be sufficient to address the needs of a particular subject.
55. The governors' role in identifying priorities for spending as part of the school improvement plan has improved since the last inspection, but remains only satisfactory. Although the governing body sets the budget, there remains an over-reliance on the headteacher about major priorities and governors do not have sufficient involvement in identifying priorities. Day-to-day administration and control of finances are good. Effective procedures are in place to ensure checks are made on all spending. ICT is appropriately used to monitor, collate and record spending.
56. Despite recent disruptions in staffing and senior personnel provision, there is a sufficient number of suitably qualified teachers to meet the current needs of its pupils and the demands of the curriculum. There is also appropriate provision for the teaching and support of pupils with special educational needs. The school is generously staffed with classroom assistants who make a useful contribution towards pupils' progress and general well being. Procedures are in place to ensure inexperienced teachers are provided with the required levels of assistance. Newly qualified teaching staff receive adequate support, including a reduced teaching load. Performance Management procedures are properly in place. The procedures are carried out with the required regularity for all teaching staff and the headteacher. Targets are agreed and appropriately set. These most usually encompass aspects of classroom performance, co-ordinators' roles and personal development.
57. The quality of accommodation has improved since the time of the last inspection both in terms of its condition and organisation inside and also in the outside environment. Considerable improvements have been made to external grounds, which are attractive, well maintained and well used. Overall accommodation is of a good standard. There are still plans to develop some areas within school further and redecoration is sensibly undertaken regularly. Toilet areas are adequate and kept very clean and there are good facilities for disabled pupils also. Ramps enable access to each of the three buildings. Storage is still in short supply but resources are on the whole well organised and tidily stored and used well. Resources have improved for reading and for ICT and overall resources are satisfactory in most areas of the curriculum. There are some good resources for music and for design and technology.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further improve the quality of education and raise standards, governors, headteacher and staff should:

- **Improve the progress of all pupils especially the higher attaining pupils by:**
 - using assessment information thoroughly to provide a better match of work to pupils' previous attainment especially for higher attainers;
 - raising teachers' expectations of what pupils can achieve;
 - ensuring that teachers' plans in subjects other than English and mathematics identify more precisely what pupils of different levels of attainment, including those with special educational needs and those who are not fully fluent in English, are expected to learn and do by the end of the session.
[paragraphs 4, 6, 8, 15, 17, 18, 20, 22, 42, 79, 84, 91, 93, 102, 109, 111, 124, 127]

- **Improve the quality and organisation of the curriculum by:**
 - further adapting the schemes of work in the foundations subject and science in order to ensure that learning develops systematically one year to year;
 - ensuring that better and more efficient use is made of the time available in the afternoon sessions so that lessons for science, history and geography are not overlong and that the end of day sessions are used effectively;
 - providing more opportunities for pupils to develop and apply their mathematical knowledge in problem-solving;
 - ensuring that ICT is actively and regularly used to support subjects of the curriculum;
 - creating more opportunities for pupils to plan their own experiments and improve their recording of investigative work.
[paragraphs 6, 17, 18, 19, 25, 80, 85, 86, 89, 91, 101, 111, 115]

- **Improve the frequency and rigour of the monitoring of teaching and learning undertaken by the headteacher and subject co-ordinators providing where necessary, guidance and training.***
[paragraphs 47, 51, 80, 93, 102, 106, 116, 120, 126, 130]

In addition to the key issues, the governors should consider the following additional less significant issues for inclusion in the action plan:

- improve the effectiveness of the school development plan as a helpful management tool by making more explicit the priorities. [paragraph 52]

- ensure that the governing body takes a strategic role in planning the development of the school, and acts as its critical friend in scrutinising its work and the standards achieved. [paragraphs 50, 55]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	9	18	28	4		
Percentage	3	15	30	45	7		

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	33	318
Number of full-time pupils known to be eligible for free school meals	0	29

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y4
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	3	30

English as an additional language

	No of pupils
Number of pupils with English as an additional language	44

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.8
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	30	25	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	28	28	29
	Girls	25	22	23
	Total	53	50	52
Percentage of pupils at NC level 2 or above	School	96 (86)	91 (90)	95 (92)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	27	29
	Girls	23	23	24
	Total	50	50	53
Percentage of pupils at NC level 2 or above	School	91 (87)	91 (87)	96 (94)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
210	0	0
4	0	0
30	0	0
3	0	0
4	0	0
7	0	0
4	0	0
14	0	0
14	0	0
2	0	0
1	0	0
3	0	0
4	0	0
2	0	0
0	0	0
0	0	0
13	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y4

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	24.5:1
Average class size	29

Education support staff: YR – Y4

Total number of education support staff	12
Total aggregate hours worked per week	255.10

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0 : 1
Total number of education support staff	4
Total aggregate hours worked per week	81.25
Number of pupils per FTE adult	13 : 1

FTE means full-time equivalent.

Financial information

Financial year	April 01- March 02
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	£
Total income	713 011
Total expenditure	678 179
Expenditure per pupil	1 921.19
Balance brought forward from previous year	22 093
Balance carried forward to next year	56 924

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	279
Number of questionnaires returned	196

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	41	8	1	0
My child is making good progress in school.	34	56	7	0	4
Behaviour in the school is good.	35	58	3	0	4
My child gets the right amount of work to do at home.	24	48	14	4	10
The teaching is good.	38	51	4	1	6
I am kept well informed about how my child is getting on.	24	48	23	2	2
I would feel comfortable about approaching the school with questions or a problem.	48	42	6	2	2
The school expects my child to work hard and achieve his or her best.	38	46	5	1	9
The school works closely with parents.	33	44	16	3	5
The school is well led and managed.	28	52	10	5	5
The school is helping my child become mature and responsible.	35	51	4	2	8
The school provides an interesting range of activities outside lessons.	15	40	24	5	15

