

INSPECTION REPORT

LOUGHTON MANOR FIRST SCHOOL

Milton Keynes

LEA area: Milton Keynes

Unique reference number: 131348

Headteacher: Ms E Bancroft

Reporting inspector: Mr N Sherman
16493

Dates of inspection: 25th – 28th November 2002

Inspection number: 252300

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 category:	Community
Age range of pupils:	4 - 8
Gender of pupils:	Mixed
School address:	Paynes Drive Loughton Milton Keynes
Postcode:	MK5 8FA
Telephone number:	01908 241472
Fax number:	01908 242085
Appropriate authority:	Governing Body
Name of chair of governors:	Mr P Stainsby
Date of previous inspection:	22 nd June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16493	Mr N Sherman	Registered inspector	Mathematics Science Information and communication technology Physical education Pupils with English as an additional language Educational inclusion	The school's results and pupils' achievements. How well are pupils taught? What could the school do to improve further?
31729	Mr B Harrington	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
10911	Mrs C Deloughry	Team inspector	English History Geography Design and technology	How good are the curricular and other opportunities offered to the pupils? How well does the school care for its pupils?
13827	Mrs A Waters	Team inspector	The Foundation Stage Art and design Music Pupils with special educational needs	How well is the school led and managed?

The inspection contractor was:

Lynrose Marketing Limited
Bungalow Farmhouse
Six Mile Bottom
Newmarket
Suffolk
CB8 0TU

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Loughton Manor First School is situated near the centre of Milton Keynes in Buckinghamshire. The school, which opened in 1997 is of average size and provides education for pupils in the 4 – 8 age range. There are 225 pupils on roll and there are more girls than boys. A slightly higher than average number of pupils start and leave the school other than at the normal times. The number of pupils identified as having special educational needs is well below average, although the number of pupils with a statement of special educational needs is average. Twelve pupils claim free school meals, a figure that is below average. Forty pupils have English as an additional language, which is above average. Of these five pupils are at an early stage of learning English. Pupils enter the school with average levels of attainment. Since September 2002, the school has admitted children at the beginning of the academic year in which they are five, rather than on a termly basis as was previously the case.

HOW GOOD THE SCHOOL IS

The school is effective and provides a good standard of education for pupils. By the time they leave the school at the age of eight, pupils are on course to attain standards above the national average in English and mathematics. Standards in art and design and music are above national expectations. However, pupils do not make sufficient progress in information and communication technology and do not reach the standards they are capable of. The quality of teaching and learning is good overall, and teachers are successful in providing a learning environment that is rich and stimulating. The quality of relationships is very good and pupils demonstrate positive attitudes to learning. Links with parents are very effective and make a positive contribution to pupils' learning. The quality of leadership and management is good overall. The school is highly successful in promoting racial harmony. The school provides good value for money.

What the school does well

- Pupils attain standards that are above the national average in English and mathematics by the end of Year 2 and continue to make good progress in these subjects in Year 3.
- By the end of Year 2, and by the time they leave the school standards in art and design and music are above national expectations.
- The quality of teaching and learning at Key Stage 1 and in Year 3 is good.
- The school provides a stimulating and exciting learning environment.
- There is a high degree of racial harmony and relationships at all levels are very good.
- Pupils have very good attitudes to learning and behave very well.
- Teachers plan very well to promote pupils' spiritual, social, moral and cultural development.
- The very good links with parents that have a strong impact on pupils' learning.
- There is good leadership and management of this inclusive school, with the headteacher providing very good leadership.

What could be improved

- Standards in information and communication technology.
- The pace of children's learning in the Foundation Stage.
- The role of the co-ordinator in monitoring teaching and learning in subjects other than English, mathematics and music.
- Standards of written presentation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its previous inspection in 1998 and has further consolidated its position as a growing school in the community. The key issues have been effectively tackled. The quality of teaching and learning at Key Stage 1 and 2 has improved, leading to high standards in English, mathematics, art and design and music. In addition, the school has effectively moved forward as a 'new school' and has successfully implemented the national initiatives for literacy and numeracy as well as arrangements for the performance management of teachers. Given the very good leadership and management of the school by the headteacher, it is well placed to maintain its current momentum in moving forward, and continue to make further improvements to the quality of education.

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	B	B	B	A	well above average A above average B average C below average D well below average E
writing	C	C	B	A	
mathematics	B	B	C	A	

The above table indicates that in the 2002 National Curriculum tests, standards were above average in reading and writing and in line with the national average in mathematics. When compared with similar schools, based on the number of pupils who claim free school meals, standards were well above average in reading, writing and mathematics. In science, based on teacher assessments, standards were in line with the national average.

The findings of the inspection are that pupils reach standards that are above the national average in English and mathematics. Pupils make good progress in these subjects. The difference between National Curriculum test results in mathematics and inspection findings is due to the difference in attainment between groups of pupils. Standards in science are line with the national average. Standards in literacy and numeracy are above expectations. Teachers successfully plan to promote pupils' literacy and numeracy in other subjects and this has a positive impact on learning. Standards in presentation are below expectations. Pupils attain standards in art and design and music that are higher than expectations. With the exception of information and communication technology, where standards are below expectations, pupils attain standards in line with expectations in all other subjects.

In Year 3, pupils continue to make good progress and by the time pupils leave the school at the age of eight, they are on course to attain standards in English and mathematics that are above the national average. While progress in information and communication technology remains unsatisfactory, progress made in art and design and music is good. Progress in all other subjects is satisfactory and pupils are on course to reach national expectations in each subject.

Children in the Foundation Stage make satisfactory progress. By the time they enter Year 1, they achieve the Early Learning Goals in their communication, language and literacy, mathematical development, knowledge and understanding of the world, and creative, physical development. In their personal, social and emotional development standards are above expectations and children make good progress in this aspect of their learning.

