

# INSPECTION REPORT

## **RAMSEY MANOR LOWER SCHOOL**

Barton-le-Clay

LEA area: Bedfordshire

Unique reference number: 109587

Headteacher: Mr N Hutchinson

Reporting inspector: Mrs Janet Gill  
18706

Dates of inspection: 13<sup>th</sup> - 16<sup>th</sup> January 2003

Inspection number: 246925

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First school
School category:	Community
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
School address:	Manor Road Barton-le-Clay Bedfordshire
Postcode:	MK45 4NS
Telephone number:	(01582) 881318
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Appropriate authority:	The governing body
Name of chair of governors:	Mr J Horsler
Date of previous inspection:	6 <sup>th</sup> October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18706	Janet Gill	Registered inspector	English Foundation Stage English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
8991	Pamela Goldsack	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
12116	Christina Morgan	Team inspector	Mathematics Art and design History Music	How good are the curricular and other opportunities offered to pupils?
13754	Judy Morris	Team inspector	Science Design and technology Geography Information and communication technology Educational Inclusion	
17147	Jude Ragan	Team inspector	Physical education Religious education Special educational needs	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Ramsey Manor Lower School is situated in the village of Barton-le-Clay in Bedfordshire, three miles from Luton. The majority of pupils who come to the school live in the village and in neighbouring villages, and a few come from Luton. They live in a generally favourable area, with many adults with higher education backgrounds, and children live in high social class households. The number of pupils from minority ethnic backgrounds or in overcrowded homes is below that typically found in England. The school is around average with 278 pupils, more than at the last inspection, as a result of extra houses having been built in the area. Pupils are aged between four and nine years of age. At present, 26 children attend part-time in Reception. There is an imbalance in the numbers of boys and girls, with 150 boys and 128 girls, most markedly in Year 2 where 65 per cent are boys. Attainment on entry to Reception is varied but generally below average; this is a decline. There are now ten classes where previously there were eight. In addition there is provision for six pupils with autism who come from Bedfordshire. There are around 3.6 per cent of pupils eligible for free school meals, which is below the national average. Although the nature of the area remains unchanged, the percentage of free school meals entitlement has decreased from 10 per cent due to a buoyant economic situation in the area. The ethnicity of the vast majority of pupils is white and there are no refugees or traveller pupils. There are 29 per cent of pupils with special educational needs, above the national average, and eight pupils with a statement of special educational need: this includes six pupils with autism.

### **HOW GOOD THE SCHOOL IS**

Ramsey Manor Lower School is a good school. The headteacher, strongly supported by the deputy headteacher, staff and governors, provides the school with good leadership and management. There is a strong focus on raising standards in English and mathematics. Good quality teaching and effective support from learning support assistants help pupils achieve well. Pupils behave well, have very positive attitudes to and respect for each other. The school now provides good value for money.

#### **What the school does well**

- Leadership and management are good. The headteacher has a clear educational direction for the future work of the school, which is strongly supported by staff, governors and parents.
- The school has been successful in raising standards in English and mathematics.
- The quality of teaching is good and is having a positive impact on raising standards. The learning support staff play a significant role in helping pupils learn effectively and integrate successfully.
- Pupils behave well and their attitudes, enthusiasm and interest towards school are very positive in this particularly caring school, where all relationships are very good.
- The range of extra-curricular activities is very good and extremely well supported by pupils.
- Links with parents are very good; they make a very positive contribution to children's learning.

#### **What could be improved**

- Standards in information and communication technology are not high enough because some aspects of the curriculum have not been covered.
- The whole curriculum is not sufficiently broad or well balanced.
- Systematic procedures for assessment in science and the foundation subjects are not fully in place.
- The role of the curriculum co-ordinator, although improved, needs to be strengthened.
- Certain aspects of provision in Gold Class (Autism provision) need to be reviewed.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There have been good improvements since the school was last inspected in October 1997. The weaknesses identified have been addressed. Pupils' attainment has risen in English and mathematics at the end of Year 2 over the last two years at a rate greater than the national trend. Teaching has improved. Assessment has improved in English and mathematics and is now good, but it is not rigorous enough in other subjects. There is a strong commitment towards raising standards and the school is particularly well placed to continue to tackle its priorities, and to improve further.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
Reading	C	C	B	C	well above average    A above average        B Average                    C below average         D well below average    E
Writing	C	B	B	C	
Mathematics	D	B	B	C	

Standards at the end of Year 2 have continued to improve and the overall trend for improvement in reading, writing and mathematics is above the national trend. In comparison with similar schools, results were average in all three subjects. Inspection evidence shows that standards are above average at the end of Year 2. One of the reasons overall standards have risen is the higher number of pupils achieving the higher Level 3 in the National Curriculum tests. This represents good achievement, as pupils start in the Reception classes with below-average attainment.

Inspection evidence shows that children make good progress throughout Reception and are well prepared to start in Year 1. They continue to achieve well through Years 1 and 2 and by the end of Year 2 are achieving above-average standards in reading, writing and mathematics. Standards in science are average. In Year 3, progress slows but picks up again in Year 4, where pupils achieve average standards in English, mathematics and science. Pupils with special educational needs in the main school make similar progress to most other pupils, achieve well and make good progress. Standards are below average in ICT because the curriculum is not fully in place. In other subjects, standards are in line with national expectations, except in physical education (PE) and design and technology, where they are above average at the end of Years 2 and 4, and in religious education (RE), where they are above average at the end of Year 2.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, are enthusiastic and interested in their lessons. Children in the Foundation Stage have settled well in school.
Behaviour, in and out of classrooms	Good. Behaviour is usually good and frequently very good in lessons. During lunch and playtimes, it is good with no inappropriate behaviour.
Personal development and	Relationships are very good. Pupils play well together and have a good



relationships	respect for each other. They take on responsibilities well.
Attendance	Attendance is good and pupils arrive promptly for school each day.

Pupils' very positive attitudes, enthusiasm and good behaviour are having a positive impact on their learning.

## TEACHING AND LEARNING

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

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

The overall quality of teaching is good. Teaching in Reception was consistently good and often better. Teaching is good in Years 1 and 2 and generally good in Year 4. Three-quarters of all lessons observed were good or better, with a quarter being very good or better. A small percentage of unsatisfactory lessons were observed. The quality of teaching for pupils with special educational needs in the main school is good, as they receive good, targeted support from learning support assistants, which helps them to make good progress. Teaching in Gold Class is variable and there are unsatisfactory elements on occasions. Good features in teaching were observed in several subjects, including English, mathematics, PE and RE. Lesson planning is effective, with clear learning objectives identified for each lesson. Work is usually matched to pupils' ability and includes a range of tasks that are set at different levels. Pupils are taught basic skills in English and mathematics well and teachers generally have a good knowledge and understanding of the National Literacy and Numeracy Strategies, which helps pupils achieve well. Day-to-day assessment is good, although the quality of marking is variable. The management of pupils is good and based on consistent behaviour procedures and very good relationships, which helps pupils behave well and learn effectively.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The emphasis on English and mathematics is helping to raise standards but some subjects do not have enough time allocated, and that the development of subject-specific skills is not always planned for. There is a good curriculum in place for children in the Foundation Stage. Extra-curricular provision is very good.
Provision for pupils with special educational needs	Good. There are good arrangements in the main school to support pupils' learning, particularly in English and mathematics. Some of the pupils' individual education plans are of good quality but others lack measurable targets, making individual progress hard to assess.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Satisfactory overall. Provision for spiritual development is satisfactory, social and moral development good, but cultural development is unsatisfactory. There are too few opportunities for pupils to learn about the ethnic and cultural diversity of British society through subjects such as art and design and music.
How well the school cares for its pupils	Good. A caring school. Staff know the pupils well and keep good records of their personal development. Assessment procedures are good in English and mathematics and used well to assist planning but there are weaknesses in assessment in science and other subjects.

Parents have very positive views of the school and make a very good contribution to their children's learning and the work of the school. Information for parents, including that on pupils' progress, is very good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is setting a clear direction for the school. He is strongly supported by the efficient deputy, staff and governors. The role of the co-ordinators, although improved, needs to include monitoring of teaching and learning. Some carry too many responsibilities.
How well the governors fulfil their responsibilities	Good. The governors are effective. The governing body fulfils most of its statutory duties, with the exception of meeting full National Curriculum requirements in ICT. Governors know the school well and have a clear understanding of its strengths and weaknesses.
The school's evaluation of its performance	Good. The school has effective strategies to evaluate its successes and weaknesses and is well aware of its overall performance and the steps it needs to take to continue to improve.
The strategic use of resources	Good. Educational priorities are linked well to financial commitments. Financial monitoring and day-to-day management are good. Specific grants are used effectively in the main school to support special educational needs. However, in the Autism provision, funds spent do not always produce an effective outcome for its pupils. The school now offers good value for money.

The headteacher and governors apply the principles of best value well. Monitoring and evaluating of English and mathematics have had a strong impact on raising standards. The provision for staffing and learning resources is good. Accommodation is very good.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Pupils like school and behaviour is good.</li> <li>• They make good progress and teaching is good.</li> <li>• The school is well led and pupils are expected to do well.</li> <li>• It helps their children become mature and responsible.</li> <li>• Homework and the range of activities outside lessons.</li> <li>• The school is approachable.</li> </ul>	<ul style="list-style-type: none"> <li>• The information about pupils' progress.</li> <li>• How closely the school works with parents.</li> </ul>

Inspectors agree with the positive views expressed by the parents. They disagree with some parents' comments and found the information provided for parents to be very good and that the school works very closely with parents.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Standards of achievement have risen since 2000, following the appointment of the present headteacher, and are better than when the school was last inspected in October 1997. Standards at the end of Year 2 are now above average in English and mathematics and the overall improvement in the last two years has been above that expected. This is the result of very hard work by the headteacher, staff and governors, who have put into place a number of effective strategies to bring about improvements. The National Literacy and Numeracy Strategies were brought in fully with good support and training from the local education advisors. In addition, the headteacher has linked the teachers' performance management targets to pupil progress in English and mathematics. This has given teachers good ownership of and involvement in working towards improvements in standards.
2. There have been significant improvements in assessment and tracking, which helps to accurately predict pupils' progress and attainment. From this data, intervention strategies such as ELS, ALS and Springboard<sup>1</sup> have been implemented successfully for pupils not achieving as well as they should. In addition, planning to match pupils' prior attainment in lessons has been improved. This means that higher-attaining pupils, in most cases, are given more appropriate work to extend and challenge them. This was a weakness in the last inspection and few pupils gained the higher levels in the National Curriculum tests, which depressed the overall scores. This has been addressed successfully and in the tests in summer 2002, the percentage of pupils gaining the higher Level 3<sup>2</sup> was above the national average in reading, writing and mathematics. Consequently, the overall standards achieved in the National tests were above the national average.
3. Standards of attainment of seven-year-olds in the National Curriculum tests in 2002 were above average in reading, writing and mathematics. This was a further improvement on the previous year. The school carefully analyses a variety of test results in English and mathematics by gender and ability to ensure pupils are appropriately supported and are placed in the correct ability groups. There are no significant differences in the performance of boys and girls, although the school identified that girls did not achieve as well as boys in spelling in the 2002 National tests. However, this is not the case elsewhere in the school. In all other areas, girls are just ahead of boys, reflecting national results; however, both boys and girls are still above average. There are very few ethnic minority pupils in the school but they achieve just the same as others in their class. There are no pupils with English as an additional language in the school. Agreed targets with the local education authority were met fully in writing and mathematics, and virtually met in reading. When compared to similar schools, results were average in all three subjects. This is because the results are depressed by the standards children in the Autism provision usually reach, which is different to most comparable schools. Teacher assessment in science indicated that pupils' attainment was average for pupils gaining Level 2 and above; this represented an improvement in science as well.
4. Inspection evidence indicates that pupils in the present Year 2 are working at above-average levels in English and mathematics; thus continuing the upward trend in improvement. In science, standards are average. At the end of Year 4, standards are in line with that expected nationally in English and mathematics, although in speaking and listening standards are higher. Pupils in Year 4 have not had the advantages of the National Literacy and Numeracy Strategies from the time they started at the school, as the strategies had not been fully implemented until two years ago.