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

58. Provision for children in the Nursery classes is good. It continues to be satisfactory through the Reception year. Children are admitted to the Nursery classes during the year in which they become three, and at present there are 65 children attending on a part-time basis. Most of these children will move to the Reception classes of the school, where at present they are taught in three classes, one of which also has children from Year 1.
59. Children settle easily and quickly into the school and are happy to work and participate in activities. They respond particularly well to the routines of the Nursery classes and the good relationships established with the adults who work with them. The transfer to the Reception class is managed sensitively. Children are used to sharing their outside playing area, and the easy access of the new rooms makes for a smooth move into 'school'.
60. The significant number of children entering the Nursery classes with above average level of ability means that attainment on entry to the school is generally above that which would normally be expected. Children make good progress as they mature in the Nursery classes, due to a good range of activities, which enable them to choose for themselves, as well as working with an adult, for example when they make Eid cards or model with clay. They benefit greatly from a particularly well organised environment, where practitioners work together effectively as a team and follow the development of individual children in their designated groups. Satisfactory progress is maintained in the Reception classes. Children achieve satisfactorily through the Foundation Stage, and most are in line to exceed the nationally agreed Early Learning Goals for children of their age in all areas of learning except their early writing skills which are at the level expected.
61. The curriculum is planned satisfactorily by identifying skills to be developed through activities. In the Reception class, children are beginning to experience aspects of the National Literacy and Numeracy Strategies, as is appropriate for their age and development.
62. The quality of teaching is satisfactory overall. In the Nursery classes, the practitioners provide a good learning environment for the children. There is a particularly good balance between adult led and child selected activities. As the team works so well together, the atmosphere created is calm, happy and welcoming. Teachers keep satisfactory records of what their group of children know and can do. However, at present there are no consistent methods used to check the participation of children in those activities not led by an adult, for example, sand play or building with bricks. Teaching in the Reception classes is satisfactory although there were examples of very good, good and unsatisfactory teaching seen during the inspection. Where teaching was very good children responded well to exciting activities and praise from their teachers. When children are engaged in structured play activities, which support the teaching in literacy their learning is more effective. For example, making Kings' Kites, while learning about the letter K and later flying them outside. Teachers manage their classes well, and the adults working with them take an appropriate role, becoming engaged in activities to support learning, like playing domino games and helping with letter formation.
63. Relationships with parents are good. In the Nursery classes there is ample opportunity for parents and carers to talk to the Nursery manager at the start of each day as the children are welcomed into school. Each teacher accompanies their children to meet parents after school and contacts are friendly. In both the Nursery classes and Reception classes, parents and carers are encouraged to stay and support their own children where necessary.
64. There are few children identified as having special educational needs in the Foundation Stage. Where they are identified, they are supported appropriately by an adult and they take a full part in

lessons and make satisfactory progress. There are very few children at the early stages of acquiring English. These children are supported sensitively and encouraged to participate in all the daily activities of the class. Outside agencies are appropriately employed to assist with the learning of English.

65. The levels of attainment in most areas of learning indicate an improvement of standards since the last inspection. However, it should be noted that the judgement of attainment on entry to the school is above average, indicating a change since the last inspection when this aspect of the school was inspected according to the areas of learning for children under five.

Personal, social and emotional development

66. Children achieve satisfactorily in this area and most are on target to exceed the Early Learning Goals at the end of the Reception year. A particularly good start is made in the Nursery classes, where children learn how to behave in school. They begin to learn how to take their turn to speak. They respond well to questions and form particularly good relationships with the adults who look after them. They concentrate for long periods of time playing with particular activities. Two boys were able to play alongside each other, telling stories about the trains they were driving around the track. Brightly coloured labels and pictures help them to identify their coat pegs, so that they can get themselves ready for outside play. They know where to store their shoes whilst in the sandpit, and all children try to put their shoes back on themselves. Children in the Reception class learn how to raise their hands to answer questions. They line up in the correct places to come into school and walk to lunch. They are responsible for changing for physical education and know how to collect the correct aprons for water play and art. Children are friendly, confident and happy. They are eager to describe what they are doing and explain what is going on in the classroom.

Communication, language and literacy

67. Children make satisfactory progress during their time in the Foundation Stage and most are in line to exceed the Early Learning Goals in reading and speaking and listening. Where teaching is good, speaking and listening skills are developed through good organisation and by providing well planned opportunities to discuss stories, books and what has been done during the session. Children make good advances with their reading skills. The stimulating display in the Nursery classes, which is full of words, coupled with a continuing concentration upon monitoring individual progress in reading in the Reception classes, ensure that most children are on target to exceed reading expectations by the end of the Foundation Stage. Most children are supported well at home in this area of learning. They learn how to handle pens and pencils in the Nursery classes and have opportunities to make cards and send them. They realise that writing is about making marks, and some write letters and lists. In the Reception classes children experience elements of the literacy session. They often read a big book together, and have opportunities to write speech bubbles for the characters in the reading scheme. These activities consolidate well their knowledge of the simple words required for the beginning of reading. They learn the names of sounds of letters well, painting rainbows for 'r', and making 'ten terrible trolls' for 't'. Children learn to recognise their own names in the Nursery classes. In the Reception classes they not only learn to write their names correctly but also those of their family and have fun making sentences using words, which start with the same letter. However, there are not always sufficient planned opportunities for higher attaining children with a good knowledge of sounds and reading skills to use these skills when writing. Frequently writing activities are not sufficiently challenging.

Mathematical development

68. Overall children achieve satisfactorily in the early mathematical development. By the end of the Foundation Stage most are on target to exceed expectations. In the Nursery classes, adults take every opportunity to develop children's early mathematical skills, by asking questions and pointing out numbers and shapes. They regularly sing songs and rhymes to learn the days of the week and

count how many children are present in their group. In the Reception classes children line up in pairs for physical education lessons, reinforcing their knowledge of counting in two's. They use shapes to make pictures, using magnetic bricks, and later using computer programmes. They successfully make the letters of their name in interlocking bricks and learn how to count beyond ten with increasing confidence. The older children make symmetrical pictures with paint and use construction kits to investigate how shapes fit together. They learn about measurement by making a paper chain to fit the length of the hall and they compare the height of the Three Bears, using vocabulary like 'tallest' and 'shortest'. Good use of resources, like individual number caterpillars, which are used when answering questions, enable the teacher to ensure all children are joining in and gives her a chance to see who is able to answer correctly.