Pupils with special educational needs are well supported in lessons and make good progress both academically and personally. The school effectively provides well for pupils at the early stages of learning English and they make good progress in using both written and spoken English as they move through the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils work very hard in lessons and respond in a very positive way to the work planned for them.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in and out of lessons and fully understand how their behaviour impacts on others.
Personal development and relationships	Relationships are very good. There is a high level of racial harmony among pupils who are sensitive to the views and beliefs of others. Provision for personal development is satisfactory.
Attendance	Good. Attendance rates are above the national average.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good overall, with some very good features. The stronger teaching is in Year 1 to Year 3. Teaching in the Foundation Stage is satisfactory, although there is a need to ensure that the children are fully engaged in their learning at all points of lessons. The teaching of English and mathematics is good in Years 1 – 3. Teachers effectively plan pupils' learning so that their literacy and numeracy, are effectively fostered in other subjects. The teaching of art and design and music in both key stages is good and this has a positive impact on the standards pupils attain. The teaching of information and communication technology is unsatisfactory. While some use is made by teachers of computer equipment, there are missed opportunities planned for pupils to use computers in lessons and this hinders learning. Teaching in all other subjects is satisfactory. Pupils with special educational needs are effectively taught. All teachers liaise carefully with the school's support assistant for those pupils identified at an early stage of learning English and these pupils are taught well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum for children in the Foundation Stage is satisfactory. In Years 1 – 3, the curriculum is broad and effectively planned to ensure pupils develop their knowledge and skills through other subjects. In information and communication technology, history and geography, the gaps between teaching certain topics reduces the effectiveness of teachers.
Provision for pupils with special educational needs	Good. Children with special educational needs are taught well. Both teachers and support staff are equally sensitive to those with a high level of need and ensure that they are fully included in all lessons.
Provision for pupils with English as an additional language	Good. Teachers effectively ensure that pupils at the early stages of learning English are given well planned tasks to develop their skill and confidence in using English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school is very effective in promoting pupils' understanding of the beauty of the world around them and very good use is made of other subjects in promoting this. Pupils are given good opportunities to develop their initiative in lessons.
How well the school cares for its pupils	Teachers and support staff know the pupils well as individuals and effectively ensure that all pupils, regardless of their cultural background are treated with care and respect. Assessments of pupils' progress are regular and the information gathered is used well by teachers to plan pupils' subsequent learning.
How well the school works with parents	There are very good links with parents and the local community that have a positive impact on learning. The Friends' Association works hard and the school is effective in ensuring links with parents and school are visible and genuine.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher enjoys the full support of staff, governors and the local community and provides the school with a clear educational direction. Other senior staff are fully involved in all aspects of management and give the headteacher good support.
How well the governors fulfil their responsibilities	Very good. The governors, by receiving full and regular information from the headteacher and through their regular, well planned visits to the school are very effective in fulfilling their legal responsibilities.
The school's evaluation of its performance	Satisfactory. Effective use is made of National Curriculum and teacher assessments to plan improvements. Monitoring of the teaching of English and mathematics is regular and the information gained is fed back effectively into the process of development planning. Co-ordinators in other subjects have too few opportunities to directly monitor teaching.
The strategic use of resources	Very good. Developments are very well planned and closely matched to the school budget. The headteacher and the governors have a very good understanding of the principles of 'best value'.
Staffing, accommodation and learning resources.	Good. The school has a good number of well trained and qualified teachers and support staff to ensure the National Curriculum can be taught. The quality of accommodation is good and the quality of displays significantly enhances learning. With the exception of information and communication technology, where a great deal of the equipment is out-dated, resources are 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"> • The high level of racial harmony. • How the school has continued to develop since being formed in 1997. • The social and academic progress their children make. • The strong commitment by the school to developing links with parents. 	<ul style="list-style-type: none"> • The range of extra-curricular activities.

Inspection findings support the positive views many parents hold of the school, particularly in how racial harmony is promoted in the school. While the range of extra-curricular activities after school are very few, the school does effectively plan to enhance pupils' learning through a well-planned range of trips and visitors to the school. Inspectors do not support parents' concern on this issue.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter school with average levels of attainment and overall make satisfactory progress in the Reception class. By the time they enter Year 1, standards are above expectations in their personal, social and emotional development where progress is good and reflect the time and attention given by teachers in promoting this aspect. In their communication, language and literacy, mathematical, physical and creative development, as well as in their knowledge and understanding of the world children reach the Early Learning Goals. Children make satisfactory progress in these aspects of their learning.
2. The 2002 National Curriculum tests at the end of Year 2 indicated that pupils reached standards in reading and writing that were above the national average. When compared with similar schools, pupils reached standards that were well above the average. Standards have been above average overall over three years. Inspection findings indicate that standards are above average in reading and writing and in speaking and listening. Pupils make good progress. Teaching is successful in providing rich and varied opportunities for pupils to take part in small group discussion such as exploring what might happen in their investigation work in science. This impacts well on pupils' understanding of the need to listen purposefully to the views of their friends. Progress in reading and writing is good. By the end of Year 2, pupils are confident readers who make increasing use of skills such as intonation when reading in the role of the character of the story. The effective teaching of phonics ensures that pupils develop good strategies for tackling unfamiliar words. Many teachers make good use of a wide range of literature in their teaching and pupils, to support their learning of the topics they are exploring, eagerly read non-fiction materials. In writing, pupils have a good understanding of the need to punctuate their work carefully in order for it to make sense. Pupils use vocabulary well to enliven their writing. Despite the good progress pupils make in applying their writing skills in other subjects, standards of presentation are unsatisfactory and too little attention is paid to this aspect of pupils' work.
3. The 2002 National Curriculum tests for mathematics indicated that at the end of Year 2 standards were in line with the national average. When compared with similar schools, standards were well above the national average. For the previous two years, standards attained by pupils in the national tests have been above average. The most recent tests do not mark a decline but reflect the differences in attainment between cohorts of pupils and the turnover of pupils. Inspection findings indicate that standards are above average and similar to those reached in 2000 and 2001. Pupils make good progress in mathematics. By the age of seven, they have developed a good understanding of how to solve problems both mentally and using traditional pencil and paper methods. The majority of pupils have an equally good understanding of shape and measure and use their estimation skills in attempting to guess the length of a piece of paper. Pupils' numeracy is developed well by teachers by careful planning to develop their skills in other subjects. Science and design and technology are used creatively in this respect.
4. The 2002 teacher assessments for science indicated that pupils reached standards that were in line with the national average. Inspection findings confirm teacher assessment and the current cohort of Year 2 pupils is on course to reach standards matching the national average. Pupils make satisfactory progress in their

understanding of different scientific ideas. By the age of seven, pupils explain how a circuit is formed, the benefits that electricity brings and the dangers of electricity if handled incorrectly. Pupils understand well that all living creatures need certain conditions to be prevailing in order to grow and thrive. Teaching places due emphasis on developing key scientific vocabulary and by the age of seven, pupils have a secure understanding of what is meant by a 'fair test' and how the results of investigation can be invalidated if the conditions are changed.