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<sup>1</sup> ELS – Early Literacy Support; ALS – Additional Literacy Support; Springboard – mathematics: all systematic programmes for teaching basic skills, delivered by trained learning support assistants.

<sup>2</sup> In the National Curriculum tests, Level 2 is the average level that seven-year-olds achieve; Level 3 is above the national average.

However, based on school and local education authority data from formal tests, overall, these pupils have made good gains in their learning in both subjects.

5. The effective teaching, with a shared commitment to high standards from the headteacher and staff, ensures that, overall, most pupils achieve well. When children enter Year 1 from the Reception classes, they are achieving average standards. Throughout Years 1 and 2, pupils achieve well and make good progress. In Year 3, progress slows but picks up again in Year 4 – this is linked on occasions to lower expectations by teachers in terms of presentation of work in literacy and numeracy and a lack of a clear learning objective for the lesson. Effective planning and good quality teaching mean that standards continue to improve. The teaching of English and mathematics is usually good and at times very good. Pupils are well supported, behave well and are interested and involved in their work, which helps them to make good progress.
6. Pupils with special educational needs make good progress in the main school, both in lessons and over longer periods of time. They are supported effectively by learning support assistants in lessons and work is pitched at the right level for them. This helps pupils make good progress towards achieving their group and individual educational targets. Pupils make good progress at the end of Year 2 in the National Curriculum tests. For example, there are below-average numbers of pupils achieving the lower levels in the tests.
7. When children start in the Reception classes, their attainment overall is below average in communication, language and literacy, mathematical development and personal, emotional and social development. Children make good progress in all areas of learning in Reception, because there is a good curriculum in place and effective teaching. By the end of Reception most children achieve average standards in all areas of learning except in personal, emotional and social development, where many children achieve above-average standards. This is because there is a high priority given to children becoming independent, making choices and working co-operatively. However, there are a few who will not achieve average standards, although they still make good progress, albeit from a lower starting point.
8. The school has managed to combine raising standards in English and mathematics with maintaining average standards in science and most of the foundation subjects. In physical education (PE), standards are above average at the end of Years 2 and 4 and above those expected in the locally agreed syllabus in religious education (RE) at the end of Year 2. However, standards are now below average in information and communication technology (ICT) at the end of both Years 2 and 4, where previously standards were higher. This is because since the introduction of Curriculum 2000, the nationally expected standards in the subject have been raised considerably. Standards in music were previously above average, and are now average; this is because music has not recently had such a high profile. This is now being addressed as most pupils are taught by a music specialist, although it is too early for standards to have improved.

### **Pupils' attitudes, values and personal development**

9. Pupils across the school have very good attitudes toward learning and this reflects improvement since the last inspection. In lessons, pupils work hard, set to work quickly and respond very well to the high expectations of their teachers. A typical example was observed in a literacy lesson in Year 2 where pupils eagerly asked and answered questions about traditional fables. They then moved on to their written work and used a variety of storybooks as reference materials. Parents confirm that their children like going to school. Pupils' high level of enthusiasm is also reflected in their active participation in extra-curricular clubs and activities. Pupils' attendance continues to be good and they arrive promptly each morning. Lapses in punctuality identified in the last inspection report have been corrected.
10. Pupils' behaviour in lessons and around the school is good and the school is an orderly community with a good atmosphere for learning. Pupils have a very good sense of right and wrong and there is no evidence of bullying or racism. All pupils are well integrated, including a few from different ethnic backgrounds. Pupils understand what is expected of them and follow the school rules easily. There is often a lengthy queue in the dining hall and pupils wait patiently to

collect their school dinners. They support the behaviour code outlined in the 'traffic light' scheme and this helps to further the importance of good behaviour. Whilst pupils' behaviour has many positive features, there has been some decline since the last inspection and this is seen in music lessons. For example, pupils in a Year 3 music lesson were inattentive and chattering and showed little interest in answering questions. Pupils who play musical instruments are routinely withdrawn from one Year 4 music class to receive instruction. Thus pupils with musical experience and confidence are not on hand to act as role models during lessons. There have been no exclusions for misbehaviour over the last reporting year.

11. The children in the Reception have settled particularly well into school and have quickly adapted to school routines. Very effective teaching in personal, social and emotional development helps children to have positive attitudes and behave well, which contributes to the good learning and developing independence in the Reception classes. Children sit quietly and listen to their teachers and classmates when they need to on the carpet. They respond to instructions very well, whether in the classroom or in the hall during PE. They choose their activities, concentrate well and enjoying sharing and playing with others.
12. Pupils' personal development and relationships throughout the school are good. Pupils' very good social skills contribute to the very good relationships they share with each other and with adults. They work very well together in pairs or small groups and this helps to extend learning. Pupils listen attentively to their teachers and each other and they ask questions and contribute to discussions confidently, aware that their ideas will be received politely. Pupils with special educational needs in the main school are fully included in all aspects of school life. They have positive attitudes to their work and learning, they try hard and they concentrate on their tasks until they are completed. Pupils settle to work willingly and relate well to their classmates. Pupils enjoy sharing activities with members of Gold Class. In an art and design lesson for Year 1 pupils, they welcomed the company of two Gold Class pupils who participated fully in the activity and conversed happily with others. The recently elected members of the new School Council take their roles seriously. Currently, they are surveying their classmates' opinions about the development of the playground.
13. Pupils have a good sense of spirituality and reflect thoughtfully about the needs of others in assemblies and during circle time in lessons in personal, social and health education. They also display delight while taking part in learning activities that surprise them. Good examples were seen among pupils in a Year 2 science lesson who observed the changing appearance of their fingers and the surrounding environment when viewed through blocks of ice.
14. Pupils' cultural development is sound. Lessons in local history and geography have given them an appropriate understanding of the locality and some British traditions. Religious education lessons provide them with satisfactory knowledge of the world's major faiths. However, they have not been exposed to the cultural themes found within curriculum subjects. They have little awareness of the rich, multi-ethnic diversity of contemporary British society.

## **HOW WELL ARE PUPILS TAUGHT?**

15. Improvement in the quality of teaching has made a significant contribution to the rise in standards in English and mathematics, as evident in the achievements in the National Curriculum tests in the last two years. The overall quality of teaching is good, as in the last inspection, however, there is now a greater percentage of good and better teaching than previously. Nearly three-quarters of lessons observed were good or better and a quarter were very good or better. A small percentage of lessons were unsatisfactory because the lessons lacked a clear focus and did not build on what pupils already knew. When this happened, pupils' progress slowed.
16. Teaching in Reception and Years 1 and 2 is good and frequently very good. This is why pupils in these years make such good progress and achieve well in the National Curriculum tests at the end of Year 2. Teaching in Year 3 is satisfactory overall and in Year 4, generally good. The overall quality of teaching in most subjects is good but only satisfactory in art and design and ICT. Only one lesson was observed in design and technology and history, so there is limited evidence to

make judgements about the quality of teaching. However, the lesson observed in history in Year 1 was good and in design and technology in Year 2, it was very good.

17. The quality of teaching and learning in the Foundation Stage is consistently good or better. There is very good teamwork and all staff have very high expectations of what children can achieve and how they behave. Teachers have good knowledge and understanding of the Foundation Stage curriculum, which is planned imaginatively with many interesting activities. Planning inside the attractive, stimulating environment is very good but outside, although there are planned opportunities for children to work and play, these are more limited. Children acquire skills well in all areas of learning, are thoroughly absorbed by their activities, enjoy learning and working with their teachers, nursery nurse and other adults and co-operate well. This helps them to make good progress and by the end of Reception, many children are likely to achieve the Early Learning Goals, with a few exceeding them. However, a few will not; nevertheless, they will still have achieved well in Reception.
18. Pupils who have special educational needs are taught well which helps them to learn effectively and make good progress. There is very good support provided by skilled and trained learning support assistants, who show a high degree of sensitivity in supporting these pupils. There is good communication between all staff and assistants are well briefed with regard to what is planned and how to respond to individual pupils. The work of the learning support assistants is directed by teachers in the case of pupils with special educational needs and by the strategies for pupils in ELS, ALS and Springboard groups. They prepare resources to support the learning of pupils in these groups, and keep careful assessment records. Pupils enjoy attending these groups and learning support assistants create the climate where pupils feel able to take risks. Clear gains are made in terms of learning and self-esteem. These factors ensure pupils' needs are met well. Teachers also welcome inclusion of pupils from the Autistic Spectrum Disorder (ASD) Provision for such subjects as art and design when there is good integration with other pupils, but these occasions are limited.
19. The good implementation of the National Literacy and Numeracy Strategies, together with other recent developments in literacy and numeracy, has given teachers good expertise in these subjects. As a result, the majority of basic skills are taught well in lessons. However, in a minority of lessons in mathematics in Year 3, there was a lack of a clear focus and teachers did not build on what the pupils already knew; consequently, pupils did not make sufficient progress in these lessons. The promotion of speaking and listening skills is a high priority in the school. Teachers take every opportunity to encourage the pupils to articulate their thoughts. This is developed successfully in science when Year 1 pupils use scientific vocabulary to explain the properties of transparent/opaque materials, and in PE to describe what their bodies feel like during different activities.
20. Literacy is taught across the curriculum well in subjects such as RE and science, which helps pupils to record their work effectively. Teachers successfully promote the use of numeracy skills to aid learning in other subjects, such as in design and technology where Year 2 pupils accurately measure dowelling before sawing. However, in ICT, insufficient attention is given to improving pupils' ICT skills both within the subject and through other areas of the curriculum. This is a weakness. However, teachers now teach an ICT skills' lesson each week to their pupils in the new computer suite and this is already proving successful.
21. The quality of lesson planning is good. A good feature of the planning is the clear learning intention about what is to be taught in each lesson. This is effectively shared in most cases with pupils, which helps them to be clear what it is they are learning. Teachers prepare work that is appropriately matched to pupils' prior ability in literacy and numeracy, but in other subjects, work is not always as well matched and pupils often carry out the same task. Teachers often make valuable use of discussions to assess pupils' knowledge, such as in geography, although on a couple of occasions, connections to previous learning were not sufficiently established. During the lesson and in the review at the end, teachers ensure that learning is consolidated by encouraging pupils to share their ideas.

22. An effective range of teaching methods is usually employed, being adapted well to both the requirements of different subjects and the needs of most of the pupils in the class. When teachers explain things clearly, and use effective demonstrations and groupings, such as in PE, pupils make good progress in developing their physical skills, as well as problem solving and group work skills. Teachers use effective questions to check and extend pupils' thinking and good use of open-ended questioning that encourages pupils to think hard and generate well thought out answers in subjects such as science. Teachers are generally skilled in maintaining a good pace in the lesson and virtually no time is wasted; this ensures that pupils remain focused and work hard. The very good relationships seen in the school, together with the consistent application of the good behaviour management procedures, ensure that the organisation and control of pupils in lessons are usually good, with pupils behaving well, which helps them to learn effectively. However, there were a couple of instances observed in RE and music when older pupils displayed embarrassment or unease which led to some silliness.
23. The scrutiny of work that pupils had completed previously showed some good quality of marking, but there is some variation. Good marking includes helpful comments, encourages improvement and acknowledges when the learning objective of the lesson has been achieved. There are missed opportunities for pupils to be involved in working towards their own targets, which they do have, in English and mathematics, and little reference to them in marked work. Throughout the school, homework is used effectively to support pupils' learning, particularly in English and mathematics.