Knowledge and understanding of the world

69. Children achieve satisfactorily in this area of learning and most are in line to exceed the Early Learning Goals at the end of the Reception year. The planning related to skills is particularly effective in this area. In the Reception classes children make biscuits, understanding about measuring, as well as the properties of flour and liquid. They discover what will happen to their mixture when it is cooked. The youngest children work well with an adult and guess and test whether objects will float or sink. All children have suitable opportunities to stick, cut and join recyclable materials, like boxes, to make models. In this area, there is good progression in learning skills from Nursery through the Reception year, and forms the basis for effective learning in the future. In the Nursery classes children use their senses and discover the 'gooeyness' of playing with coloured cornflour and water. From the earliest days, they are encouraged to use a computer mouse to select and move objects on the screen to help them to count and to listen to animated stories. These skills are developed in the Reception classes, when children use a paint programme to draw pictures. Contributions to cultural development are good. Children learn about different places of worship, they make Eid cards with Islamic patterns and they celebrate a variety of festivals from all major world faiths. At the time of the inspection children were involved in celebrating the Chinese New Year. They made lanterns and investigated the Chinese year in which they were born.

Physical development

70. The good quality of provision for this area of the curriculum ensures that most children are on target to exceed the Early Learning Goals by the end of the Foundation Stage. All children use the outdoor play space, and have plenty of opportunities to climb and balance. They also use wheeled toys and learn how to throw and catch large balls. In the Nursery classes, practitioners join in well with these activities, ensuring that children make good progress in developing their skills. The older children benefit from having specific physical education sessions in the hall. They learn how to balance and slide along apparatus and throw and catch small equipment, like beanbags. Children understand that exercise is important and may make them 'out of breath' and learn to improve their movements by watching others. In the Nursery classes there are many planned activities designed for children to develop their cutting skills and to learn to use different types of pencils, brushes and crayons for colouring and writing.

Creative development

71. Children achieve satisfactorily in this area and the majority are in line to exceed the Early Learning Goals by the end of the Foundation Stage. Children have good opportunities of experimenting with paint in the Nursery classes, making pictures in vibrant colours, of people 'who help us'. They experiment with printing, using blocks and string. In the Reception classes, they use fabric and paper to make collage pictures, contributing to large displays of nursery rhyme and folk story illustrations. Throughout the Foundation Stage children have chances to become involved in creative role-play, using the house and dressing up. This area is less well developed and is not always supported by adults to develop vocabulary and extend imaginative ideas. Children enjoy

music. They sing and move well to familiar songs in the Nursery classes. They learn how to make sounds and experiment with percussion instruments in the Reception classes.

ENGLISH

72. Inspection evidence shows that standards are above the level expected nationally for pupils in Years 2 and 4 and have improved since the last inspection when standards were deemed in line with the national expectations and progress satisfactory. Test results in 2002 in writing are similar to inspection findings but in reading results are better. Issues in the last report with regard to the range of reading and the availability of books have been effectively addressed. In addition, the school has had a school wide focus on writing, which is having a positive impact on standards. The majority of pupils, including those with special educational needs achieve well against their prior attainment.
73. By the end of Year 2 and 4, standards in speaking and listening are above expectations. Pupils in Year 2, listen and speak confidently in a wide range of contexts, take an active part in discussions and share their work with their peers for instance at the end of literacy sessions. Where the teaching is good, very good or excellent pupils demonstrate good levels of awareness of their peers as an audience and adapt their speech well according to the task in hand. Effective questioning helps them to explain particular features in the shared text, for instance when they discuss rhythm and rhyme giving good explanations of what some of the words like “cauldron and ‘broth’” mean.
74. By Year 4 pupils build well on their previous learning. In Year 3, pupils working in the ICT suite use the teacher’s own example and demonstration of effective instructions and work in pairs to provide their own. They realise how important it is to use accurate vocabulary and improve their use of language to give instructions. In Year 4, higher attainers communicate their ideas effectively about texts they have studied and show good understanding in discussion. However, despite the above expected standards, opportunities for speaking are not regularly planned or extended. The subject leader is aware that there are no arrangements for assessing listening and speaking skills and intends to develop them in the future.
75. Attainment in reading by the end of Years 2 and 4 are above expectations. Pupils in Year 2 read a range of texts with fluency, accuracy and good expression. They tackle unfamiliar words by ‘splitting them’, ‘sounding them out’ and using a range of clues to gain meaning. The consistent focus in teaching of letter and sound patterns as well as the teaching of library skills on a regular basis has a positive and direct impact on reading standards. Higher and average attaining pupils recognise the meaning of unfamiliar vocabulary and express preferences in texts. Most pupils are familiar with the organisation of non-fiction books and use the content and index pages appropriately to find information.
76. In Year 4, most pupils are highly motivated, confident and read a range of texts. Many talk about the plot and characters in some detail and justify their preferences. Lower attaining pupils are keen to read and use their knowledge of sounds to tackle unfamiliar words. Although they read hesitantly, the majority make good progress over time. All pupils keep an individual reading record with positive contributions by parents who regularly enter comments and use the record to communicate with the teacher. Recent improvements have been introduced by the newly appointed subject leader to ensure that regular records are kept and assessment used to inform planning and set improvement targets. Substantial improvements have been made to library facilities with a designated member of staff taking on this responsibility. All pupils have a timetabled session in the library every week.