5. In information and communication technology, standards are below expectations and progress is unsatisfactory. Teachers makes insufficient use of computers and other equipment to develop pupils' understanding of the subject and of how certain software can be used to help learning in other subjects. By the age of seven, too few pupils have developed a sufficient understanding of how, for example, a word processor can be used to develop their literacy.
6. In art and design and music, standards are above expectations by the age of seven and pupils make good progress. In art and design, teaching is effective in developing pupils' drawing and painting skills. In addition, careful consideration is given by teachers to fostering pupils' understanding of the works of famous artists and how they use different techniques and media to create works of art. In music, many children sing well. By encouraging pupils to bring into school examples of their favourite music to be played in assemblies, pupils of all ages and backgrounds make good progress in their understanding of how musicians from other cultures make music. In all other subjects, pupils make satisfactory progress and by the age of seven reach standards in line with expectations.
7. By the end of Year 3 and when they leave the school, pupils have continued to make good progress in English and mathematics. They become increasingly confident in taking part in discussions and value the opportunities provided for them by teachers to express their views and opinions when taking part in 'Circle Time' sessions. In mathematics, many pupils can tell the difference between analogue and digital times and use their knowledge and understanding of fractions to solve everyday problems involving money. In science, pupils make satisfactory progress. Pupils continue to build on the good progress they make in art and design and music at Key Stage 1 and are on course to reach standards in these subjects above expectations by the time they leave school. While progress in most other subjects is satisfactory, pupils continue to make unsatisfactory progress in information and communication technology. Some teaching makes good use of the school's interactive white board and this makes a good contribution to pupils' understanding that information and communication technology is more than just using a computer. In the main, however, there are too few opportunities provided for pupils to use information and communication technology in the course of their daily learning, and this impedes their progress.
8. Pupils with English as an additional language make good gains in learning both in English and in other subjects of the curriculum. The school identifies the pupils who need support early and their progress is closely monitored. Prior to new topics being introduced to the whole class, teachers fully brief the teaching assistant who is employed by the school to work with the pupils at an early stage of English acquisition. The assistant carefully works with the pupils to build on what they already know about the topic and this proves useful to pupils when they are involved in whole class activities. The many opportunities planned by teachers to promote speaking and listening in all subjects ensure that the pupils with English as an additional language become more confident when speaking to a wider audience. Teachers also effectively ensure that a wide range of literature in the pupils' mother language is available to

read and this helps to develop pupils' use of their own literacy to develop their understanding of reading and writing.

9. Pupils with special educational needs are well supported in class. Pupils individual educational plans are clear and with targets realistically matched to the pupils' academic and social needs. Pupils with a high level of need, and who have a statement of special educational need, are given well targeted support. They are fully included in all parts of lessons and this ensures that they make good progress proportionate to that of their classmates.
10. The school has made good progress since the last inspection in raising standards, particularly in English and mathematics. The procedures for monitoring teaching have effectively identified the need to improve, for example, the teaching of writing. Such work has impacted well on pupils' achievements. The data from National Curriculum tests indicates no difference between boys and girls and inspection findings confirm this. Higher attaining pupils have their needs suitably identified by teachers and the pupils are provided with challenging work and they make progress in line with their capabilities.

Pupils' attitudes, values and personal development

11. Pupils have very good attitudes to school and to their lessons. Children in the Foundation Stage know the routines well and quickly settle to their tasks and activities. They enjoy coming to school and are becoming increasingly aware of what is expected of them in terms of behaving in class, around the school and with one another. Several show sustained concentration when working independently and in groups. They form very good relationships and work alongside each other sharing equipment and resources happily. Pupils of all ages are enthusiastic and confident workers who are interested in lessons, generally making very good contributions to lessons and displaying a keenness to learn. They enjoy the challenge of lessons and try hard to meet their teacher's expectations. Older pupils have a very mature outlook to learning and articulate their thoughts clearly. They are proud of their finished work about which they are able to make sensible judgements. They are polite to visiting speakers and ask pertinent and sensible questions. Parents agree that their children like school.
12. The behaviour of pupils in all age groups is very good. They display a high level of discipline, which is particularly evident during activities such as physical education and art lessons. Teachers rarely need to remind pupils about how to behave well, and the good example shown by adults in school secures the essence of positive behaviour throughout the school. There has been one recent exclusion that resulted from a pupil persistently breaching the school's code of conduct. The decision to exclude the pupil was taken after all other sanctions had been exhausted. The vast majority of parents believe that behaviour is good.
13. Relationships amongst pupils and between pupils and teachers are very good. This is an orderly community which values and enjoys racial harmony and has very good relationships with parents. Pupils' personal development is good. Pupils in many classes are given good opportunities to develop their personal initiative both in their learning and in the scope given to them in terms of how they can assist in the day-to-day organisational life of the school. However, in some lessons such as in performing investigations in science, they would benefit from being given greater responsibilities for decision-making. Pupils' personal development benefits greatly from the guidance provided by teachers, classroom support assistants, parents, and other adults who make themselves available to explain situations and resolve any misunderstandings

pupils might experience during the day. Parents agree that the school is helping their children to become mature and responsible.

14. Pupils in all classes respond well to the very good provision that is made for their personal and spiritual, social, moral and cultural development. Pupils are sensitive to the needs of others and when discussing the faiths, customs and beliefs of other religious groups, all pupils demonstrate a healthy respect for the views of others. Pupils are free to and are strongly encouraged to pick up and explore the many objects that are laid out for them in displays and they demonstrate a healthy curiosity about both man-made and natural objects. Assemblies are seen by staff and pupils as a focal point of the day and are used well to promote a sense of occasion. Pupils are encouraged, for example, to bring in their own choices of music and talk to the school as to why they like it. As a result, pupils are given good scope to listen to music from other cultures.
15. Attendance is good. The rate of attendance last year was slightly higher than the national average. For the same period there were no unauthorised absences.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The quality of teaching in the Reception classes is satisfactory. In Year 1 to Year 3, the quality of teaching is good and pupils learn well. During the inspection, the quality of teaching was very good in 34 per cent of lessons, good in a further 40 per cent and satisfactory in the remainder. Teaching is much improved since the last inspection with a higher ratio of very good teaching evident. The teaching of English and mathematics is good and pupils make good gains in using their basic skills in other subjects. Although there are some job-share arrangements in place, these arrangements are managed well and pupils benefit from the different interests and expertise of the teachers concerned.
17. Teaching in the Foundation Stage is satisfactory overall and teachers make good provision for children with special educational needs and children for whom English is an additional language. When teachers focus on small groups or on specific learning objectives teaching is often good. Teachers' knowledge of the way children learn is secure, but planning and attention to the stepping stones for the Foundation Stage do not always meet the needs of pupils as well as they could do. The pace of some lessons is slow and the needs of higher attaining pupils are not always met. All adults who work with children in the Foundation Stage have very good relationships with them and a particular strength is the calm and encouraging manner in which they manage them. In the main, the children are provided with a good range of activities and supervision levels are high. Teachers and adults intervene productively in children's play and are ever watchful for opportunities to reinforce basic skills of literacy, numeracy and personal development. Children are continually busy and well occupied and this level of activity and the experiences they receive enable them to make satisfactory progress. However, children could make more rapid progress if the organisation and planning of their learning through these activities and tasks was better focused. Teachers' planning is not specific enough as to the skills and knowledge that are to be taught and consequently children are not always engaged in purposeful tasks. This makes it hard to assess how much progress the children are making and thus plan appropriately for their next learning activity. There is not an appropriate balance between activities that the children choose for themselves and those organised by the teacher.