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

24. The school teaches all subjects of the National Curriculum, with particular emphasis on the core subjects of English and mathematics. However, the amount of teaching time is only just above the recommended minimum and present timetabling organisation results in small pockets of time, which are not always used to best effect. For example, although pupils come into school at 9 am, lessons do not necessarily start until 9.30 am, with small slots of time allocated to ICT or ill-defined literacy tasks. Within that time framework, the percentage of time allocated to curricular areas is appropriate, although the use of that time is not always effective. For example, although generous amounts of time are allocated to art and design, the activities chosen are limited and are expanded to fit the time available. The curriculum for the children in the Foundation Stage is good and based on the Early Learning Goals<sup>3</sup> which cover the six areas of learning. The curriculum includes a good mixture of teacher-directed activities and those that the children select for themselves.
25. The coverage of all subjects is adequate except in ICT where all the strands are not yet covered in sufficient depth. Information and communication technology is insufficiently used to support learning in other areas of the curriculum. The National Numeracy Strategy and National Literacy Strategy have been fully implemented over the last two years and planning for English and mathematics closely adheres to their guidelines. They are used effectively to support learning in other areas of the curriculum.
26. Planning for other subjects is largely based on Qualification and Curriculum Authority (QCA) national guidelines and the school has yet to create specific schemes of work which are relevant to and meet the needs of its particular pupils. The school aims to 'facilitate and encourage the acquisition of skills and concepts through the rich delivery of the National Curriculum and cross-curricular topics'. At present much of the curriculum is driven by individual activities, with too little emphasis on the development of specific subject skills. Cross-curricular links are tenuous and not specifically developed in teachers' planning. This has resulted in a fragmented curriculum without an overall coherence.

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<sup>3</sup> Early Learning Goals are part of the recommended curriculum for children from 3 years to the end of Reception.

27. Provision for pupils with special educational needs in the main school is good. The special educational needs co-ordinator (SENCO) works with teachers to write individual education plans (IEPs) for pupils with special educational needs. Some are of good quality. Others lack measurable targets and have not been reviewed, making individual progress hard to assess. The SENCO's action plan shows intention to work on this with teachers. Teachers take responsibility for pupils with special educational needs in their classes and have positive attitudes towards their full integration into all lessons. Learning support assistants play an important part in this, as pupils are effectively supported and make good progress. The special educational needs policy has recently been updated to reflect the new Code of Practice, which came into effect in January 2002.
28. The school is beginning to develop a scheme of work for pupils' personal, social and health education (PSHE). Although circle time is timetabled in all classes, this has a limited time slot, which is frequently eroded by the over-running of other lessons. The time is largely used for extending themes from school assemblies or for addressing specific issues as they arise. Structured activities and strategies for ensuring that all pupils are given opportunities to speak have yet to be developed. Where opportunities are planned, pupils are confident in expressing their feelings and concerns. For example, in a Year 3 'circle time', pupils were encouraged to discuss how they felt when people argue. In this lesson a good balance between the structure of the lesson and opportunities for independent thought was achieved. However, across the school, there are insufficient opportunities for pupils to raise issues which are of particular concern. Drugs education and healthy eating are incorporated into the science curriculum, and sex education is to be reviewed and incorporated into PSHE.
29. The curriculum is enhanced by regular visits to local places of interest and there is an annual residential visit to the Isle of Wight. The school's provision for extra-curricular activities is very good and all pupils, whatever their ability or gender, have full access to all the sports and other activities that take place. There are a number of very well attended lunchtime and after school activities including a chess club, recorder clubs and country dancing. A 'Groundforce' club is instrumental in providing plants to enhance the school grounds and football coaching on Saturday mornings is an important feature of village life.
30. The school has developed satisfactory links with the local community. Local residents come in to talk about the history of the village and there are valuable links with the church. Links with the local playgroup are developing. The middle school to which most of the pupils move is on an adjacent site and both schools share an environmental area; however, only basic links have been established.
31. All pupils work well together, whatever their gender or ability. Most have full access to the National Curriculum. However, pupils on the ELS and the ALS programmes who have been identified as requiring extra support often miss valuable parts of lessons from both the core and foundation subjects. Pupils from Gold Class often arrive late into lessons where they are integrated with other pupils and this tends to draw attention to them and does not help them to feel that they are part of the group or whole class community. In music, pupils in Year 4 are withdrawn from the lesson for peripatetic brass lessons. These pupils tend to be those who are of higher attainment in music and who would help other pupils to aspire to their standards. Sometimes the withdrawal of these pupils affects the attitudes of the rest of the class, which does not help the music teacher to fully create an effective learning environment. At lunchtimes, pupils from Gold Class sit separately from other pupils and this does not provide the right environment for them to feel included in the main school. A similar situation occurs during assemblies.
32. The overall provision for pupils' spiritual, moral, social and cultural development is satisfactory. The school's Vision Statement is appropriately supported by this provision, but the quality of this provision is not as good as it was at the last inspection.
33. There is sound provision for pupils' spiritual development. Opportunities for pupils to reflect on different emotions and beliefs occur in assemblies and in circle time sessions in PSHE. Themes relevant to current issues at the school are explored during whole school and class assemblies



and understanding for each other's feelings and beliefs. During the inspection, a whole school assembly relayed a Christian message and gave pupils the opportunity to reflect on bible readings and a poem. Religious education lessons not only relay facts about the different world faiths but also reinforce the need for respect for different ideas and customs. Opportunities to develop spiritual awareness in subjects are not specifically planned for but do take place as the result of individual teachers' own expertise.

34. Provision for pupils' moral development is good. All pupils fill in their traffic light behaviour book each day and it serves as a good reminder of what is expected of them. Teachers are consistent in applying rewards and sanctions and are good role models for the pupils. The school promotes self-discipline well. Pupils are taught to understand that school rules are to be followed because they make sense and not because of sanctions that may follow breaches. Pupils understand what is fair and are encouraged to take responsibility. This was seen in a Year 2 literacy class where one pupil suggested that her classmate be awarded a merit for her hard work during the lesson. School productions such as the Christmas shows give pupils good opportunities to work together for a purpose.
35. Provision for pupils' social development is also good. Promoting the life of the school as a community is aimed to help pupils develop their personal qualities. Although still in its early days, the School Council is starting to provide leadership opportunities for its elected members. Pupils are assigned different jobs in their classrooms to help them become more responsible. Pupils in Year 4 are encouraged to help younger pupils and take turns participating in lessons with members of Gold Class. Good opportunities to extend Year 4 pupils' social skills also occur during the annual residential visit to the Isle of Wight. In addition, pupils are encouraged to take part in fundraising for national and local charities. The positive atmosphere established by the staff creates a pleasant learning environment throughout the school where pupils learn to respect each other.
36. The provision for pupils' cultural development is unsatisfactory and deficiencies regarding cultural diversity identified in the last inspection report have not been addressed. Pupils are taught about local history and traditions and these are supplemented with visits to local sites related to Anglo Saxons and Vikings. An appropriate appreciation for British heritage is supported by displays about Remembrance Sunday, the Fire of London and a pupil's own visit to St Paul's Cathedral.
37. However, opportunities to extend cultural opportunities in art and design, music and other subjects are not adequately explored. The school does not have a programme of visiting artists, poets or storytellers. Pupils are taught about other cultures during their studies in RE but this is not enough to broaden their view of the world. Although the present profile of the pupils is overwhelmingly white and British, there are a few pupils from ethnic minorities. The school is not celebrating their cultural heritage. The school lacks multi-cultural displays, posters, exhibits and activities. Cultural elements found within subjects in the curriculum are not explored with the pupils.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

38. The school provides a caring and nurturing environment for its pupils. The arrangements to provide for child protection and ensure pupils' wellbeing are good and this standard has been maintained since the last inspection. The deputy headteacher is the designated person for child protection. The school follows the guidelines from the local education authority and is updating its own school policy. Members of staff are aware of the course of action to follow should they have any concerns in this area. The school is adequately meeting legal requirements regarding its provision for child protection.
39. Arrangements to care for pupils with specific medical needs are well established and pupils who become ill at school are cared for sympathetically by members of the staff trained in first aid. The health needs of pupils are carefully recorded and shared appropriately with class teachers. The governors' buildings committee is active in identifying and correcting health and safety issues and is supported very well by the site manager. Risk assessments of the building and site are up to

date and are carried out frequently. Fire drills take place each term. The school is cleaned to an exceptionally high standard.

40. The procedures to record and improve attendance are very good and have significantly improved since the last inspection. Registers are called at the beginning of each session and kept according to established guidelines. Any lateness that occurs is also recorded in the registers. Registers are reviewed regularly by the education welfare officer. The difficulties with unauthorised absences noted in the last inspection report have been eliminated. There is virtually no unauthorised absence as parents share the school's high expectations regarding prompt, regular attendance.
41. The school's approach to discipline is good and is well matched to the needs and personalities of the pupils. The school takes a positive and successful approach toward the management of its pupils. The 'traffic light' system of recording good efforts as well as lapses in behaviour is used consistently across the school. This system works efficiently and lessons are only briefly interrupted when a pupil's name is placed in the amber section of the chart. Teachers and the headteacher are able to monitor pupils' behaviour by reviewing their merit books.
42. Class teachers know their pupils well and keep good records of their personal development. This information is discussed with parents during consultation meetings and is included in the pupils' end-of-year reports to parents.
43. The procedures for assessing the attainment and progress of pupils through the school is satisfactory overall. Assessment has improved in English and mathematics since the last inspection, when there were weaknesses to be addressed. Procedures are good in English and mathematics as results of formal testing in Years 1 to 4 are carefully analysed to track pupils' progress year by year against individually set targets. These targets are shared with both pupils and parents so they know what pupils have to do to improve their work. The information from these and other annual formal assessments is also used to identify pupils who need extra support and teachers use it to plan group work for pupils of differing levels of attainment. Results are analysed in order to identify whether there are any differences in the attainment of boys and girls.
44. In science, teachers use the QCA national guidance as a scheme of work. Pupils' knowledge and understanding are assessed at the end of each unit of work against the expectations of what pupils should achieve. There are no assessments of the development of pupils' scientific skills that would help to ensure that pupils build on their knowledge and skills as they move through the school.
45. Assessment procedures for children in the Foundation Stage are good. Children's personal and academic development is tracked from entry in the Reception by compiling an ongoing record of progress, to which all staff contribute. Entry assessments are used to group children for their English and mathematics activities to ensure work is matched well to their prior attainment.
46. There is no clear system through the school to assess pupils' progress in ICT or foundation subjects, although assessment opportunities are identified within teachers' planning. The school is aware of the weaknesses in assessment. The assessment co-ordinator, together with the senior management team, is planning to implement procedures for the qualitative assessment of all subjects through the school. This would help to ensure that pupils make expected progress in all areas of learning.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

47. Parents have very positive views of the school and this represents significant improvement since the last inspection. The headteacher plays a leading role in promoting the very good partnership between the school and its families. Parents are encouraged to help in school and many of them do so on a regular basis. Each class has regular volunteers who provide reliable help with reading, cooking, crafts and with groups of pupils. A parent volunteer leads the popular football club on Saturdays. The Parent Teacher Association (PTA) organises a range of social and

fundraising activities over the year. According to one parent governor, it is “flourishing”. The PTA raises a significant amount of funding each year. The Christmas Bazaar and the Summer Strawberry Fair are the main events and they enjoy very good support from other parents and the local community. Funds from the PTA were used to help offset the cost of the ICT suite and to purchase the new climbing apparatus for PE lessons.