77. By the end of Year 2 and 4, standards in writing are above the level expected nationally. In Year 2, higher attaining pupils write extensively developing their ideas in sequence and using a range of punctuation including speech marks with accuracy. Handwriting is legible and spelling is accurate. Higher attaining pupils achieve well and this is reflected in their longer pieces of writing, the use of a wide range of vocabulary and control of punctuation. Although average attaining pupils do not write at such length they still make good progress over time and this is reflected in their independent writing. Lower attaining pupils have insecure spelling and produce limited work.
78. In Year 4, higher attaining pupils write extensively and produce a variety of narrative and non-narrative texts. Writing is well organised with appropriate use of paragraphs and complex sentences. Evidence from the analysis of work shows that the majority of pupils achieve well against their prior attainment, making gains in the use of punctuation and the organisation of their writing. Spelling is mainly satisfactory and handwriting is legible and mostly joined. However presentation is variable. Despite the above expected standards in writing opportunities to extend the pupils literacy skills in other subjects of the curriculum are limited.
79. The quality of teaching is good overall. In the best examples, teachers have a good knowledge and understanding of the literacy strategy reflected in effective methods, high expectations and well-planned activities. Lessons are clearly focussed to enable pupils ample time to rehearse specific skills, which are carefully demonstrated. This was clearly illustrated in a Year 2 lesson on reading and discussing a poem. In this session the teacher used effective demonstration and the pupils' own reading skills to develop their expression and make the reading an enjoyable experience. Her good subject knowledge and management skills positively influenced their learning and feeling of success. This was reflected in their quick grasp of rhyme and rhythm and understanding of complex vocabulary. In the majority of lessons support for pupils with special educational needs is effectively targeted and as a result, pupils have good access to learning activities. Marking is inconsistent. Although there are some good examples of written work, which is effectively assessed, and pupils given a clear idea about where they need to improve, this is not consistent. Although teaching is good overall, there were a number of lessons where teaching was satisfactory. This was due to a number of features including the low expectations and the lack of a well-planned end of lesson session. In another lesson on extended writing, the planning was very superficial and pupils were not appropriately challenged. The lesson was conducted at leisurely pace with pupils becoming noisy at every pause.
80. The school uses the literacy framework appropriately and has modified it in the light of practice, for instance in increasing the emphasis on extended writing. A wide range of assessment tools is used and the information is effectively used to identify pupils who need extra support and to group pupils into different levels of attainment. Some aspects of assessment for instance in guided reading and speaking and listening have been implemented in Years 1 and 2 and the recently appointed subject leader has already identified this as an area of development throughout the school. A good start has been made in the monitoring of teaching and learning although this remains underdeveloped. The use of ICT in the subject is limited with only some examples showing its use to support learning. There is scope for further development, particularly in its use for drafting and redrafting.

MATHEMATICS

81. Pupils of all levels of attainment make satisfactory progress throughout the school in this subject. By Year 2 pupils have reached standards that are above the level expected nationally. Inspection findings are not as good as the results achieved in 2002 national tests for Year 2 pupils. Older pupils maintain this satisfactory rate of progress and by the time they reach Year 4, their attainment is still above national expectations. Although attainment is considered good, because a sufficiently high proportion of pupils do well, results are only in line with pupils' prior attainment and there remains room for improvement. Nevertheless, there has been a steady, measurable,

improving trend in overall standards since the last inspection.

82. Pupils in Years 1 and 2 acquire a suitably strong grasp of simple number and are learning to carry out a range of basic calculations. Many are quite skilled in mental work at a level appropriate for their age. They enjoy quick-fire, rapid recall of number facts and demonstrate a good, secure knowledge of this aspect. A range of relevant mathematical words is readily adopted and used, which supports pupils' thinking and subsequent explanations. Good developments in mathematical language, related to length for example, is speeding learning in this topic, as are the several alternative words learnt for addition and subtraction. Pupils are able to do simple calculations using money correctly. They are also becoming aware of direction and know quarter and half turns. They record these correctly on mathematical squares to plot a journey.
83. Pupils in Years 3 and 4 build on all the above identified skills. They are very confident in manipulating elementary numbers because they are given plenty of practice and generally have good memories. They also have a good appreciation of simple weights in grams and use and read scales appropriately. The correct mathematical terms are quickly recalled when estimating varying weights of objects. Some pupils are very able in articulating their speculations as to outcomes. Pupils are developing concepts of length well, using rulers, for example, to measure up to metres. An increasing awareness of the varying properties of simple flat and solid shapes is evident. By Year 4 their mathematical vocabulary has extended to use comfortably such words as horizontal, right angle and degrees. They are able to discuss the relative directions and position in an eight-point compass competently. They work with figures and calculations up to thousands and write using decimal points correctly. Various graph work continues appropriately including tally charts and simple block graphs.
84. Higher attaining pupils do not always make the strides forward that they could. This is frequently because their levels of attainment are underestimated and they are not given work of a sufficiently demanding nature. Pupils with special educational needs make sound progress. Most achieve satisfactorily in line with their prior attainment. They are enabled to move forward in their learning by undertaking work that is suitably adapted to their requirements. Appropriate use is made of classroom assistants to support these pupils alongside the other pupils of their age. Pupils of differing ethnic groups are all given the same opportunities and are included in all mathematical activities.
85. The quality of teaching, and its impact on pupils' learning in the school is satisfactory overall. However, some very good teaching was observed during the inspection in different classes. Teachers' planning for the subject is satisfactory and mostly mirrors national requirements and recommendations. Teachers are generally very effective in promoting the initial 'mental' part of the lesson and their efforts are reflected in the school-wide strength that is observable in this area. In some of the best teaching, very good emphasis is placed on practical work. This ensures that pupils are given the most effective opportunities to acquire new knowledge, and apply it in quite challenging mathematical situations. There are general strengths in the way mathematical language is consistently promoted to enhance basic skills in many topics. However, the evidence available indicates that a common emphasis on a more practical and enriching approach to the subject is not planned for. Taking into consideration the age profile of the school, there are currently too few opportunities planned for pupils' active involvement in the subject. One result of this shortcoming is that pupils' knowledge and experience is restricted and potential success unnecessarily limited. Higher attaining pupils, in particular, receive insufficient chance to solve more varied mathematical problems for themselves.
86. The National Numeracy Strategy is reliably in place and is generally effective, particularly in supporting the less confident teachers. Although it suitably underpins the work observed, not all teachers are planning to use it as productively as they could. Additionally, pupils' use of their numeracy skills across the wider curriculum is underdeveloped. At present, there are too few opportunities, routinely planned, to promote the practise of emerging skills. The use of ICT is also

underdeveloped in the subject. There are currently insufficient useful applications taking place to further pupils' knowledge in this important aspect. Literacy skills are reasonably well represented, particularly in the effective provision of mathematical vocabulary.