18. The quality of teaching in English is good and in Year 3 it is very good. Teachers know their subject well and plan interesting activities specifically designed to improve pupils' confidence in using their literacy skills through other subjects. In science, for example, Year 2 pupils write short books about plants complete with simple contents and index pages. Many opportunities are provided for pupils to take part in speaking and listening activities. The opening and concluding parts of lessons give pupils good scope to answer questions and listen to the views of their classmates. This has a positive impact on the learning of pupils who are at the early stages of learning English, the teaching for whom is good. Very effective use is made of the teaching assistant employed at the school to support these pupils. The teaching of English is enhanced further by very attractive displays and arrangement of books that raise the status of reading in the minds of pupils. Overall, however, teachers do not expect enough of the pupils in terms of their presentation standards in which are unsatisfactory.
19. The teaching of mathematics is good in Year 1 to Year 3. Effective use is made of the structure of the numeracy strategy to allow pupils the chance to take part in quick fire mental arithmetic sessions. Pupils greatly enjoy such activities and teachers often ask mathematical questions of pupils that have a direct relevance to them. This boosts their confidence in understanding the part mathematics plays in their daily lives. A key feature of the mathematics teaching is the very good organisation of resources and equipment. Many lessons allow pupils to use practical first hand equipment and this helps them to learn abstract ideas.
20. The teaching of science is satisfactory in Year 1 to Year 3. Themes and topics are well planned and made interesting for pupils. Effective use is made of practical work to learn scientific ideas to which pupils respond with high levels of interest and enthusiasm. A shortcoming in the teaching of science is the manner by which pupils are encouraged to undertake and record their investigation work. The structure is often set by the teacher in the form of handouts for pupils to complete. While these provide a structure they inhibit pupils' ability to determine the course of their own scientific lines of enquiry and constrain the performance of the highest attaining pupils.
21. The teaching of information and communication technology is unsatisfactory in Year 1 to Year 3 and pupils make too little gain in learning as a result. Some of the equipment in classrooms is out-dated and pupils get too little access to use the Internet, for example, to support their learning. Teachers do not effectively plan to incorporate the use of computers in their daily teaching and many of the classroom based machines lie idle.
22. The teaching of art and design and music at both key stages is good. In art and design, pupils are effectively taught to use a wide range of skills and are given good opportunities to apply these through interesting and challenging work that is planned. The school makes effective use of one of the teaching assistants, who is an artist in her own right, to teach groups of pupils and her interest and expertise have a positive impact on standards. The headteacher, who has a strong interest in music, undertakes some of the teaching. Her knowledge leads to pupils being taught a suitable range of musical skills and this has a positive impact on learning. The encouragement of pupils to choose their favourite music that is then played in assemblies effectively ensures that pupils make good progress in learning and appreciating the music from other cultures.
23. At both key stages, the teaching of design and technology, history, geography, physical education and religious education is satisfactory overall with some good features. In physical education, for example, the teaching of gymnastics is often good with pupils developing high levels of confidence when undertaking such work.

Teachers plan well and where possible, activities effectively ensure that pupils' knowledge and skills are developed through other subjects. In design and technology, for example, pupils measure, cut out and stick together the parts of an 'arm' from cardboard to reinforce their learning of the human body.

24. There are good features of teaching in both key stages that impact well on learning. Teachers organise learning well and all classrooms are bright, attractive and stimulating. Display is effectively used to stimulate lines of enquiry and develop pupils' interest. Many of these allow pupils to pick up objects or use a magnifying glass to look at an object in more detail. Other artefacts are attractively displayed in cabinets and prove a strong focal point for pupils. In all classes pupils are managed well and relationships between adults and pupils are friendly yet purposeful. Pupils feel comfortable in approaching an adult in clarifying what they have to do as a result. Many lessons have good pace. Time is used to good effect with reminders to pupils on the time they have left to complete a task and by allowing pupils to regroup as a class to share with their classmates and teacher what they have learned or what they may have found difficult. The effectiveness of teaching is reduced in some subjects because of shortcomings in the curriculum, which in the case of history and geography result in some gaps between the teaching of certain themes and topics.
25. In all classes, the teaching of pupils with special educational needs is good. Teaching assistants are fully briefed on how best to support these pupils in lessons. Pupils' work is very closely matched to their individual education plans, and their work is based on that planned for the rest of the pupils in the class, but is geared towards their particular levels of ability. Pupils are given appropriate praise in what they attempt and this has a strong impact on the pupils' self-esteem and confidence. Those with a high level of need are very well taught and fully included in all parts of lessons. Teachers and teaching assistants regularly review these pupils' progress and modify teaching support levels accordingly.
26. The school is aware of the need to improve the quality of marking. Many of the written comments to pupils refer to whether or not they have achieved the objective being covered. There are too few indications from teachers to pupils on how to improve their work and this reduces the impact of how teachers assess pupils on a day-to-day basis. The school's policy in relation to homework is consistently applied from class-to-class. This relates solely to the encouragement to pupils to read at home. At present, however, little use of homework is set in a range of subjects and makes little contribution to the pace of pupils' learning.

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

27. The quality and range of learning opportunities provided by the school is satisfactory, except in information and communication technology, which is not taught in sufficient breadth and depth. This is having an adverse affect on standards. There are also weaknesses in the time tabling of the history and geography curriculum, where the length of time between the blocks of lessons being taught are often too long in Year 2 and Year 3. This means the pupils often experience difficulty in recalling the knowledge or building on from the skills acquired in the previous set of lessons.
28. The curriculum includes all subjects of the National Curriculum and religious education, which is based on the requirements of the locally agreed syllabus. The National Literacy and Numeracy strategies are well embedded in the teaching of English and mathematics, and teachers have adopted the Qualifications and

Curriculum Authority guidelines as a basis for their planning of the learning in most other subjects. Mathematics and Literacy skills are used and practised effectively across the curriculum, but the use of information and communication technology is underdeveloped. There is a suitable policy for sex education and the school has addressed the omission, noted in the previous inspection, and drawn up a policy regarding drug abuse. The curriculum for pupils in the Foundation Stage is satisfactory. The programme of work is planned to support the children's progress towards the nationally agreed early learning goals for each area of their learning. Appropriate attention is given to including elements of the National strategies for Literacy and Numeracy in preparation for work in Key Stage 1. Due emphasis is placed not only on developing the children's early language and mathematics skills but also on personal and social development. However, there is scope for the planning and organisation of the curriculum to be more rigorous and provide more effectively for the development of children's knowledge skills and understanding as they move through this key stage. Teachers' planning does not fully reflect all aspects of the areas of learning outlined and this makes the assessment of children's progress difficult because the specific purposes of some of the activities are not clear. For example, the listening and speaking opportunities to be provided through the role-play area are not clearly identified and thus it is not possible to record children's progress accurately in these situations.