48. Effective links are quickly established with parents and carers before the children come to school and through daily contact at the beginning and end of sessions in Reception. Parents are well informed about what their children will be learning because curriculum information about the topic is sent out each half term. Parents are informed about the outcome of the entry assessment tests when they meet the teachers during the autumn consultation evenings.
49. There are positive links with parents of pupils with special educational needs. Parents are kept informed of their child's progress and achievements when they attend review meetings and consultation evenings. Parents of pupils who attend other additional groups – ELS, ALS and Springboard receive information about their child's progress at consultation evenings in the autumn and spring.
50. There has been very good progress regarding the quality of information provided for parents and it now very good, although a few parents would still like to have more information about their children's progress. The prospectus and governors' annual report to parents are both useful and informative documents that include all of the required information.
51. There are regular newsletters from the headteacher and class teachers. Each term, parents are given an overview of the curriculum their children will be studying. Teachers are friendly and easy to approach. Parents are encouraged to contact the school if they have any concerns. Meetings between teachers and parents to discuss pupils' progress take place in the autumn and spring terms. The school schedules the timing of these meetings so that working parents will not be inconvenienced. Nearly all of the parents attend these sessions and the school will arrange further meetings to suit the parents. Pupils' end-of-year reports are informative and clearly tell parents what their children have learned, how well they are doing and what needs to be improved. Pupils' targets are discussed at the consultation evenings and are included in the reports. Individual results from National Curriculum tests, including optional tests, are provided with the reports. Parents can make appointments at the end of the summer term to discuss the reports.
52. Parents make a very good contribution to their children's learning. Parents support the school's homework policy and most parents read regularly with their children at home. Parents believe that the school is helping their children become more mature and responsible. The very good partnership with parents supports standards in school very well.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

53. Ramsey Manor Lower School is well led and managed. Improvement since the last inspection in October 1997 has been good. All the key issues identified at the time of the previous inspection have been tackled well. The headteacher has a clear vision and direction for the work of the school. There is good teamwork between the headteacher and the deputy: they work well together, sharing management roles effectively. He is well aware of what the school needs to do next to improve still further; this is shared effectively with the deputy, staff and governors who offer him good support. The headteacher has generated a strong team spirit amongst the staff and governors and together there is a strong capacity to improve the school's provision for the pupils in their care. In this the school has been successful, as evidenced in the rise in standards in English and mathematics. However, it has been less successful in providing the pupils with a broad and balanced curriculum. The headteacher is aware that this needs to be addressed and has recently appointed a music co-ordinator to raise the profile of music and begin to give the curriculum more breadth.
54. Delegation to staff of management responsibilities is sound overall. The senior management team offers good support to the management of the school and covers the key responsibilities.

However, there is an imbalance of responsibilities and certain members carry too heavy a management load. The role of the co-ordinators has developed well since the last inspection. Co-ordination of the Foundation Stage, English, design and technology, ICT, PE and RE is good. Co-ordinators now have responsibility for devising action plans to feed into the school improvement plan, control their budgets, sample pupils' work and check teachers' planning. The headteacher ensures co-ordinators have some time to carry out their management roles through an imaginative use of cover for a variety of subjects. This includes him teaching PE a couple of afternoons a week.

55. As yet, many co-ordinators have had limited opportunities to monitor teaching and learning in the classroom. The co-ordinators for literacy and numeracy have had some opportunities to monitor in the classroom. Monitoring of teaching and learning has taken place by the headteacher and the local authority education advisors, linked strongly to raising standards in English and mathematics and performance management. However, there is not a clear programme for monitoring set out. In spite of the ICT provision being a weakness, the subject has a knowledgeable co-ordinator who is working very hard to promote the subject and raise standards. She is well aware that there is still much work to do and has identified areas for improvement in a very detailed action plan.
56. The governing body has developed its role well since the previous inspection. It is effective and fulfils most of its statutory duties well, including agreeing performance targets for the headteacher. However, statutory requirements are not fully met in the implementation of the curriculum for ICT. Governors fulfil their duty to be a critical friend of the school well and have a good understanding of the strengths and priorities for development. The governors fully support the headteacher in his vision for the school. They are well aware that raising standards has been a crucial area of the school's work and ensure that they are well informed about test results and targets. In addition, they have seen the increase of learning support assistants working in the school as a priority in order to help pupils in their learning.
57. The co-ordination of special educational needs is good. The special educational needs co-ordinator (SENCO) has relevant background experience and training and is thorough in her paperwork. She effectively leads a strong group of learning support assistants. The governor with responsibility for special educational needs meets termly with the SENCO and makes a termly formal visit to classes. She recognises the strengths of the provision in the school, particularly the work and commitment of the learning support assistants. There are limited links between the SENCO and the Autistic Spectrum Disorder (ASD) Provision, missing opportunities to improve school knowledge of the pupils in the Provision, although improved links are planned for. The governor for special educational needs feels that the ASD Provision helps pupils in the mainstream to have positive attitudes to pupils with differences, which was evident during the inspection. She has not yet visited the ASD Provision as it is felt that this would be disruptive to the pupils. Three of the pupils, however, integrate into mainstream classes and all but one pupil usually have lunch in the main lunch hall, indicating that they are able to manage a change of environment and see many new faces in the main school.
58. The school's strategic use of resources is good. The school's budget is carefully monitored by the finance committee of the governors and control systems are good. The minor issues reported in the last audit report have all been addressed. Strategic planning of financial resources is effective in ensuring that there is no carry over of funds. Spending decisions are closely linked to priorities in the school improvement plan and major spending decisions are evaluated. Targets for improvement are very appropriate and are linked very well to raising standards in the core subjects for all pupils. Detailed actions, success criteria and monitoring by the headteacher, senior management team and governors are set out clearly, with time scales for action. For example, the relatively large amount spent on providing a learning support assistant for each class has been judged to have been instrumental in raising standards in literacy and numeracy. Governors and staff are careful to ensure that the school obtains best value for money in its purchases and use the principles of best value well, especially in comparing the schools performance with other schools locally and nationally. They have a good understanding about why the standards in English and mathematics have improved. The school secretary uses information and

communication technology to good effect when keeping budgetary records. The school is aware of the benefits of holding assessment data on computer and is planning to implement this.

59. Overall, specific grants are used appropriately for their designated purpose. However, the specific grant which is allocated to the ASD Provision can only be spent on those pupils. It is a very expensive resource and does not represent value for money as these pupils do not make gains academically nor are they integrated as effectively as they should be into the main school. (ISSUE )The special educational needs funding in the main part of the school is good and is spent efficiently on 15 hours of Learning Assistant Support (LSA) time in each classroom to work alongside pupils for literacy and numeracy. They work with pupils with special educational needs and also with pupils receiving the intervention programmes, ELS, ALS and Springboard. This work is very effective and the work of learning support assistants is helping pupils to make good progress in basic skills and self esteem. All of these groups of pupils are included on the special educational needs register, resulting in a high figure of 29.2 per cent, which is well above national average.
60. Staffing costs are high but there is a good balance on the staff between experience and recently qualified teachers. Arrangements for the induction and development of staff are good and an efficient mentoring scheme is in place. Teachers new to the school feel very well supported and arrangements for the performance management of all staff are fully in place. Teachers are well qualified and learning support staff are very experienced and dedicated. They make a positive contribution to learning in all classes and give skilled support to classes with lower-attaining pupils and those with special educational needs.
61. Resources are good in most subjects but are unsatisfactory in music. The accommodation is spacious and very well maintained. Considerable work has taken place in the last few years and general updating and extending of the premises have now been reduced to an ongoing maintenance programme. The grounds are particularly attractive and there is a useful environmental area. The outdoor swimming pool is only useable in summer. A new computer suite has recently been installed and equipped with generous donations from the PTA.
62. The school's high income per pupil includes significant funding for pupils in the ASD Provision, which can only be used for the six pupils with statements presently attending the provision. This funding distorts the overall budget and is at present unsatisfactory value for money. However, in the main school there have been good improvements in standards and the quality of teaching. Weaknesses from the last inspection have been tackled well over the last couple of years. The partnership with parents is very positive, as are pupils' attitudes to learning and enthusiasm towards school. The capacity to improve still further is good and is shared by all staff, governors and parents. The school gave satisfactory value for money at the time of the previous inspection; value for money is now good.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

63. In order to improve standards still further, the headteacher, governors and staff should:
- (i) Improve the provision made for ICT by:
- ensuring that all elements of the ICT curriculum are fully implemented;
  - ensuring pupils' skills are taught in a progressive manner;
  - developing assessment procedures to monitor pupils' progress effectively; and
  - planning how pupils' ICT skills can be developed through work in other subjects.
- (Paragraphs: 8, 20, 25, 56, 95, 101, 107, 113, 114, 129, 131 – 135, 137 & 138)*
- (ii) Ensure that the curriculum is balanced and all aspects of the foundation subjects are covered by:

- reviewing the overall time allocation for all foundation subjects;
- ensuring the delivery of the curriculum is balanced in all subjects; and
- ensuring all aspects and programmes of study are planned systematically to enable pupils to learn skills and knowledge in a progressive manner.

*(Paragraphs: 24, 26, 28, 33, 108, 110 – 112, 120, 123, 143 & 144)*

- (iii) Develop systematic assessment systems in science and the foundation subjects in order to monitor pupils' progress over time.

*(Paragraphs: 44, 46, 108, 113, 118, 123, 128, 144, 148 & 150)*

- (iv) Provide further opportunities for curriculum co-ordinators to carry out their management role by ensuring all curriculum co-ordinators have regular opportunities to monitor teaching and learning in their subjects.

*(Paragraphs: 54, 55, 101, 118, 128 & 150)*

- (v) Review some aspects of the work in the Gold Class (Autism provision) by:

- reviewing the behaviour management strategies in place, ensuring that there is a range of positive behaviour management systems available to staff and that they are consistent in their use;
- clarifying line management of the Teacher in Charge of the Provision and establish a programme of monitoring of teaching and learning;
- reviewing the academic assessment of pupils in the ASD provision, and ensure they link to academic targets;
- reviewing integration programmes of pupils in the provision and plan for increased integration where possible; and
- reviewing lunchtime practice to promote pupils' integration more fully.

*(Paragraphs: 18, 31, 57, 66 – 72)*

In addition, this minor issue should be addressed:

- Provide greater opportunities for pupils to learn about the ethnic and cultural diversity of British society through the curriculum in subjects such as art and design and music.

*(Paragraphs: 14, 36, 37, 142, 152 & 153)*

## **AUTISTIC SPECTRUM DISORDER (ASD) PROVISION**

64. Gold Class is a Provision for pupils on the Autistic Spectrum. It currently has five full-time pupils and one assessment place taken by a pupil who attends for mornings only. It covers Years 1 to 4. It is staffed by one Teacher in Charge (TiC) and two Nursery Nurses (NN). There is also a designated midday assistant who sits at a separate table with the four pupils who integrate into the lunchtime of the main school.
65. The class is set up to help pupils overcome the effects of the Triad of Impairments, that is, difficulties in communication, social interaction and imagination or flexibility. It is designed as a low arousal environment with well-defined physical areas for different types of work. Visual timetables and visual cues are sometimes used to help pupils' understanding and to allow them to know what is to happen, thereby reducing anxieties.
66. Teaching in the ASD Provision ranges from satisfactory to good, with some unsatisfactory practice. Where teaching is good, time is effectively used and groupings allow for appropriate match of work to prior ability, allowing all pupils to contribute at their own level. Teaching methods are appropriate and good standards of behaviour are expected and achieved. Pupils at Years 3

and 4 are able to define terms such as “traditional” and remember that such stories are often passed on and retold. They can say what authors, illustrators and publishers do. Where teaching is satisfactory, activities are less motivating, and there is an adverse impact on pupil behaviour and progress. In PE, pupils find it difficult to remain controlled in such a large area. Where teaching and learning are unsatisfactory, class management and organisation are muddled and behaviour management is inconsistent, impeding learning and social development.