87. Pupils generally display good attitudes to their work. They settle appropriately to their tasks and are sensible and co-operative. Where lessons are made most interesting, for example when undertaking interesting practical activities, pupils show the greatest enthusiasm. They work very well in groups and are keen to share their ideas and findings with others. They also partake keenly in the best mental sessions. As a result of well-practised routines most are confident in both finding and supplying answers.
88. Although the subject co-ordinator was unavailable for the inspection, the obtainable evidence indicates that mathematics is satisfactorily managed. Pupils' attainment, as measured in test results, has risen. There are good, standard procedures for assessing pupils' progress in place. These are mostly used effectively but their findings do not always have the influence on lesson planning that they should. Resources for teaching the subject are adequate and suitably available for use.

SCIENCE

89. Standards are similar to the findings of the last inspection and are at the level expected nationally at the end of Years 2 and 4. They are not as good as the teachers' assessment for 2002, which judged that standards were well above national expectations. Although pupils achieve satisfactorily irrespective of their gender, ethnicity or social circumstance overall achievement is limited because teachers do not make sufficient use of assessment information to plan work to meet the needs of all pupils, especially that of the higher attainers. The present organisation and planning of the curriculum on a two year rolling programme has resulted in all pupils being given the same work regardless of their prior level of attainment in Years 1 and 2, and in Years 3 and 4. In addition, too few opportunities are provided for pupils to record work especially in Year 1 and 2.
90. Since the last inspection there has been an increasing emphasis on learning through enquiry and practical investigation. This 'hands on' approach is evident in the medium term plans and in the limited work recorded. Pupils in Years 1 and 2 are developing the skills of scientific enquiry, observing carefully and recording their results. For example, they investigate the properties of different liquids, such as shampoo, water, syrup and food colouring to find out which travels fastest and what changes take place when they are put into water. Earlier work shows that pupils investigate loud and quiet sounds and know that light comes from various sources. They know about magnets and investigate which materials are magnetic or non-magnetic but many do not readily use the words 'attract' and 'repel' in their vocabulary. Pupils use their sense of taste to investigate a variety of flavours of crisps, record their work in simple diagrammatic form and draw conclusions from their findings. Overall, work is not well matched to pupils' prior attainment with too few pupils working at the higher levels. In Years 3 and 4 although pupils cover the same work overall standards are better in Year 3. This is linked directly to the quality of teaching. Year 3 and 4 pupils confidently describe the main functions of the skeleton and higher attaining pupils know the names of some of the muscles such as biceps and triceps, and how they work. They enthusiastically investigate the number of bones in their fingers and thumbs, make a collage of their hand and understand the purpose of movements of joints. Pupils accurately describe the main functions of the most important human organs and know the functions of the different types of teeth such as molars and canines. Earlier work indicates that by the end of Year 4 most pupils have made satisfactory progress in answering factual questions, using appropriate scientific terminology and providing definitions and explanations in a wide range of contexts. For example, they confidently explain about a balanced diet and have a secure knowledge of the planets.
91. The quality of teaching and learning, including that for pupils with special educational needs and

those with English as an additional language, is satisfactory, although inconsistent. During the inspection some very good as well as less than satisfactory practice was observed. Where teaching is very good, as evident in a Year 3 lesson on the teeth, learning intentions were explained carefully to pupils so that they knew what they were supposed to learn and regularly reviewed, which helped to keep pupils focused. The teacher's good subject knowledge enabled her to deliver the subject matter confidently, answer questions from pupils correctly and make the relevant teaching points. Probing questions were used well to check pupils understanding and to make them think for themselves. Where teaching was unsatisfactory, the pace of the lesson was slow, set tasks had a poor match to pupils' level of attainment and little learning took place. Although teaching is satisfactory, higher attaining pupils are not always suitably challenged. Teachers' expectations are variable overall with some work appropriately set. However, the inappropriate match of work partly due to the two year planning cycle, overlong sessions, and insufficient use of assessment information has a negative impact on current standards. Overall, the use of ICT to support and enhance learning is limited and little computer-generated work was seen in pupils' books.

92. Overall, pupils' attitudes to work are satisfactory. They listen well to instructions and explanations and most are confident in asking questions if they are unsure what they are required to do. This contributes well to their attainment and progress. Pupils contribute willingly to discussions making many thoughtful and informed observations as seen in a Year 4 lesson on the skeleton. They enjoy the practical approach to the subject, work co-operatively in small groups sharing resources sensibly and show respect for equipment. Most recall previous experiences and some use relevant terminology with developing confidence to show their knowledge and understanding of earlier work covered. Pupils usually behave well in science lessons but become noisy and inattentive where expectations of behaviour are not high enough.
93. The co-ordination of science is satisfactory. There is a useful policy, which provides helpful guidance for teachers. Medium term plans, which form the basis of the weekly science lesson, are prepared by the subject co-ordinator. However, these are not matched sufficiently to the National Curriculum, rarely identify the level at which pupils are expected to work and are not always adapted to meet the needs of pupils in the different year groups. As a result, written activities planned for the whole class are sometimes insufficiently challenging for the higher attaining pupils and too challenging for lower attaining pupils. Although pupils' progress is assessed at the end of the topic, there is no ongoing monitoring of attainment and progress to allow effective use in future planning. The school has in place a monitoring programme, but as yet this is not sufficiently rigorous or frequent to iron out the inconsistencies in teaching and learning. There are low expectations of pupils' written work, with some lack of attention given to content and presentation. Resources are good and provide a sound basis for scientific investigation. Some use is made of visitors to enrich the curriculum and good use is made of the local environment.

ART and DESIGN

94. Standards in art and design for pupils in Years 2 and 4 meet national expectations. Examination of work and displays, as well as lessons observed, show that pupils of all levels of attainment are making satisfactory progress as they move through the school. This is a similar finding to the previous inspection report.
95. Pupils in Years 1 and 2 confidently use paints and brushes appropriately to produce suitable pictures, which are frequently inspired by the traditional stories they have encountered. They have also successfully experimented with different painting techniques, such as when producing a marbling effect. They use pencil and crayon skilfully, sometimes to illustrate and support other curriculum subjects. A range of artistic skills and ideas are purposefully developed through the completion of several large displayed friezes. For example, pupils are able to create extensive collages such as 'The Little Mermaid' using a wide range of materials.