29. The school has developed and maintains good links with the local community. There is close and regular involvement with the local church, both as a learning resource and for celebratory occasions, such as the Year 3 leaving service. The vicar regularly visits the school to lead the assembly. The pupils participate in the annual carol service in the city church, which is attended by parents and people from the wider community. A good link with the local residents' association means that the school, in rotation with others, receives a donation towards resources. The local environment is used well and the pupils visit such places as the Mosque, the zoo, the library and the museum, while visitors to the school include theatre groups artists and writers. Strong links are in place with the local secondary school and the pre-school play group. Students from Milton Keynes College of Further Education train in the school for their NNEB or BTEC certificates and De Montfort University regularly use the school for their trainee teachers. There are two qualified mentors on the school staff, which is very beneficial to the students.
30. The school provides a substantial and well-planned programme of educational visits and visitors to school. A number of parents would like to see more after-school activities, but the school to enrich the curriculum makes a satisfactory provision of activities outside the classroom.
31. The teacher who co-ordinates the presentation of Personal, Social and Health Education to all pupils takes advantage of the opportunities she has to teach all classes, to monitor pupils' responses to the programme and to the school's code of conduct. The subject is well organised and the scheme of work is regularly reviewed to include information relevant to the community. Recent initiatives have included raising pupils' awareness to danger through the recognition of inappropriate signs. 'Playwell' training has been undertaken for the whole school, and this has resulted in fewer accidents at breaktimes. Pupils have been instrumental in identifying opportunities for improving the quality of school life. They have presented their ideas within the protection of circle times, during which they know that what they say will be taken seriously. Pupils have a well-developed respect for the differences between people, and display a sense of fair play. Drugs education and sex education are presented with sensitivity to the age and stage of the children.

32. The school has successfully maintained its high quality provision for pupils' spiritual, moral, social and cultural development since the last inspection. The motto of the school, 'A lifelong love of learning and joy from learning together', is at the centre of the school's continuing growth and development. The intention to provide a partnership where children, staff, parents and governors work together to promote the aims of the school is clearly fulfilled. The strong sense of community spirit is underpinned by a positive ethos and parents strongly support the aims and values of the school.
33. The provision for the spiritual development of pupils is very good and this shows an improvement since the last inspection. Religious education lessons and daily assemblies provide good opportunities for pupils to learn about Christianity and other faiths. Assemblies are well structured and carefully planned to reflect the termly themes and provide very good opportunities for pupils to explore the values and beliefs relevant to the pupils with different religious backgrounds. Pupils are provided with ample opportunities for reflection, both in these assemblies and in lessons to think about their own experiences and feelings as well as to reflect on how other people might feel in a range of situations. For example, pupils are sensitively encouraged to think about life, death and loved ones no longer here as they listen to an explanation of 'The Lights of Love Tree' ceremony at the local hospice. Music creates a calming atmosphere whilst pupils are engaged in sewing activities. Well chosen stories such as 'The Rainbow People' are expressively portrayed and encourage pupils to think about caring and sharing. Teachers provide very good opportunities during lessons to promote pupils' spiritual awareness through reflecting on works of art, music or literature. When opportunities for spiritual development are planned they are often outstanding. For example, during 'Circle Time' the teachers' careful and sensitive preparation and management of pupils enable them to explore and share feelings and emotions, in a secure and safe environment.
34. The provision for pupils' moral and social development is very good. There are effective policies and strategies for promoting good behaviour and all staff ensure that pupils understand the rules and know what is expected of them. The school is very clear about the values it promotes and the high expectations it has encourage pupils to develop a moral code which enables them to distinguish right from wrong. From the time they start school, pupils learn how to behave properly. They quickly adapt to the school's behaviour policy, which is reflected in the well thought out classroom rules and working practices. Pupils develop a keen sense of what is acceptable behaviour and a spirit of co-operation. Pupils are well used to working together in pairs or in small groups and on these occasions they collaborate well, supporting each other in achieving a good result. Boys and girls mix well together in school, and pupils of all ages, attainment and creed are fully included in all aspects of school life. Once again the regular use of "circle-time provides a useful means of promoting pupils' personal growth. They become aware of their actions on others. All of these make a significant contribution to the very good relationships, attitudes and values found in the school and is reflected in pupils' very high levels of confidence and an appropriate understanding of the world in which they live.
35. Provision for pupils' cultural development is very good. The school actively encourages pupils to appreciate the wide cultural diversity of the world around them and this helps to support the school's positive approach to promoting racial equality. Visits are made to different places of worship and pupils learn about the important beliefs and cultures of several major religions. As well as celebrating the Christian festivals of Christmas, Easter and Harvest, pupils are encouraged to appreciate the festivals of other major religions represented in the school. For instance, during Advent, pupils consider the theme of light and learn about the Hindu festival of Diwali. They interpret the story of

Rama and Sita through well produced collages. Through tracking the journeys of Travelling Ted, pupils develop a sound appreciation of their own western European culture and become familiar with lifestyles of the people in countries such as Tunisia, Portugal and Italy. Pupils' cultural awareness is enhanced through a range of visits to the theatre, art galleries and concerts. For instance pupils thoroughly enjoyed visiting 'The Stables' to take part in a music workshop where they were introduced to Gamelan music and had 'hands on' experience of playing the Indonesian instruments. On occasions, pupils are provided with opportunities to hear musicians from the local Brass Band perform live in school and sometimes the school choir sings with them in concert.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school has very good routines in place for ensuring the health, safety and welfare of all pupils. The headteacher is named to deal with any issues of child protection which may arise. She is supported in this role by the deputy headteacher and the child protection governor, all of whom have received training for these responsibilities. The relevant policy is reviewed and revised regularly in line with the School Improvement Plan. New and temporary staff and childcare students in school are provided with appropriate induction to ensure the correct procedures are followed on all occasions.
37. A risk assessment of the premises is carried out regularly and the findings are presented to the Environment Committee of the governing body for consideration. The health and safety officer and the school caretaker are party to these decisions. A number of teaching assistants have received training in first aid and one has been appointed health & safety officer. Pupils with specific medical needs are very well supported with staff undertaking additional training to provide more specialised support.
38. Satisfactory educational and personal support and guidance is provided for all pupils. Pupils' progress tracking books contain test results and a set of progress reports. 'Circle Time' in all classes enables teachers and teaching assistants to monitor and support pupils' academic and personal development. Teaching assistants are encouraged to pursue pastoral issues such as absence and illness and to provide additional differentiation within lessons. Regular monitoring of attendance by all staff and the effective evaluation of attendance data support the good rate of attendance. A late book helps staff to monitor the punctuality of pupils daily. Regular meetings with the educational welfare officer assist in providing practical assistance to help pupils to come to school regularly.
39. Procedures for monitoring and promoting good behaviour are very good. The school's behaviour policy is reviewed annually for effectiveness, and recent staff training in assertive discipline resulted in the development of a whole school approach to behaviour and discipline. The essence of the policy is that there are just three fundamental rules that are modified by pupils in each class to suit their needs. Pupils' good behaviour and work is celebrated in assemblies.
40. There are good arrangements to induct new pupils into the school. There are good opportunities for parents and children to make several visits to the school in the previous term so that they are familiar with the school environment before they start.
41. In the Foundation Stage, a satisfactory range of assessment procedures is in place. In previous years children have been assessed during the first few weeks in the reception class, using the local education authority's procedures, which cover language and

literacy, mathematics and personal and social development. Currently, there are new arrangements in place to assess the level of children's attainment and their developmental stage based on the draft edition of the pupils' profile. Staff are diligent in keeping their own informal assessments and use these well to build up a picture of the children in their care. However, insufficient use is made of the information gleaned from these assessments to group the children and to help the teacher to plan appropriately challenging activities.