67. Management of the ASD Provision is unsatisfactory. The management of the Teacher in Charge of the ASD Provision is unclear. It seems to fall between the headteacher, the deputy and the SENCO. No programme of visits or monitoring or assessing of practice in the Provision is in place. Staff work collaboratively and are aware of their responsibilities in terms of teaching commitments and social and behaviour management; however, there are considerable inconsistencies in application. There is, for instance, inconsistency in application of behaviour management systems. Positive behaviour management systems are not always in evidence and many behaviour management interventions are expressed in negative rather than positive terms. There is not a high degree of praise from all staff.
68. The ASD Provision is costly. The TiC reports that pupils have generally gone to special school provision. Integration from the provision to the main school is limited, and it is the view of the TiC that few of the pupils currently in the provision will be able to integrate into a mainstream class without still having the support of the provision.
69. Pupils are making good social progress as defined on their individual programmes. They are able to talk to visitors, make eye contact, show their work and talk about it. They demonstrate frustration and anxieties, which are sometimes reduced by staff reassurance. Pupils’ academic progress is less well demonstrated. Group academic work often takes place on the carpet, where pupils find difficulties tolerating each other’s presence. Pupils are much more productive when sitting at tables or at their individual workstations. Academic progress is impeded by cautious assessments, which lower expectations. There is a marked discrepancy between assessments from pupils’ Statements of Special Educational Needs and their school profiles and assessments. One pupil, whose tests by the Educational Psychologist sometimes fall within the normal range, is assessed as having severe learning difficulties by the school. Pupils who are able to read and comprehend stories and respond to them appropriately are being assessed as being at P levels (pre-national curriculum level 1).
70. Pupils who are integrating into mainstream classes are having a very positive experience. They are welcomed by mainstream teachers and pupils. They integrate well into the classes, mixing with other children and engage in the work of the class. They are, for example, able to succeed in activities for the lower-ability group in a Year 1 numeracy lesson. Whilst they may not have understood all of the whole class sessions, they were able to understand as much or more than some of the less academically able pupils in the group, and during the group work were able to take part and succeed in mathematical activities. However, these experiences which benefit both pupils in the main school and from the ASD provision are limited.
71. There are pupils in the provision who would benefit socially and academically from being part of a mainstream class and going back to the provision for support when necessary. They may then benefit from some limited use of autism-specific structures in the mainstream classrooms – for example, visual timetables and workstations. They would also benefit from some integration without direct support, for example, the support from the provision working with the teacher and the whole class, rather than focusing entirely on the ASD pupil, as currently is the practice in integration sessions into art and design.
72. Pupils who are included in lunchtimes in the main part of the school cope very well with an inevitably noisy atmosphere. They sit at a table of their own with their own midday assistant. They are directed to jump the queue. They are the only table to have to use napkins and to have to wait for everyone at the table to finish their main course before beginning their pudding. These practices seem to set these pupils apart rather than support their integration. Their table habits are similar to if not better than many pupils in the hall. Other pupils greet them as they pass.

There is no intention to integrate them onto the table of their friends and peers. One pupil is reported to not eat unless an adult is present. The adult support could go with him to a table that includes his friends from his integration class.



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	44

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	14	31	13	5	0	0
Percentage	3	21.5	47.7	20	7.8	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	260
Number of full-time pupils known to be eligible for free school meals	7

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	81

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	13

### Attendance

#### Authorised absence

	%
School data	4.4
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### **Attainment at the end of Key Stage 1 (Year 2)**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	30	29	59

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	25	26	27
	Girls	27	28	28
	Total	52	54	55
Percentage of pupils at NC level 2 or above	School	88 (86)	92 (91)	93 (88)
	National	84 (84)	86 (86)	90 (91)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	25	26	28
	Girls	27	26	28
	Total	52	52	56
Percentage of pupils at NC level 2 or above	School	88 (86)	88 (86)	95 (86)
	National	85 (85)	89 (89)	89 (89)

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

**Ethnic background of pupils****Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	266	0	0
White – Irish	3	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	1	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	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)	12.12
Number of pupils per qualified teacher	22.1
Average class size	24.4

#### **Education support staff: YR – Y4**

Total number of education support staff	15
Total aggregate hours worked per week	265

### **Financial information**

Financial year	2001/2002
	£
Total income	704,482
Total expenditure	709,543
Expenditure per pupil	2,657
Balance brought forward from previous year	12,385
Balance carried forward to next year	7,324

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	270
Number of questionnaires returned	113

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	27	3	1	0
My child is making good progress in school.	49	43	3	3	2
Behaviour in the school is good.	39	57	4	0	0
My child gets the right amount of work to do at home.	42	44	11	1	1
The teaching is good.	55	36	4	0	4
I am kept well informed about how my child is getting on.	26	53	19	1	1
I would feel comfortable about approaching the school with questions or a problem.	56	38	4	2	0
The school expects my child to work hard and achieve his or her best.	53	43	4	0	0
The school works closely with parents.	25	56	16	1	3
The school is well led and managed.	42	49	4	1	4
The school is helping my child become mature and responsible.	50	42	2	1	4
The school provides an interesting range of activities outside lessons.	51	35	6	0	4

## **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**

73. The school admits all children into the Reception classes in September. Children attend full-time in the term in which they are five. Older children attend Reception full-time, while the children with their fifth birthday in the summer term are attending part-time. All children have the benefit of pre-school education, with a few attending a local Nursery, but most attend the playgroup. When children enter the Reception their overall attainment is generally below average in communication, language and literacy, mathematical development and personal, social and emotional development, although there are some children with higher attainment. Children make good progress in all areas of learning in Reception and, by the time they enter into Year 1, standards have improved and most are achieving average standards in all areas of learning. However, there are a few who are not.
74. Provision for children in the Foundation Stage is a strength of the school, as at the time of the last inspection. At present, provision in the outside area is not as good as inside but the staff are working hard to develop an appropriate curriculum. Teaching is consistently good or better. There is very good teamwork between the nursery nurse, learning support assistants and teachers and a very good learning environment, where some very effective learning takes place, including for the children with special educational needs. Children are very well prepared to start Year 1 work.

#### **Personal, social and emotional development**

75. Children's personal, social and emotional development is given a very high priority in the Reception classes which means most children are likely to achieve the early learning goals, with a considerable number exceeding them. Children with special educational needs are supported very well, which helps them make good progress in this area of learning. This helps them to integrate well and learn effectively. Teaching is very good in this area and organisation and deployment of staff are very effective and strongly promote personal, social and emotional development. The two classes work very well as one, with children having very good opportunities to work across all areas of the curriculum inside the classroom with a number of staff. This means children have a very good balance of teacher directed activities and tasks they choose themselves, which helps them to make decisions and gain in independence. A very good example is when children decide to have their snack. Children make their own snack from the recipe of the day, remembering to wash their hands beforehand. They carefully make faces on cheese slices, pour out their drinks and sit with their friends chatting happily while having their snack. The management of children is firm but gentle and very effective as all staff have very high expectations of the children. This has a positive impact and consequently, behaviour and attitudes to learning are good. Children respond very positively to instructions, as in a music lesson, when they were asked to wait to play their instruments – they resisted the temptation to play them and responded instantly and with great enthusiasm when the teacher gave the signal to shake, scrape or bang the instruments.

#### **Communication, language and literacy**

76. On entry to school, children's communication, language and literacy skills are generally below average, with some higher attainment. This is because many children do not listen effectively and are not always able to verbalise their thoughts when discussing their activities, particularly mathematical and scientific tasks. The quality of teaching is good. The teachers and nursery nurse are very effective in developing children's listening, communication and thinking skills by effective questioning and building upon children's responses through a wide range of imaginative activities. This helps them to make good progress and by the end of Reception, overall attainment is average. Good opportunities for speaking and listening exist in the role play areas, such as the jungle, and through investigating and exploring. They talked about using a torch and

communicated their observations about materials and changes, for example, how ice balloons were made.

77. The organisation of the literacy strategy is appropriate for Reception children. All share the introduction, followed by working in small groups with the teacher, when their individual needs are addressed effectively. Meanwhile, other children choose from a good range of activities where adults intervene successfully and promote the development of language and reasoning. Teachers teach basic skills well and promote reading well, and this means children have positive attitudes and make good progress in reading. Through very good questioning, a lower-attaining group of children learnt to predict a story ending and described events and characters from the pictures well, while handling the books carefully. Higher-attaining children read simple text and work out simple words from the sounds, showing that they have good strategies for decoding the text. Good opportunities exist for children to write both with the teacher and on their own. Many children write their own name and higher-attaining children write lists.

### **Mathematical development**

78. When children enter the Reception classes, their attainment in mathematics is generally below average. The quality of teaching of mathematics and the provision for the development and awareness of mathematical language are good. There are lots of opportunities for learning to count, order numbers and size, recognise shape and colour and create patterns through a good range of creative and mathematical activities. Children make good progress and by the end of Reception, most are likely to achieve the Early Learning Goals, with a few exceeding them, but some will still be working at levels below those expected for children of a similar age.
79. Good arrangements for teaching children in small groups are beneficial and means that higher attainers are challenged well and make good gains in their learning, as in a session when creating patterns. They started with two variables and within a short time were accurately making and describing patterns using up to five shapes and colours. During carpet sessions, children enjoy joining in clapping and singing number songs and rhythms, thus reinforcing number concepts. More able and average ability children name two-dimensional shapes, work out more than / less than, order and recognise to 10, with higher attainers counting beyond 20.

### **Knowledge and understanding of the world**

80. Provision and teaching for children to develop aspects of knowledge and understanding of the world around them are good. Children's learning is effectively promoted with an interesting and imaginative range of activities, so by the end of Reception, most children are likely to achieve the Early Learning Goals, including in ICT, but a few will not. There is a good focus on exploration and investigation and children have good opportunities to describe how bubbles are made, the texture of spaghetti, and what jelly feels like. Children make good progress in ICT and attainment is above that expected. Children enjoy working together in the computer suite. The youngest use a mouse to click on and drag various coloured bricks to make towers, stairs or patterns of their choice. There are good reinforcement activities set up in the classroom and children use the computers to reinforce their learning well, making patterns and dressing a teddy by placing the appropriated clothes on him.
81. Children learn about maps and plans through discussion of Elmer the elephant in the jungle, which prompts them to want a path, trees and hills on their plan. There are good links with beliefs and values, as children have the opportunity to reflect on the beauty of the natural world and paint and carefully draw pictures of the trees and leaves from the school grounds. They begin to learn about the Christian faith through the Christmas story.

### **Physical development**

82. The quality of teaching in physical development has improved since the last inspection, where there were unsatisfactory elements; it is now good. The teaching of physical education in the hall



is effective, which helps children make good progress in travelling on apparatus. Children persevere and concentrate while they successfully explore methods of travelling using apparatus. They are confident in demonstrating their skills because very effective classroom management and relationships ensure children are safe and happy in the lesson.

83. The outside area is being used to promote physical development, but as yet, opportunities are more limited than those in the classroom. This is a priority for the teachers who are presently exploring ways of extending outside provision. However, children are learning to climb, jump, run and steer vehicles with increasing precision as they play co-operatively and exercise outside with their classmates. Indoors, children have good opportunities to handle scissors, glue, pencils and brushes with increasing competence and their handwriting, cutting and sticking skills develop well, for example, when they carefully weave the body of Elmer with paper strips. Fine motor control is developed through interesting activities, as observed during the inspection when children carefully transferred small stones from a spoon into a plastic bottle.

### **Creative development**

84. Teaching is good and, as a result, all children make good progress and most are likely to attain the Early Learning Goals by the end of Reception. Children responded and behaved very well in their music lesson. The teacher very skilfully included all children in the activities through a mixture of demonstration and practice. They learnt to hold and play a variety of instruments during the lesson to illustrate Elmer and other animals travelling through the jungle. Children had lots of fun but instantly responded to instructions when needed.
85. Children learn about colour, pattern and texture in pictures and paintings. They successfully learn how to mix paints and later in independent activities made green and purple. Good opportunities exist for role play in Reception. For example, children play imaginatively in the jungle or home corner. Good intervention by the staff and a creative use of resources promotes good imaginative play, which helps to develop effective communication as well.