96. In Years 3 and 4 pupils continue to develop and extend their artistic knowledge. The repertoire of activities also increases satisfactorily. Pupils continue to undertake useful work on collage themes, which offer increased opportunity for experimenting with differing materials and textures. A more demanding approach to portraiture is experienced. For example, life-size silhouette of self-portraits are competently produced. Pupils are also beginning to appreciate some of the features of non-realistic portraiture, such as that of Picasso. They understand that different artists have different styles and use individual methods to achieve distinctive effects. When working on similar themes, pupils are able to explain their ideas clearly. They also express personal opinions on some familiar pieces adequately. Although three-dimensional art is not strongly represented in the curriculum, there are examples of good quality work undertaken in Year 3. Pupils are able to work well in clay and confidently produce slab pots to an above average standard. They are able to draw a template for themselves, and by effectively building on recent experience of constructing round pots, are capable of moving on quickly and easily.
97. The overall impact of the teaching is satisfactory. However, lessons observed during the inspection were generally good. One of the strongest features is good preparation of the pupils. As a result, they start on a task with real enthusiasm and a desire to do well. Teachers give clear demonstrations as to what pupils are expected to achieve. As a result, lessons are generally successful and pupils achieve the learning objectives. Teachers are encouraging and supportive and give appropriate individual help. This enables pupils to complete what they have set out to do. Although some lessons observed are over long, pupils generally maintain good levels of concentration. They are mostly proud of what they achieve and display good levels of satisfaction and enjoyment.

DESIGN and TECHNOLOGY

98. Very few lessons were observed during the inspection and judgements are made on the evidence of teachers' planning, records, discussions and examples of work retained and on display. Pupils achieve satisfactorily and most are on target to attain the standards expected at the end of Years 2 and 4. Throughout the school the quality of finished items is good. For example, roundabouts made by the older pupils are very well decorated and neatly joined with simple but effective turning mechanisms.
99. Year 2 pupils have been able to design glasses with colour filters and really eye-catching decorations, making this a truly enjoyable activity. Through these tasks pupils learn how to cut and join paper and card, and are able to experiment with paper, to create effects like plaiting, pleating and scrunching. During the inspection pupils in Years 1 and 2 were involved in making castles and drawbridges, which is related to their topic in history. They are able to plan, make and review their work. In one class this was done effectively using well-designed planning sheets and digital photographs of the finished work.
100. Pupils in Year 4 learn to make vehicles with axles and have satisfactory opportunities to work in other media. However, the design and make process is not used consistently throughout the school. Not all teachers fully understand the necessity for this to happen. Pupils in Year 4 visited a pizza restaurant and made their own pizza. This was a well-planned event which pupils really enjoyed and was productive for learning new skills. However, on their return to school, pupils were asked to plan an alternative pizza rather than evaluate or review what they had done.
101. The use of ICT in this subject is limited. Although, where the whole design and make process was displayed, there was evidence of the use of a digital camera and a drawing programme to create pictures of castles.
102. Teachers use an effective record sheet to record pupils' progress in this subject, but the

information is not used consistently to plan lessons. Planning for the subject has learning objectives, which are not sufficiently precise to allow all pupils to make the maximum progress in the development of their skills and to fully understand the stages involved in the design process. The subject leader manages the supply of resources well and her particular artistic expertise is reflected in the quality and imagination of decoration. Her role in the close monitoring of work and teaching has yet to be fully developed.

GEOGRAPHY

103. Geography alternates with history and, as a result, there was no teaching of this subject during the inspection week. Too little evidence, by way of written work and displays was available for a secure judgement, as to pupils' present levels of attainment, to be made. Standards were judged to be satisfactory at the previous inspection.
104. In Years 1 and 2 very little recorded work was available. This indicated a satisfactory review of holiday destinations with a consequent emphasis on experiences of differing places. Other topics encompass very basic observations made "On the Way to School" as well as some suitably stated preferences for features in the locality.
105. In Years 3 and 4 a stronger picture of work completed emerges. Some suitable thematic work is adequately undertaken. Pupils have studied the water cycle appropriately and some of the main features of a river. They have also related their learning to such relevant examples as The Great Ouse. A basic introduction to simple maps is also appropriately made.
106. It was not possible to observe any teaching of the subject. However, it is clear from even the small amount of pupils' work examined, that teachers place too heavy a reliance on pre-prepared work sheets. As a result, pupils are given minimal opportunities to write independently and record their own geographical findings. As most pupils already have sufficient knowledge and literacy skills to do this, many are disadvantaged by the limitations imposed. The co-ordinator had only been in place for a few days and was not yet sufficiently conversant with the management of the subject to support staff by the more rigorous planning required.

HISTORY

107. Standards have been maintained at the same level as they were at the time of the last inspection and are in line with national expectations by the end of Year 2 and Year 4. All pupils, including those with special educational needs, achieve satisfactorily.
108. Pupils in Year 2 develop an understanding of the passage of time through work on the similarities and differences between conditions now and those long ago and appreciate that things change over time. For example, Year 1 and 2 pupils study a range of Roman artefacts and compare them with the modern day counterparts. They accurately identify some famous figures from the past, for example, Guy Fawkes and know the reasons why he is remembered. Linked to their theme on 'Castles' pupils learn about 'Coat of Arms' and how the came into being. They make sensible observations using historical sources to design their own. The satisfactory progress in all pupils' learning continues through to the end of Year 4 where pupils are taught a range of research skills. Pupils in Years 3 and 4 have satisfactory factual understanding of life in Roman times. They compare the Romans and the Celts and investigate reasons why the Romans invaded Britain. There are good links with literacy when pupils write with great sensitivity to their families from the 'front line' in the role as a soldier giving a good account of the period.
109. Overall, the quality of teaching and learning is satisfactory. Teachers have a good knowledge of the subject and their enthusiasm engage pupils' interest and make them want to know more. This

was well demonstrated in a Year 2 class where pupils were introduced to different 'Coat of Arms' in a lively way. In this session stimulating questioning and whole-class discussion were used appropriately to check and extend pupils' knowledge of how changes had taken place over time. Pupils were then encouraged to use their understanding of the meanings of the different symbols on the 'Coats of Arms' when designing their own. In other instances good links were made to previous work enabling pupils to draw on what they already know about the Celts to answer questions about Boudicca. Teachers intervene appropriately to support individuals and groups. However, analysis of previous planning and work indicates that there are some important weaknesses, which the school recognises that it must address. For example, the half-termly plans, which are used as short-term lesson plans, are not sufficiently detailed or suitably adapted to meet the needs of pupils in Years 1 and 2 or in Years 3 and 4. Overall, there is little difference in the expectations of work from pupils of different levels of attainment or ages in these classes because all pupils are given the same work in these two year groups. As a result, work is not well matched to pupils' needs.