42. At Key Stage 1 and Key Stage 2, assessment procedures are good in English and mathematics and satisfactory in other subjects, except in information and communication technology and religious education, where none are made. There is a full programme of ongoing tests for each area of the English and mathematics curriculum and these are used effectively at the end of Year 1 to set targets for the end of Key Stage 1 statutory tests. Further non-statutory tests are undertaken in Year 3 and these results are passed on to the Middle School. The system adopted for tracking pupils progress in writing, mathematics and science, is useful but is losing some of its impact because it is not being sufficiently geared to the National Curriculum stages, until the end of Year 1.
43. There is a calendar in place for the foundation subjects, which programmes assessment tests throughout the year so that each area of the curriculum is measured once annually. The progress of individual pupils is maintained in their tracking record book. This is a comprehensive programme but at present has little influence on future planning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parents have positive views of the school and its work. Parents responding to the inspection survey believe that the school is well led and managed, and that teaching is good. The vast majority think that the school expects their children to work hard and achieve their best, and that their children are making good progress. They feel that the school works closely with parents and would be comfortable in approaching the school with questions or concerns. A number of parents do not feel that their children are receiving the right amount of work to do at home and would appreciate more information about their children's progress.
45. The school has very good links with parents. Parents are provided with an informative school prospectus that is supported by a diary and regular newsletters to keep them informed about forthcoming events and features of daily life in school. Each year, the governors' annual report to parents provides useful and detailed information of a very good quality and format, keeping parents up to date with activities and plans. Teachers and classroom assistants make themselves available to parents at the beginning and end of each day to resolve any concerns. Consultation evenings provide opportunities for parents to discuss their children's progress with teachers. Annual progress reports tend to focus on features of the curriculum and provide limited information as to what pupils can do, particularly in subjects other than English and mathematics. As a result of this restricted coverage, pupils' progress reports are deemed unsatisfactory.
46. Parents make a very good contribution to their children's learning at school and at home which makes a significant impact upon the work of the school. Parents are encouraged to come into school and help pupils to change their reading books. Reading practice is the main strategy for homework, and a reading diary is used as a vehicle for dialogue between parents and teachers. A large number of parents, some of whom have received training in literacy and numeracy, regularly help in class they

provide additional teaching and learning opportunities for the benefit of all pupils. Some parents involve themselves in science days when they work with pupils to tackle science investigations. Parents attend the regular curriculum workshops and the workshops held to develop the home-school agreement and the homework strategy. Most parents and friends support their children's family carol concert and Nativity play in church in the city centre. Those parents involved, share the leavers' service at the end of the year. The 'Friends of the School' hold frequent social events for parents and children, such as visits to the seaside and the theatre. They further support the life of the school by raising significant funds to provide additional learning resources. Recently, they have contributed to the refurbishment of the library and the development of the mezzanine floor.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The quality of leadership and management is good overall. The headteacher provides very good leadership promoting a very clear sense of direction for the school. She sets very high standards, displaying a strong personal example of dedication and this engenders amongst staff, including those in non-teaching positions, a clear commitment to the work of the school. In partnership with staff and governors, she works hard to ensure that the work of the school reflects the principles of its aim, 'a life-long love of learning and joy from learning together'. This is reflected in the firm commitment to providing a broad and rich range of practical learning experiences and the creation of a caring environment in which the spiritual, moral, social and cultural aspects of each pupil's development can be fostered. The positive, harmonious and supportive atmosphere, and the strong sense of commitment displayed by all who work in the school reflect the quality of this leadership.
48. Since the previous inspection, the school has continued to establish itself in the local community. Since the school opened the headteacher has built steadily on her organisational ideas and her vision for its development. She has been effective in encouraging people to be confident and work together as a team. She is supported by an effective Governing Body which shares a firm commitment to the school and to providing the very best possible education for the children.
49. The school was first inspected when it had only been opened for two terms. Since then positive and effective steps have been taken to address the issues for improvement identified in the last inspection report. The school has continued to build on the good practice that was present at that time and has further developed the systems for school development planning and for monitoring its effectiveness.
50. The Governing Body is effective. Governors play an active part in the life of the school and provide strong and committed support, while at the same time being prepared to question and challenge when it is appropriate. The Governing Body is well informed, has a good grasp of its responsibilities and exercises its authority with care and diligence. There is a well defined committee structure to ensure that the statutory duties are fulfilled. Through regular and well planned visits to school, together with regular reports and focused monitoring visits, governors have gained a good understanding of the work of the school. They work very effectively with the headteacher and staff and play an important part in shaping the future direction and work of the school. For example, they play an integral part in setting targets for attainment at the end of Key Stage 1 by analysing the progress of pupils through the school.

51. Systems for keeping a check on teaching and the every day work of the school are well established and a programme of monitoring of teaching and learning has been developing since the school was opened. The headteacher and the senior management team are actively involved in the monitoring and evaluating process and have directly observed the teaching of literacy and numeracy. Other subjects have been, and will in future be the focus of attention on a rolling programme. The information gathered is shared with staff and used to set targets for improvement. In this way, the good things that are happening in the school are shared and support is given in any areas of relative weakness. However, these systems are only partially effective. Shortcomings lie in the fact that opportunities for subject co-ordinators to undertake this aspect of their management role are not fully in place. The lack of opportunity for them to gain first-hand information about the quality of teaching and learning or the standards attained is restricting their effectiveness as leaders and is inhibiting them from gaining a clear view of how to raise standards in their own subjects. There are also very few opportunities for teachers within year groups to observe each other's teaching. The leadership and management of the Foundation Stage is satisfactory but there is room for improvement particularly in the organisation and planning of the curriculum and children's learning.
52. The provision of good in-service training, regular whole staff discussion of important educational development and good staff morale support the good quality of teaching. The school has recently achieved Investors in People status.
53. The management of the provision for pupils with special educational needs is good. The special educational needs co-ordinator is new to the role but has already formed a clear view of what needs to be done to further develop the provision. The new Code of Practice has been successfully introduced and a policy has been drawn up and is soon to be reviewed. Pupils with special educational needs are identified quickly, through a variety of procedures, and placed on the special needs register, which the school has chosen to retain. Pupils are provided with individual education plans which set clear targets for improvement. These plans are reviewed each term, with new targets being set if appropriate. Support staff are particularly effective in the contribution they make to teaching and learning, especially when they are deployed to support pupils in whole class lessons. The special needs co-ordinator keeps comprehensive records and the progress made by the pupils is carefully checked. The governors and headteacher ensure that the grants and funding available for the support of pupils with special educational needs is used wisely and for the maximum benefit of the pupils. A good level of resources and staffing to meet the needs of this group of pupils is provided. The quality of specialist accommodation is very good and used to best effect. The governor appointed to monitor the school's provision for pupils with special educational needs, carries out her work efficiently.
54. There is effective management of the arrangements for pupils with English as an additional language. The part-time co-ordinator has a good overview of developments and both she and the teaching assistant designated to the school to provide support regularly attend courses to keep them up-to-date with regards to best practice in supporting the pupils. Both of these members of staff provide good support and guidance to their colleagues and provision for pupils with English as an additional language is regularly discussed and evaluated at staff meetings. Detailed reports about the provision are given to governors and this enables them to have a clear idea of developments in this area of the school's work.
55. The School Improvement Plan sets out a clear vision for the school and provides a firm agenda for raising standards. The governors have a clear view of the future developmental needs of the school and make an important contribution to the