### **ENGLISH**

86. Standards in English have improved at the end of Year 2 since the last inspection. This is because there has been a greater emphasis on English during the last two years, since the arrival of the present headteacher. The National Literacy Strategy has now been fully implemented, along with intervention programmes for those pupils falling behind. There has been good improvement in the standards of reading since the last inspection, when there were weaknesses in provision. Good strategies to promote a love of reading, along with improved resources and a greater partnership with parents to help their children at home, has brought about a rise in standards. The governors have been determined, with the headteacher, to raise standards and have ensured that all classes have the support of a well-trained learning support assistant. This has proved effective as all pupils fully access the curriculum and achieve well, including those with special educational needs in the main school. In addition, the school now closely analyses its national and optional test results to identify any weaknesses in provision and in pupils' knowledge. Teachers' planning has improved with greater attention to match of work to pupils' prior attainment and a clear focus for the lesson that is shared with pupils. This has meant that higher-attaining pupils are now achieving the higher levels in the National Curriculum tests, as evident in the increase of Level 3 grades in both reading and writing.
87. Standards in English in the work seen are above what is expected for pupils at the end of Year 2 and average for pupils at the end of Year 4. Overall standards of speaking and listening are above average for pupils throughout the school. Achievement is good from the time children start school in Reception. Children enter school with generally below-average attainment; they make good progress and are in line with that expected when they enter Year 1. Good progress is made during Years 1 and 2 and by the end of Year 2, attainment is above average. These children have had the benefit of the increased emphasis on English. Progress slows in Year 3, relating to less good teaching and lower expectations on occasions, and picks up again in Year 4. Although

standards are average at the end of Year 4, they still represent good achievement from the children's lower starting point in Reception.

88. Teachers provide pupils with good opportunities for speaking and listening. Pupils ask and answer questions, listen and respond to others and present their own ideas and opinions clearly. This was illustrated well in a personal, social and health education (PSHE) lesson in Year 3, when pupils clearly articulated their concerns about having disagreements with friends. They waited for each other to finish and built on previous comments effectively. There are some opportunities for role-play to enhance speaking and listening skills but this could be extended further. A good example was observed in Year 1, when the teacher assumed the role of a fairy story character and children had to ask questions to guess who the character was. The activity was thoroughly enjoyed by all and promoted taking of turns and good listening skills.
89. Throughout the school, the enthusiasm that pupils show for reading is a strength and supports their learning. Additional time is devoted to group and individual reading during the week, which is aiding progress. Parents support their children well and hear them read regularly. Increasingly difficult material supports the development of reading and teachers carefully check and record pupils' progress and use the information gleaned to group pupils. Standards are above average by the end of Year 2 and average in Year 4, although gradually improving, as evident from the school's data analysis.
90. In Years 1 and 2, pupils are taught well the relationship between letters and sounds, so that they make good progress. Most read simple passages accurately and express opinions about major events in stories they have read. Higher-attaining pupils read with expression and understand how to use punctuation effectively. Reading is promoted well in lessons and teachers act as effective role models when they read the 'big book' with such good expressions that pupils are totally absorbed, enjoy the humour and are disappointed when the story ends. Pupils know the difference between fiction and non-fiction books, can locate books in the library and understand the use of the index, contents and a glossary.
91. By Year 4, higher-attaining pupils are reading well and show a good understanding of a variety of texts, identifying crucial features, themes and characters. This is because teachers question pupils well so they look beyond the text they are reading, There is a good choice of books, which enhances pupils' knowledge of different styles and genres, such as diaries of spitfire pilots, in addition to popular children's authors. Pupils in Year 3 know how to use a thesaurus to find more suitable adjectives to describe a character, and this is effective in consolidating skills in using the thesaurus for character description.
92. By the end of Year 2, guided by good and very good teaching, pupils achieve well in writing and attain standards that are above average. Teachers offer their pupils a good range of work within literacy. They encourage them to write in a variety of forms, such as lists, instructions and letters. Pupils use bullet points and change the size of font for greater emphasis. This aspect of writing is successfully transferred to the ICT lesson later in the day, where ICT skills are learnt to support writing. Growing understanding of the use of punctuation is shown in the use of capital letters and full stops to punctuate correctly structured sentences. In Year 1, pupils are encouraged to join their handwriting, which is reasonably neat; by Year 2, the majority of pupils use a joined script. In Year 2, the teachers successfully encourage pupils to structure their stories correctly with imaginative strategies, such as a path depicting the sequence of events, and at each stage a sentence is written. Very good support from the learning support assistant ensured the lower-attaining pupils could access the same activity with success. Following discussion, pupils' ideas were written down as a group effort.
93. By the end of Year 4, standards in writing are average. Pupils have a good understanding and recognise the importance of writing for different audiences. Evidence found included letters, poems, instructions and newspaper articles. A reporting style was appropriately used by Year 4 pupils when they wrote newspaper articles on 'The Three Pig Story'. Simple and complex sentences are used, with higher-attaining pupils using extended sentences effectively to engage the reader. Pupils work hard and cover a lot of work that is generally well presented and

handwriting is neat and well formed. However, it is not always the same for pupils in Year 3; this means that progress slows.

94. The quality of teaching is good overall, with consistently good or better teaching in Years 1 and 2 and satisfactory and good teaching in Years 3 and 4. Lessons are well planned and consistent across both classes in each year group. Work is built on what most pupils can already do and this is supported by the good assessment within the lesson and over a period of time. However, there is some variability in the quality of marking, mainly in Year 3, where expectations are not always high enough of both presentation and quality of handwriting. Where the quality is good, the teacher relates it to the learning objective for the lesson and states whether it has been achieved. Opportunities are lost for pupils to be more involved in their own learning and although pupils have targets for improvement, there is very little mention of whether they have been achieved or not. The school's good procedures for behaviour management, which are consistently applied by all staff, mean that the management of pupils is effective. This aspect is considerably enhanced by the very good relationships teachers have with pupils. Good attention is given to including all pupils well in learning. The support given by the well-qualified learning support assistants is effective and ensures that pupils of lower ability and those who have special educational needs are supported well during lessons. Homework has been planned well to support learning and matched to work in the classroom. For example, pupils in Year 3 write poems at home, extending the work started in class.
95. The co-ordinator provides good leadership and has had a greater involvement in managing the subject over the last two years. Raising standards has been a priority and in that the school has been successful. The co-ordinator has a clear view of what needs to be done next, such as improving pupils' spelling, in order to improve standards still further. She monitors teaching and learning and offers good support to colleagues. There is a good range of reading materials to support learning and a well-stocked library, although rather small for a whole class to be taught library and research skills. ICT is used satisfactorily overall to support and extend literacy, however, this is a relatively new area for the school and at times, with some older pupils, lack of ICT skills hinders progress made in literacy lessons. Other subjects, such as in PSHE, science and design and technology, contribute to pupils' skills in literacy when they discuss issues of concern, record their findings about change in science and annotate and label diagrams of packages.

## **MATHEMATICS**

96. At the time of the previous inspection, pupils' attainment in mathematics was judged to be in line with national expectations both by the age of seven and at the end of Year 4. Evidence from the current inspection indicates that pupils' attainment is now above national expectations in Year 2 but remains in line in Year 4. The results of National Curriculum tests since 1999 indicate a steadily improving picture, with results in mathematics being above the national average for the last two years. This reflects the increased focus on numeracy skills since 2001. Pupils make good progress in mathematics in Years 1 and 2 and satisfactory progress in Years 3 and 4.
97. In Year 2, pupils demonstrate an increased confidence in using a range of mental strategies to solve number problems. Two-thirds of pupils can identify which process to use when tackling written problems and the remainder are able to do so with additional support. Pupils are encouraged to apply strategies previously learned in other contexts. For example, having identified subtraction as the required process, higher-attaining pupils remember to take away nine by subtracting ten and adding one. Most pupils understand the difference between standard and non-standards units of measurement and most can use a ruler to measure everyday items with accuracy. Pupils use their measurement skills well in other subjects, such as science and design and technology, for example, when they measure and saw lengths of dowelling to make axles in design and technology.
98. By Year 4, pupils can add three two-digit numbers and higher-attaining pupils can check their calculations using an inverse operation. Some pupils are still relying on a number line for support and lower-attaining pupils need additional adult support. Most pupils have a good understanding of

place value and can see that adding  $6+4+5$  will help you to add  $60+40+50$ . There is a strong emphasis on number calculations in Years 3 and 4, with limited opportunities for pupils to carry out problem solving where they make satisfactory gains in learning.

99. Judgements on the quality of teaching are based on the scrutiny of pupils' work and on the lessons observed. The quality of teaching in Years 1 and 2 is good overall and broadly satisfactory in Years 3 and 4. Teachers plan carefully, with close adherence to the National Numeracy Strategy and medium-term planning guidelines from the local education authority. Teachers have good subject knowledge and provide good support for pupils. Additional support staff are used well to ensure that lower-attaining pupils have full access to the curriculum and help them to make good progress. Assessment is used effectively to match activities to the needs of different ability groups and flexibility in the system allows for pupil movement between groups according to progress. Ongoing assessment is used effectively to inform teachers' planning and good examples were noted of teachers adapting their planning to reinforce particular teaching points or to move pupils on more quickly when particular aspects were rapidly mastered. The quality of marking is good in Years 1 and 2. It often indicates the context of the work and the amount of adult help given. It notes when a pupil has had particular difficulty and what needs reinforcing. Marking is less helpful in Years 3 and 4 and some work was unmarked.
100. In the less satisfactory lessons, the pace of lessons was slow and teachers spent too long talking to pupils, with insufficient time for consolidation activities. Some lessons lacked a clear learning objective and connections to previous learning were not sufficiently established. Activities were not clearly related to the main learning focus and opportunities for assessing what pupils knew and understood were not built into teachers' planning.
101. The co-ordination of mathematics is satisfactory. The co-ordinator has good subject knowledge and has overseen the introduction and implementation of the National Numeracy strategy in the last two years. She is aware of the need for further development of the subject, for example, in the greater use of information and communication technology to support learning in mathematics. When computers are used, programs support and reinforce learning, as in a Year 1 lesson, when pupils sorted solid shapes into sets. The results of national and other tests are regularly analysed to identify areas, which require additional focus. The co-ordinator has observed the teaching of mathematics in all classes in the light of priorities indicated on the mathematics action plan. This has not been sufficiently rigorous or regular enough to ensure that best practice is identified and shared. For example, the very good mental /oral sessions and opportunities for pupils to use and apply their knowledge observed in Year 2 are not general throughout the school.
102. Resources are good and are regularly updated. A recent audit has resulted in most resources being distributed to classrooms, with only large items stored centrally. These are easily accessible and well used. A range of published material is available and this is generally used selectively to support learning.

## SCIENCE

103. Pupils in Years 2 and Year 4 are achieving standards that are in line with national expectations, which is similar to the previous inspection. The 2002 teacher assessments of attainment for Year 2, at Level 2, are mostly consistent with these judgements. However, teachers' assessments identifying a high percentage of pupils achieving Level 3, particularly in experimental and investigative science, are not supported by evidence from the inspection. There are no significant differences in the achievement of boys and girls and all pupils, including those with special educational needs, make sound progress.
104. Inspection evidence indicates that the observational skills and knowledge and understanding of pupils in Year 2 are developing well. They describe in great detail the properties of ice and what happens when it begins to melt and know how and when ice forms in nature. They can identify objects that use electricity and batteries and most can successfully make an electrical circuit, although some lower-attaining pupils have difficulty with this. Pupils in Year 1 can sort materials in a variety of ways according to their properties, such as a rough/ smooth, hard /soft. Pupils of

higher ability are able to use their more developed levels of language and observational skills to explain the properties of transparent/opaque materials and those that are bendy and not bendy.