110. Pupils' attitudes to history are satisfactory overall. They answer questions willingly and join in discussions with enthusiasm. This extends their understanding and enriches their perception of the past. However, where sessions are too long many pupils do not remain well focused to complete task promptly. Discussions with pupils indicate that they enjoy finding out about the past through visits and using artefacts. However, they do not always take enough care in the presentation of their work.
111. Leadership of the subject is satisfactory. The co-ordinator who has very recently been appointed is very enthusiastic and knowledgeable. She has a clear understanding of the areas in which further developments are needed. Monitoring in Years 3 and 4 is done through involvement with planning across the year groups but there are as yet insufficient opportunities to monitor teaching in order to ensure consistency across the school and the dissemination of good practice. Although there are procedures in place for assessing individual pupils' coverage of work at the end of the year the co-ordinator is aware of the need to refine and extend them in order to assess more accurately individual pupils' skills, knowledge and understanding. The use of assessment information has not yet had an influence on planning to meet the needs of pupils and to challenge sufficiently the higher attaining pupils. The use of CD-ROMs and the Internet to access additional historical material to enhance teaching and learning is developing and good use is made of the local area. The subject makes a positive contribution to pupils' spiritual development by helping them to reflect on the past. It also introduces pupils to their local and national heritage as well as other cultures. It therefore contributes well to cultural development. Resources are adequate and pupils' appreciation of history is greatly enhanced by visits to museums and places of historical interest.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

112. Standards in ICT are in line with national expectation for pupils in Years 2 and 4. Progress is satisfactory and pupils achieve appropriately in their lessons. There has been good improvement in the provision for ICT since the last inspection. A new ICT suite has been established which provides good accommodation for the new computer systems. This is helping to improve standards for those pupils who use it. However, not all pupils use the suite, and some pupils have more time allocated than others of the same age. This is unsatisfactory and inhibits further improvements in how well pupils achieve.
113. In Years 1 and 2, pupils' skills are developing appropriately. They enjoy word processing their writing tasks and have experienced drawing and painting on computers, using an art package. There is evidence that they have written letters, created posters and corrected sentences, showing that they can change font size and style and move text around. However, there is too little evidence that pupils use a range of packages, or that they plan and give instructions. They do not

have sufficient access time, particularly in Year 1 where not all pupils use the ICT suite, to develop confidence in their use of hardware and software, and so improve their skills. Pupils know how to use tape recorders independently, and describe what they are doing and how to do it.

114. Older pupils in Years 3 and 4 undertake small focused tasks in which they practise their skills. For example, they write poems as part of literacy, undertake simple surveys in mathematics, presenting their findings in graph format, and use a digital camera to create cards in design and technology. They are beginning to collect factual data from the Internet, for history projects, for example. They are able to enter, save and move text, change font size and style, and use ICT to present and share their work. In one lesson, pupils showed that they were able to move text around quickly and efficiently as they ordered instructions for making a cup of tea or a drink of squash. Because higher and lower attaining pupils work together, relationships are good. Pupils help each other and take turns well.
115. The quality of teaching and learning is satisfactory. Teachers have benefited from the recent training and their skills and confidence are appropriate to the tasks that they teach. Lessons are well planned and organised, and pupils' behaviour is managed well. Some good, focused tasks are planned to enable pupils to consolidate their ICT skills systematically. However, teachers do not always make the best use of the resources available. Sometimes, pupils do not have a turn at a computer system during the lesson, even though there are unused systems available. This is a weakness in the teaching and limits higher standards, as well as equality of opportunity. Appropriate assessment of pupils' skills, however, is helping teachers to understand what pupils know, understand and can do.
116. Management of the subject is satisfactory. The new resources and accommodation aspects are strengths and have improved provision significantly. The action taken by the school to meet its targets in this area of learning has been good and there is a positive commitment within the school to improve provision. However, the major weakness is the lack of sufficient use of the new resources to raise standards. Too often during the inspection, the computer suite was empty or being used to listen to pupils read. At other times, whole-class demonstrations took most, or even all, of the lesson, inhibiting the amount of practise time pupils had to develop their skills. The lack of use of the suite is also a major weakness of the provision and means that some pupils are not benefiting from the suite. The lack of monitoring of lessons has contributed to these weaknesses.

MUSIC

117. No lessons were seen in Years 1 and 2 and therefore it is not possible to make an overall judgement on standards. By the end of Year 4, apart from singing, which is at the level expected nationally pupils' application of knowledge and understanding as well as in appraising are underdeveloped.
118. Pupils in Year 3 sing in unison and in tune as they accompany a BBC tape. They use actions and show a good sense of rhythm. They have memorised a good range of songs as a result of constant practice. They rehearse effectively and demonstrate understanding of the repeated pattern of an "Ostinato" with a number of higher attaining pupils applying their knowledge when they prepare and perform this pattern on a xylophone. Most pupils show understanding of different rhythm patterns but have less secure understanding of how elements combine to create particular effects. When composing, pupils are not always given sufficient time to rehearse, practice and evaluate their work. In Year 4, pupils sing in tune and have memorised a range of songs. Many do so with enthusiasm and enjoyment. They show good understanding of rhythm patterns and the majority tap their legs appropriately and keep with the beat as they accompany a tape. However, pupils' knowledge and understanding mainly derives from what they hear on the tape and often there is little intervention from the teacher to explore the singing and the music being heard.