development of the School Improvement Plan and the educational priorities it identifies. Achievable goals have been set and these are monitored regularly for progress. The school budget is managed efficiently, including funding for specific purposes. The very good use of these funds is effectively linked to the School Improvement Plan and helps to support school development. The school's finances are very well managed on a day to day basis by the school administrator. No significant issues were identified in the most recent auditor's report. The governors have a secure understanding of the principles of best value and thoroughly discuss all issues pertaining to this. They regularly apply these principles to the school's use of and potential use of resources. Although the school building is quite new, the governors have a refurbishment programme in place for day-to-day 'wear and tear'. The school provides good value for money.

56. There is an appropriate number of teachers to ensure that the subjects of the National Curriculum can be taught. The teaching assistants with whom they share the details of their planning and teaching strategies very ably support them. The school has worked hard to develop the role of teaching assistants and they are valued team members who are involved in planning and weekly INSET. Some teaching assistants have high levels of expertise in some subjects that are recognised by the school which enable them to teach whilst being supported by the class teachers. The headteacher has a teaching commitment that enables the release of co-ordinators and teachers undertaking additional training. The in-service training programme reflects the priorities identified in the School Improvement Plan and enables the personal development of staff.
57. Accommodation is good. This is a new building with pleasant grounds containing hard, grassed and wooded areas. Outdoor provision for children in the Foundation Stage is easily accessible with some very good large play equipment. Classrooms are light and airy with overflow areas that are very well used to provide pupils with additional opportunities to carry out practical work beyond the classroom base. The addition of a mezzanine floor has provided storage areas and additional workspace for teachers. The hall is suitable for the number of pupils on roll and is very well used for physical education lessons, assemblies and lunches. Purpose built rooms such as the music room and kitchen are well used, the music room being round also provides a suitable format for circle times. The library area in the foyer is an attractively presented area of the school. The school is decorated throughout with good quality pupils' work that is a celebration of pupils' efforts and provides a stimulating environment for learning.
58. Resources for learning are generally good. Resources for English and music are very good. The high quality of reading books and tapes available in the library and classrooms contributes significantly to the high value placed upon reading by parents and adults in school. Parents are encouraged to help their children to select library books and to share the reading experiences with their children. In this way, pupils acknowledge the importance of reading and the enjoyment that books can bring. The very good range of percussion and stringed instruments available for the study of music enables pupils to experience a variety of musical techniques and to enjoy the shared experiences of music making. Resources for information and communication technology, however, are unsatisfactory as there is an inadequate range, quality and sufficiency of equipment, although the school's action plan clearly indicates how these are to be improved. Most equipment is outdated and fails to support pupils' learning and there is limited software to support pupils with English as an additional language.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. **In order to raise standards further, the headteacher, governors and staff should:**

1) *raise standards in information and communication technology by ensuring that:

- teachers effectively use computers in the course of daily lessons;
- teachers' lesson plans clearly identify the skills and knowledge pupils are to learn;
- pupils' progress is effectively monitored and assessment information used to plan the next steps in their learning;
- resources are brought up to an acceptable level and quality.

(paragraphs => 5, 21, 27, 28, 42, 88, 90, 98, 109, 116, 122, 125-129, 144)

2) *improve the planning of children's learning in the Foundation Stage to ensure that:

- children engage in sufficient structured activities that make effective use of their time;
- the planning of children's learning is challenging and meets the academic needs of the children;
- greater use is made of assessment information in planning children's learning.

(paragraphs => 17, 28, 63, 68, 71, 73, 74, 76, 78)

3) further strengthen the leadership and management of the school by extending the role of the co-ordinators so that they have more of a direct role in monitoring the teaching and learning in their subjects of responsibility.

(paragraphs => 51, 99, 107, 112, 117, 123, 140, 144)

4) improve standards of how pupils present their work by:

- raising teachers' expectations of what pupils are capable of attaining.

(paragraphs => 2, 18, 143)

The following less important issues should be considered as part of the school's action plan:

- ensure that pupils' reports comply with legal requirements
(paragraph => 45)
- the marking of pupils' work gives more guidance as to how pupils may improve.
(paragraph => 26)

* These issues are both identified within the School Improvement Plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		12	14	9			
Percentage		34	40	26			

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

Information about the school's pupils

Pupils on the school's roll

	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	225
Number of full-time pupils known to be eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs

	YR – Y3
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	10

English as an additional language

	No of pupils
Number of pupils with English as an additional language	40

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.9

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	20	31	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	17
	Girls	28	28	28
	Total	47	47	45
Percentage of pupils at NC level 2 or above	School	92 (84)	92 (87)	88 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	19	19
	Girls	28	28	28
	Total	47	47	47
Percentage of pupils at NC level 2 or above	School	92 (85)	92 (90)	92 (87)
	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	163	2	
White – Irish	1		
White – any other White background	8		
Mixed – White and Black Caribbean	4		
Mixed – White and Black African	1		
Mixed – White and Asian	4		
Mixed – any other mixed background	5		
Asian or Asian British - Indian	14		
Asian or Asian British - Pakistani	4		
Asian or Asian British – Bangladeshi	1		
Asian or Asian British – any other Asian background	7		
Black or Black British – Caribbean	2		
Black or Black British – African			
Black or Black British – any other Black background	3		
Chinese	2		
Any other ethnic group	4		
No ethnic group recorded	2		

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 – Y3

Total number of qualified teachers (FTE)	9.475
Number of pupils per qualified teacher	23.8
Average class size	28

Education support staff: YR – Y3

Total number of education support staff	10
Total aggregate hours worked per week	242

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	516 056
Total expenditure	507 657
Expenditure per pupil	2 266
Balance brought forward from previous year	0
Balance carried forward to next year	8 399

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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	225
Number of questionnaires returned	93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	30	1	0	0
My child is making good progress in school.	56	41	1	1	1
Behaviour in the school is good.	46	46	4	2	2
My child gets the right amount of work to do at home.	34	49	10	5	2
The teaching is good.	65	32	2	0	1
I am kept well informed about how my child is getting on.	45	39	12	3	1
I would feel comfortable about approaching the school with questions or a problem.	71	26	3	0	0
The school expects my child to work hard and achieve his or her best.	58	37	4	0	1
The school works closely with parents.	53	42	2	2	1
The school is well led and managed.	69	27	2	0	2
The school is helping my child become mature and responsible.	55	43	1	0	1
The school provides an interesting range of activities outside lessons.	25	31	16	8	20

Other issues raised by parents

No other issues were raised by parents.