105. Pupils in Years 3 and 4 build on their knowledge and understanding and further develop their use of the scientific method. By the end of the Year 4, they are beginning to understand the need for prediction and fair testing. Some good investigative work was evident in Year 3 when pupils carried out an investigation to test for the most suitable material for Teddy's umbrella. Pupils in Year 4 understand the concept of a force during their investigation into friction and they know that the amount of force used is measured in Newtons. Higher-attaining pupils understand that two forces can work in opposite directions and could result in balanced or unbalanced forces. Pupils begin to classify materials into solids, liquids and gases but for pupils of lesser ability, these concepts are not yet firmly established.
106. The quality of teaching throughout the school varies from very good to satisfactory, but overall it is good. This is an improvement since the last inspection when teaching ranged from good to poor. Relationships between pupils and teachers are very good and class control is secure. In both Year 2 and Year 4, some inspiring teaching was seen, which makes learning fun. These lessons are well planned and continue at a brisk pace. Teachers are very enthusiastic and make very good use of open-ended questioning that encourages pupils to think hard and generate well thought out answers. Teachers' use of everyday examples ensured quality learning as pupils' creative and practical efforts were maximised. All pupils enjoy science, particularly when undertaking practical work. They work well together in pairs or groups, sharing ideas and resources sensibly.
107. Evidence from work scrutiny shows that some teachers' knowledge in the subject is insecure, with some work incorrectly marked. Scientific vocabulary is insufficiently emphasised. Sometimes a series of lessons is planned to take place over a number of weeks but the work covered could be undertaken in much less time if key learning objectives were identified and given a sharp focus. This limits the amount of curriculum coverage offered to pupils, and ultimately attainment. In some lessons pupils all carry out the same teacher-directed work, which has not been sufficiently adapted to meet the varying abilities of the pupils. Consequently, the higher-attaining pupils are insufficiently challenged and they do not have the opportunity to design and carry out open-ended investigations by themselves. ICT is not sufficiently used to enhance pupils' learning. Databases and the Internet are not used frequently enough to encourage pupils to learn independently or for them to record their results using a computer program to plot graphs.
108. The current scheme of work is based on QCA national guidelines but this has not been adapted to meet the needs of the school, the abilities of the pupils or the development of skills. Although pupils learn about the dangers of medicines and drugs and about healthy eating, there is no specific provision for sex education. Planning in each year broadly covers the recommended work from the scheme and assessments are made at the end of each unit of work. However, the results are not sufficiently fed into planning so that work set ensures continuity and progression for pupils of all abilities. Inspection findings indicate that many pupils would benefit from working at a higher level than the scheme suggests. Some of the issues from the last inspection such as assessment and the development of a portfolio of moderated work have not yet been addressed and this is a weakness. However, the co-ordinator has drawn up a detailed Action Plan and acknowledges that assessment, moderation of work to ensure levelling is correct, and challenge for all pupils are areas for development. There is some monitoring of the quality of teaching and pupils' learning but this is limited.

## **ART AND DESIGN**

109. At the time of the last inspection, pupils' attainment in art and design was judged to be in line with national expectations. Evidence from the current inspection indicates that attainment across the school remains broadly in line with what is expected nationally and all pupils, including those with special educational needs, make sound progress.

110. Progress is largely satisfactory but the planning is based on the broad topics indicated by national guidelines and insufficient attention is paid to the development of specific skills and techniques as pupils move through the school. This was illustrated in a Year 3 lesson when pupils lacked the confidence and experience of observational drawing and quick sketching techniques when they attempted to draw portraits of their classmates. Although there are interesting and attractive displays of pupils' work in all classrooms, these are largely based on specific activities and there is little evidence that pupils' skills in drawing, painting and three-dimensional work are developed systematically from year to year. For example, in Year 1, pupils are encouraged to explore the properties of different fabrics and to practise weaving skills but within the same lesson there was a considerable difference in the level of difficulty in the three activities on offer. Although most aspects of the art and design curriculum are covered, pupils have limited opportunities for developing their painting skills.
111. The quality of teaching and pupils' learning in the three lessons observed was satisfactory overall. Teachers have good subject knowledge, enthusiasm and confidence in their ability to demonstrate what they want their pupils to achieve. Pupils work conscientiously and are keen to do their best, although the pace of lessons was generally slow as activities were expanded to fit the time available. There is good use of support staff in lessons to help pupils, with an appropriate balance between providing technical support and allowing pupils to use their own ideas and initiative, as in the Year 1 lesson.
112. The subject is led by a knowledgeable and enthusiastic co-ordinator who is aware of the need to develop a more detailed and comprehensive scheme of work which will incorporate the development of specific skills into all aspects of the art curriculum. She is keen to raise the profile of art and design within the school and to develop links between art and other curriculum areas. Resources are good and regularly updated.
113. As yet, there are no assessment procedures in place for art and design and no portfolio of pupils' work. There are good examples of information and communication technology being used to support learning in art and design. For example, pupils in Year 1 have created symmetry patterns on the computer to link with painted symmetry pictures and work in mathematics. However, this is not general across the school.

## **DESIGN AND TECHNOLOGY**

114. Standards in design and technology are slightly above average for pupils in Years 2 and 4 and they make good progress in the subject. This is an improvement since the last inspection when standards were average. Judgements are based on an analysis of pupils' previous work, lesson observation and teachers' planning. It was only possible to observe one lesson during the inspection and, although teaching was very good, there is insufficient evidence to make an overall judgement on teaching throughout the school. The extra support available in the classroom to assist all pupils with their practical work, including those with special educational needs, makes a valuable contribution to the standards in the subject. Pupils' numeracy skills are developed well, when pupils measure carefully before sawing, but there was no evidence of ICT being used to support design and technology.
115. In a Year 2 lesson, pupils were provided with an opportunity to learn about wheels and axles and to make a chassis with an axle that moves. With some adult support, but mostly independently, pupils were able to measure and saw appropriate lengths of dowelling to make a pair of axles, to which they attached wheels and added these to the chassis. They then fully tested the product to ensure that it moved in a straight line when gently pushed and made adjustments to their fixings if the chassis did not run smoothly and correctly. They had been made fully aware of the safety procedures when undertaking the practical work, to which they had adhered meticulously. In the entrance hall, work of a good standard undertaken by Year 1 was displayed. These depicted a variety of different pictures, carefully painted, indicating pupils' understanding of the simple lever mechanism.

116. During the year, pupils are involved in a number of projects that provide them with opportunities to design and develop their craft skills and evaluate their work. Work undertaken by Years 3 and 4 on display in the school and in the classrooms provided evidence that pupils make good progress in their skills of measuring, marking, gluing and stitching. The work on display in Year 4 was of a good standard and pupils used a variety of stitches to join fabrics together to make money containers. The teacher had provided them with an opportunity to learn to use a sewing machine and to produce small curtain samples using different types of stitching.
117. From the lesson observed in Year 2, it was clear that pupils really enjoyed the practical work involved in design and technology. They work very sensibly, mostly independently, sharing resources and ideas and are keen to talk about their work.
118. The co-ordinator shows good leadership in the subject and provides effective support for staff who are confident and interested in the subject. Some monitoring of teaching and learning has taken place but this is limited and is not currently ongoing. The school follows the QCA units of work and the co-ordinator checks to ensure that all areas of the subject are adequately covered. Resources are good. There is no form of assessment through the school or a portfolio of moderated work. This has been identified in her Action Plan as an area for further development.

## **GEOGRAPHY**

119. By the end of Years 2 and 4, pupils reach standards similar to national expectations and pupils of all abilities, including those with special educational needs, make sound progress. There are no differences in the attainment of boys and girls. Since the last inspection, standards have been maintained.
120. The evidence from the inspection indicates that by the end of Years 2 and 4, pupils' geographical skills develop appropriately but are not yet firmly established as inadequate time is allocated to the subject.
121. Pupils in Year 2 understand that a map is a bird's-eye view and they can draw simple plans to identify physical features of the school grounds and their routes from home to school. They know that in Barton-le-Clay there is a library, schools and shops and are aware of the different types of houses in the area. They have knowledge of towns farther away such as Hitchin and Luton and the airport and express the view that there are too many cars on the road. They have insufficient knowledge of the countries that make up the United Kingdom but can name other countries such as France and Spain. Overall, pupils' depth of knowledge in these areas is lower than that expected of pupils of similar ages. Year 4 pupils have become more aware of other places around the world and from the use of maps can identify countries in Europe and farther afield. From a physical map of the world they can identify a variety of physical characteristics such as the North and South Pole, main mountain ranges, deserts and seas. They are aware that weather varies around the world and that in some countries this may be very hot or very cold. Pupils have an appreciation of the importance of climate in determining the development of agriculture. They know that Africa has a shortage of water, which limits the amount of crops that can be grown, and that this can lead to starvation.
122. The quality of teaching and learning is good overall. Good teaching was observed in Years 2 and 4, with valuable use made of initial class discussions to assess pupils' general knowledge and to share the learning objectives for the lesson. Lessons were well planned, with appropriate maps, atlases and other resources readily at hand for pupils' individual or group work. This contributed to the good lesson pace and ensured effective learning for all pupils. However, ICT was not used to support geography in the lessons observed. Teachers have very positive relationships with their pupils and moved around the groups supporting them appropriately by the use of good open-ended questioning. In Year 4, particularly, pupils were clearly enjoying the work they were doing, concentrating and persevering well with the tasks set. All pupils behave well, sharing resources

and ideas with valuable discussions and exchange of information about their work. This supports their speaking and listening skills well.

123. The newly appointed co-ordinator has good initial awareness of her role. She has collated current planning, policy and resources and already has a good knowledge of the strengths and weaknesses in the subject and the action needed to raise the level of attainment for all pupils. Currently the school follows the QCA scheme of work but this has not yet been adapted to suit the needs of the school. There is no system in place to assess pupils' skills, knowledge and understanding in the subject. The co-ordinator has already made a start on this by developing a form of assessment for use in Years 1 and 2 where she teaches in the afternoons. At the present time, the subject is only taught for half a term in each term throughout the school. This time allocated to geography is ineffectively used and does not allow the programmes of study to be taught in sufficient depth. The effect of this is that pupils' geographical skills, knowledge and understanding are not secure.

## **HISTORY**

124. Pupils' attainment in history is broadly in line with national expectations across the school. This represents a similar picture to that at the time of the last report for Years 1 and 2 but a decline in standards in Year 4, when standards were previously above average. Only one history lesson was observed during the inspection. However, the scrutiny of pupils' work indicates that pupils are making satisfactory progress in their knowledge and understanding of different periods of history and in their study of the history of the local area, when they identify old and new buildings in Barton-le-Clay.
125. The quality of teaching in the Year 1 lesson observed was good. Good questioning encouraged pupils to express their own ideas and opportunities were provided for pupils to share their experiences. Pupils were enabled to develop a simple sense of the passage of time by sequencing toys from babyhood up to those they might like to play with. The focus of the lesson was clear and future learning was planned to build sequentially on what pupils knew and understood. This helped them to learn effectively in the lesson. Opportunities were provided for pupils to record their ideas in a variety of ways so that higher-attaining pupils could use their writing skills to record their ideas in sentences. This helped to reinforce literacy skills well.
126. The scrutiny of pupils' work indicates that in Years 3 and 4 there is a greater reliance on worksheets to structure pupils' learning and less emphasis on the development of historical skills, which means standards in work are average rather than above average. The study of early settlers to Britain is augmented by visits to a reconstruction of a Celtic settlement and visits to Roman sites in the locality, including a hypercaust at Welwyn and Verulamium.
127. Planning is based on national guidelines but these are developed appropriately in order to make use of the local area. For example, Year 3 pupils learn more about the area in which they live when they interview residents about school life in the past. The residential trip to the Isle of Wight includes a visit to Osborne House, which links well with a study of Victorian Britain.
128. The co-ordinator is knowledgeable and enthusiastic and has already been instrumental in creating an interesting and relevant curriculum. She is aware of the need to develop assessment and recording procedures and to maintain a portfolio of pupils' work. She looks at the planning for each year group but has had no opportunities for observing teaching. Resources are good and original artefacts are borrowed from local museums.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

129. By the end of Years 2 and 4, pupils' attainment in ICT is below average and does not meet statutory requirements. The last inspection identified standards in ICT as being above those expected nationally by the end of Year 2 and in line with national expectations by the end of Year 4. The attainment differences can mostly be attributed to the fact that, since the introduction of



Curriculum 2000, the nationally expected standards in the subject have been raised considerably. Inspection findings indicate that pupils do not experience the full range of the ICT curriculum at an appropriate level to their abilities. Consequently, they make insufficient progress in their knowledge, skills and understanding of the subject and this is a weakness. This is a change from the previous inspection when no weaknesses in attainment were identified.