119. Out of the three lessons seen all in Years 3 and 4, one lesson was satisfactory and the other two were unsatisfactory. In the satisfactory lesson, good use was made of the taped music with appropriate intervention by the teacher to explore specific elements both when pupils listened to and composed music. Pupils practised singing and this was used to extend their knowledge of beat. Where teaching was unsatisfactory pupils' behaviour is not well managed and this limits progress. Much time is wasted at the beginning when the teacher takes time to distribute books and check the tape with the level of noise unchecked. In both of these lessons there was little direct teaching and pupils had little opportunity to evaluate their work.
120. The school uses a combination of two schemes of work and draws on the optional guidelines with appropriate links to the National Curriculum. However, short-term plans are not well focussed and objectives are not always translated into effective learning. A small number of pupils learn the cello, violin, piano and guitar. Some opportunities are provided for pupils to learn about music from other cultures but this is limited. Music is used at the beginning and at the end of assemblies but it is not fully exploited. There is currently no co-ordinator and the headteacher has stepped in until an appointment is made. There is no recent evidence of monitoring standards of teaching and learning.

PHYSICAL EDUCATION

121. Standards in physical education are well above national expectations at the end of Years 2 and 4. Pupils make good progress in the subject, achieving well in lessons and, sometimes, very well. This is an improvement since the last inspection. Standards are well above the expected level because of good teaching and good indoor accommodation, which enables pupils to practise and develop their skills consistently.
122. Pupils in Years 1 and 2 develop their physical skills with confidence and energy. They explore basic gymnastics skills with increasing understanding and enjoyment, practising hard to perfect their movements. For example, in one lesson, pupils achieved high standards as they developed their own ways of travelling around the hall, and then performed these for others to copy. They were able to follow and copy movements very well, moving with good control and co-ordination. They showed good understanding of space, creating and performing linked movements with a clear beginning, middle and end. Pupils benefited from good questioning as they tried to improve their movements and vary their directions.
123. In Years 3 and 4, pupils build on their earlier skills in gymnastics by developing their movements to include variations in level and speed. For example, in Year 3, pupils achieved high levels of performance on the large apparatus as they developed their balancing, rolling, stretching and curving skills. They performed to music, which provided a very good focus for encouragement of smooth, flowing movements and holding positions so that their performances were creative as well as fluent. They made very good use of space to join their movements and concentrated hard to achieve success. They benefited from some excellent teaching as they evaluated their own performances and those of others. Pupils are able to recognise their own successes and work to improve difficulties.
124. The quality of teaching and learning is good and pupils achieve well because of this. Teachers make good use of the facilities available to encourage exercise for a healthy body. They take care to ensure good understanding of the need and value of exercise to everyday life, making a good contribution to pupils' personal development. Because they encourage good systematic practice over several lessons, pupils improve and gain high standards of control and movement. The management of pupils in lessons is very good. Lessons are well organised to meet the needs and levels of attainment of the pupils, and teachers make every effort to include all pupils. Those pupils with special educational needs are taught to make the very best of their abilities and they join in with enthusiasm, responding well to the challenges set. Teachers encourage consistent practise of

basic skills, such as rolling and jumping; to ensure safety at all times. The use of assessment in lessons to identify how well pupils are doing is less successful. There are no formal procedures in place to guide assessment practices and this limits higher standards. It reduces the ability of teacher to incorporate any weaknesses into the next lesson, thereby improving teaching.

125. Leadership of the subject at the school is satisfactory overall, but there are weaknesses in monitoring and the assessment of standards. Resources are appropriate, but the accommodation within the school is good and has a positive impact on the achievement of pupils, particularly in gymnastics. A major weakness, however, is the lack of access to a field. This inhibits games activities, particularly competitive team sports, and also athletics challenges. The school tries hard to compensate for this and the Saturday morning football club goes some way to alleviating this difficulty, but it remains a weakness of the provision. There are not many sports clubs to help improve skills further and to further promote pupils' social and personal development.

RELIGIOUS EDUCATION

126. Pupils achieve satisfactorily and attain standards, which are in line with the requirements of the locally agreed syllabus for religious education for pupils in Years 2 and 4. Standards have been maintained since the last inspection.
127. The curriculum topics planned for the school reflects well the suggested themes in the locally agreed syllabus. They are expanded by the use of national guidance for teaching religious education and topics are planned to be repeated every two years. Teachers do not always ensure that pupils of differing levels of attainment and those in mixed age classes are offered suitable work to secure their knowledge and understanding and make the best progress in the development of their skills.
128. Pupils in Year 2 know about special places of worship, from various world faiths, like the local parish church and the Gurdwara. Older pupils find out about the facts of Jesus' early life and study how the theme of water is significant in others faiths as well as Christianity. Studies in religious education are well supported by visits outside of school and by visitors to the school. This ensures that pupils remember facts. For example, after a visit to the Gurdwara, and a visit from a member of the Sikh community to talk about his faith and place of worship, pupils use the information in later lessons. Pupils have a satisfactory knowledge of facts about the life of Jesus by Year 4. However, the opportunities provided for reflection on faith and spiritual matters, is less well developed. Children with special educational needs are well supported and make satisfactory progress with their learning, as they take a full part in the class lessons.
129. Teaching is satisfactory overall, although there were some examples of very good teaching seen during the inspection. In the best lessons, pupils have good opportunities to recall facts, acquire new knowledge and record their ideas in interesting ways. For example, when making stained glass windows to illustrate images of Jesus, pupils were able to use their knowledge of the life of Christ and the meaning of parables to find suitable images. This was linked effectively to a visit to the local church and used a satisfactory range of classroom pictures and resources. In less successful lessons pupils spend too long involved in undemanding tasks which do not extend their learning. Often in these lessons, there is a great reliance on the use of printed sheets. Frequently tasks become repetitive and mundane. There are few opportunities for sustained independent writing. Written accounts, even from the oldest and higher attaining pupils, are brief. There were only very few examples seen of different work being set for pupils of different abilities.
130. At present the co-ordinator is newly appointed and the role is in the process of being developed. However, resources are used well in this subject and the religious education curriculum and lessons offer a significant contribution to pupils' cultural understanding through the studies of major world faiths.