130. In Year 2, most pupils are developing simple keyboard skills. When working in the computer suite and in pairs, most can log on using the appropriate password and click on the icon to access prepared text. However, most follow teachers' instructions and some need help to enter short simple text, use the arrow keys, delete and replace a letter, as well as add a space. With teacher instruction, they change the font and size of the presented text, save and retrieve work but some average and lower achievers need individual help with these actions. Their word processing abilities are not sufficiently developed for their age and abilities and they have not yet become independent users.
131. Pupils in Years 3 and 4 continue to use ICT to present text, but there is little evidence of any lengthy pieces of this in the work scrutiny. In Year 3, pupils' skills vary between classes. Some pupils are able, initially with help, to highlight individual words in a text, change the font style and ink colour. But in another, most did not know how to remove blank lines they had inadvertently placed between words in a list by using the delete key. They were not aware that the tab button could be used to lead them quickly to a new word column, or of the use of the space bar.
132. Most pupils develop an awareness of the use of ICT in the wider world, use of the video and CD-ROMs - but they have limited experience in the use of a digital camera. They have yet to use sound when combining different forms of media.
133. Throughout the school, cross-curricular links are not yet firmly established. There is limited use of ICT to present information in different forms such as bar graphs, pictograms and pie charts. Some is seen linked to mathematics; this is not extended to science. Since the last inspection, a screen turtle as a control program has been purchased but its use is not fully extended.
134. During the inspection, the quality and range of teaching were variable, ranging from excellent to unsatisfactory, but with teaching satisfactory overall. Teaching is better in Years 1 and 2 than in Years 3 and 4. Teachers employed a range of strategies to ensure pupils are aware of the learning objectives of the lesson and positively praised their efforts and contributions. In the very best lesson, pupils were reminded of the rules to be followed in the computer suite when it was made clear that exemplary behaviour is expected as a matter of course. Subject-specific vocabulary was constantly reinforced. These strategies ensured all pupils remained attentive and contributed to very effective learning. Pupils are given a demonstration of the lesson objectives before they set out on their tasks. However, the lack of a large screen monitor in the ICT suite does not allow many pupils to see the screen at all, or even clearly, and this is detrimental to the quality of their learning as they miss the main teaching points of the lesson. There were some moments of awe and wonder when the size of the text on the screen changed from small to very large, unexpectedly. Very good subject knowledge and lesson pace ensured that time was used to best effect and pupils' learning maximised. Teaching is unsatisfactory and learning ineffective when teachers do not take the opportunity to plan and teach ICT skills when using the ICT suite during cross-curricular lessons.
135. Most of the ICT seen during the inspection took place in the new computer suite that was installed at the beginning of the academic year. This has made a valuable contribution to the school's resources and now that it is fully operational it should enable teachers to raise the standards in the subject quite considerably from now on. However, the Internet is not used to extract information and develop pupils' research skills in most other subjects. Computers in the classrooms were not in regular use during the inspection because the school was waiting for appropriate software for the new machines. They are not used sufficiently to support cross-curricular learning or to extract information from CD-Roms.

136. Throughout the school all children enjoy making use of the computer suite and get very excited when they learn that their lesson is to take place there. Currently there is one computer shared between two pupils and they work very well together, taking turns with both the keyboard and the use of the mouse. They act sensibly and treat the equipment with care. As yet they have not become confident at using the equipment and the teachers have to work hard to sort out some of the minor problems that they encounter and to give pupils individual attention when required.
137. Although teachers have undertaken NOF (New Opportunities Fund) training there is still need for further development in their knowledge and teaching of basic ICT skills, as pupils are not yet making the expected progress in the subject. Teachers are provided with good quality support from the knowledgeable co-ordinator who has worked very hard to place the school in a favourable position where pupils can now receive effective learning and become more confident and independent users. The co-ordinator has a very detailed action plan and has identified all the areas for improvement.
138. The school follows the QCA scheme of work except in Year 1 where the co-ordinator feels that the curriculum suggested is not appropriate. The school is using the QCA system to assess pupils' skills. This is not developed sufficiently in order that further development in work can be planned to build on what pupils know, understand and can do and their progress effectively recorded.

## **MUSIC**

139. At the time of the last inspection, standards in music were judged to be above national expectations across the school. Since then, music has been marginalised with the increased focus on English and mathematics. The recent appointment of a specialist music co-ordinator is intended to raise the profile of music in the school but a lot of ground has to be made up. Attainment at the moment is just in line with national expectations in Year 2 and Year 4. Pupils, including those with special educational needs, make satisfactory progress in music.
140. Singing in assembly is tuneful although insufficient attention is paid to correct breathing, phrasing and dynamics. In lessons pupils learn how to sing with control of diction and how to use their voice expressively. For example they sing 'hello everybody' round in a circle as a warm-up exercise. However, these skills are insufficiently reinforced in hymn practices.
141. In Year 2, most pupils understand the concept of a steady beat and how to increase or decrease the tempo. Two-thirds of pupils are confident in putting this into practice. By Year 4, pupils are beginning to understand the idea of improvisation and in mixed-ability groups can create simple voice compositions with a time theme. They are beginning to appreciate the value of pauses and silences in composition and how to combine and organise sounds into musical structures.
142. Pupils' attitudes to music are variable and occasionally unsatisfactory. They are uncomfortable listening to music from different cultures in assembly and are inhibited when listening to unusual musical forms. Older pupils are uncomfortable when asked to experiment with ways of creating music or in discussion of how music can be used as a descriptive medium and this has a negative impact on their rate of progress.
143. The teaching of music throughout the school is good and is undertaken by the co-ordinator, a music specialist with very good subject knowledge. This enables her to demonstrate clearly what she wants pupils to achieve. Her lessons are carefully planned and contain a good range of interesting and innovative activities. However, she has to work hard to capture pupils' interest and co-operation. Other teachers lack confidence in teaching music, yet do not take the opportunity to learn by working alongside the co-ordinator when she takes their classes. A few pupils receive instrumental violin and brass tuition. However, their lessons are timetabled at the same time as their weekly music lesson and their interest and expertise would add greatly to the success of the lesson.

144. Planning is based on elements drawn from national guidelines and a published scheme. These are augmented in practice by the co-ordinator's own initiative. However, there is no overall scheme which ensures that key elements are developed progressively as pupils move through the school and which class teachers could implement on their own. No assessment and recording procedures are yet in place. Resources are unsatisfactory. The school has an inadequate number of pitched instruments and keyboards. The recorder groups are well attended but there is no school choir.

## **PHYSICAL EDUCATION (PE)**

145. Attainment in PE at the end of Years 2 and 4 is above average. This is an improvement since the previous inspection, when standards were average. Pupils are experiencing a full range of PE activities through the course of the year, including dance, games and gymnastics and swimming in Years 1 and 2, with the addition of athletic and adventurous activities in Years 3 and 4. Pupils are able to take part in performance, competitions and displays.
146. The quality of teaching throughout the school has improved since the last inspection and has a positive impact on the progress that all pupils make, including those with special educational needs. In Years 1 and 2, teaching is good and often very good. Management of classes is good, ensuring that pupils listen and engage in their work safely. Equipment and apparatus are well used and adds to excitement and enjoyment of lessons. Teachers carefully teach reasons why it is important to be active and pupils describe what their bodies feel like during different activities. Pupils are able to describe what they have done and also what others have done. Expectations of all pupils are high. In dance in Year 2, pupils show real enjoyment in responding to and interpreting the rhythm of the music of the Lion King. Teacher intervention helps pupils to listen carefully to the music in order to change the rhythm and speed of their movements with increased physical co-ordination.
147. In Years 3 and 4, teaching is generally good, with some satisfactory and some very good lessons. Where teaching is satisfactory, most pupils engage in and enjoy the lessons and make progress in games' skills. However, where teaching is good and very good, use is made of good teacher demonstration and effective groupings, resulting in pupils' practising and learning skills and gaining more physical control. Year 3 pupils make good progress in physical skills of balance and working at speed with good precision, as well as problem solving and group work skills, when they find ways to move along their log without falling in the river.
148. The subject is well led, and is given appropriate time for its teaching. A published scheme of work is used that gives sufficient detail for all staff who teach the subject to work from. Resources are good, and appropriate to the needs of the pupils. Although not observed in use during the inspection, pupils talk enthusiastically of the new wall bars provided by the PTA. All lessons begin and end with warm-up and down and pupils wear appropriate clothing. Safety systems are adhered to. Assessment is as yet at an early stage.
149. The school swimming pool enhances PE provision. The school recognises the hard work of the Site Manager in maintaining this facility. A gym club, run by a qualified instructor, is over-subscribed, as is the games club. Year 4 pupils take part in an orienteering module of an Outdoor Adventurous Activities scheme, footballers have the opportunity to join a Saturday league and pupils take part in a local folk dancing festival. These facilities enhance the PE curriculum considerably.

## **RELIGIOUS EDUCATION**

150. The school uses Bedfordshire's Agreed Syllabus for the teaching of Religious Education (RE) and allocates an appropriate amount of time to the teaching of this subject. The subject is well led. The co-ordinator supports colleagues and monitors RE work throughout the school, but as yet has no opportunity to observe colleagues teaching the subject. Assessment is as yet not fully developed, and is largely through assessing outcomes of written work. Resources are good.

151. In Years 1 and 2, attainment is above national expectations and has improved since the previous inspection. Pupils learn about their own uniqueness and are beginning to become aware of their relationships at home and at school. They talk, draw and begin to write about their own families and friendship groups, begin to learn about Jesus and are introduced to celebrations and festival in other cultures. In Year 2, pupils compare Christian and Sikh weddings, and draw pictures showing how Divali is celebrated. Teaching and learning in Years 1 and 2 are good, motivating pupil participation and interest. Teacher subject knowledge is very good, and resources and artefacts are well used, which is why pupils, including those with special educational needs, are achieving well. Pupils' thinking and writing demonstrate reflectiveness, and they are learning the importance of religious tolerance.
152. In Years 3 and 4, attainment for all pupils is in line with national expectations and similar to the last inspection. Pupils learn about Old Testament Bible stories, Jesus' life and about places of worship and religious festivals in Christian, Muslim, Jewish, Sikh and Hindu religions. Free writing shows satisfactory understanding, in many cases creatively and empathetically written. Worksheets are not matched to pupils' prior attainment, allowing pupils to answer the same questions at their own level, but marking does not always celebrate effort by some pupils who can produce less than others. Teaching and learning in Years 3 and Year 4 is satisfactory and sometimes good. Teaching is well organised; pupils make comparisons between religions, noting differences in symbols, places of worship, festivals and celebrations. Pupils successfully find the facts they need about each religion, but opportunities are missed, particularly in plenary sessions, to reinforce learning and avoid confusion or misconception. Some older pupils still display embarrassment or unease with regard to multicultural issues such as seeing photos of a woman in Muslim dress in a typical British setting.
153. Assemblies make a positive contribution to the school and to parts of RE and offer a collective act of worship. Pupils are accustomed to periods of quiet reflection. Themes for assemblies are appropriate and incorporate Christian festivals and subjects such as caring, listening, feelings and honesty. The school is missing opportunities to include the richness of multiculturalism into its assemblies.