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

60. The quality of education provided for the children in the Foundation Stage is satisfactory, within a safe and secure environment. This is similar to that found at the time of the last inspection. Since September 2002, the school has admitted children at the beginning of the academic year in which they are five, rather than on a termly basis as was previously the case. On entry to the Reception class, the attainment of the majority of children is broadly in line with that expected for their age.
61. Most children in the Foundation Stage are on line to reach the expected standards (known as the Early Learning Goals) in all the areas of learning by the time they enter Year 1.
62. All groups of children including those with special educational needs and those with English as an additional language make good progress in their personal, social and emotional development because staff concentrate hard on preparing them to work and play harmoniously with others and to develop independence. Children make satisfactory progress in all other areas of learning. As a result of their increased confidence they settle well into school and quickly learn the routines and procedures. Their good attitudes to work and play help them to learn and to enjoy their experience of school.
63. The main strength in the Foundation Stage is the very good teamwork of the staff. The two teachers, three teaching assistants and the voluntary helpers provide a stimulating and interesting learning environment which promotes children's learning through practical experiences. The teaching and curriculum are satisfactory and the programme of work is planned to support the children's progress towards the nationally agreed early learning goals for each area of their learning. Appropriate attention is given to including elements of the national strategies for literacy and numeracy in preparation for work in Key Stage 1. However, there is scope for the planning and organisation of the curriculum to be more rigorous and thus more effectively provide for the progressive development of children's knowledge skills and understanding as they move through this key stage. Teachers' planning does not fully reflect all aspects of the areas of learning outlined or provide for the varying developmental needs of the children. This makes assessment difficult because the specific purposes of some of the activities are not clear. For example, the listening and speaking opportunities to be provided through the role play area are not clearly identified and thus it is not possible to record children's progress accurately in these situations.
64. The children are taught in bright spacious classrooms with ample shared areas for activities such as painting, water, sand and role-play. A well-equipped kitchen area is also available and there is direct access to the outdoor play area with a good range of large play equipment and wheeled toys to promote children's physical development. The whole Foundation Stage area is clean with vibrant and useful displays, and resources are generally plentiful and very accessible.

Personal, social and emotional development

65. Teaching and learning in this area are very good. By the time children begin Year 1, most are confidently achieving above the Early Learning Goals. All adults in this key stage are very caring, supportive and encouraging and this promotes children's very good attitudes and enjoyment of school. The adults set very good examples for children to follow and promote children's self esteem and confidence through listening with genuine interest to them and praising their efforts. This area of the curriculum is given a suitably high priority and the areas are well organised for children to develop independence. The children learn simple routines and rules for working and playing together. All sessions include specific opportunities to encourage the children to concentrate, co-operate with each other and to develop independence. This is seen in the introductory part of each lesson when children listen carefully to the teacher and put up their hand to answer rather than call out, and in the way they co-operate with each other when engaged in activities. They develop skills of independence, including making choices about aspects of their work and tidying away.
66. Very good relationships among adults in the classrooms encourage pupils to help each other, for example when making resources for the café. Behaviour is good. Social development is constantly promoted and children demonstrate well their increasing ability to listen to each other with courtesy and respect. They are ready to congratulate others when they have been successful. In the physical education sessions children demonstrate the ability to dress and undress independently although help is at hand if they should need it. They are competent at managing their own personal hygiene.

Communication, language and literacy

67. The majority of children are likely to achieve the early learning goals in this area of their learning by the end of the reception year. Teaching is satisfactory and all groups of children make satisfactory progress.
68. The teaching is based on an imaginatively planned range of activities, with many opportunities for children to listen and to talk about what they are doing. Teaching is best when staff in both classes actively talk with children and extend their vocabulary. This enables the majority of children to make good progress, increasing in confidence and in their ability to express themselves. However, when children are engaged in other activities such as the role play corner, currently a cafe, their progress is not as good. Those who are more able initiate conversations but some of the lower attaining children find difficulty in bring sufficient imagination to bear in their play situations and there is too little direction by adults. This limits the development of speaking and listening skills. The interesting and useful activities, such as painting, construction kits and sand or water play are not often enough linked to specified tasks. Children tend to play side by side with too little focused conversation.
69. Elements of the National Literacy strategy are well used to promote learning of literacy skills. Shared reading and writing sessions support learning of letter sounds and sentence construction. Teachers promote the basic skills well and work effectively on letter sounds and early writing skills. They give children good opportunities to talk and to write for specific purposes such as making posters for the café. As a result children understand the meaning of title and illustrator and are familiar with a simple range of key words. Teachers are successful in helping children to remember the sounds of letters. Children enjoy practising the sounds they know and can explain the purpose of using rainbow colours when working with the sound "r". Children work hard at attempting to write, 'I like the café' and begin to use the sounds they have learnt when

making their first attempts. They learn about the sequence of stories as they make their own fold out books with the help of the teacher.

70. Children use whiteboards to construct simple words and are learning to write their first name without help. There are good opportunities for developing writing skills in all areas. The children are encouraged to see themselves as writers and to put this skill to use around the classroom. For example, writing captions and notices for their café and writing down the customer's food order.
71. Although all the activities and tasks provided are rich in potential for extending children's communication, language and literacy skills, they are not always used to full benefit. When staff work directly with groups of children on a topic, such as making posters, the children make better progress. On other occasions when left to their own devices there is not enough challenge in the tasks to enable children, especially the more able, to make faster progress.

Mathematical development

72. By the end of the Reception Year, most children will satisfactorily achieve the Early Learning Goals in mathematical development. Teaching is satisfactory and all groups of pupils make satisfactory progress. In a good number work session that was clearly planned to promote children's confidence in saying and using numbers, the more able children demonstrated their ability to count and order numbers to 10 and to find one more and one less. The best teaching is seen when teachers and support staff take small groups to develop their concept of number, shape and space. An example of this was seen when a small group of children showed eagerness and excitement in learning how to use money to buy items of food. The task was designed to enable children to recognise coins and to count on and back. The teacher posed questions such as 'How much have you spent?' and 'How much is left?'. This practical activity provided a good basis for future learning of addition and subtraction processes.
73. However, less effective teaching and learning occurs when children work with less adult interaction. Too often the other activities and tasks are undemanding and opportunities to reinforce concepts of number, shape, colour and size are not always fully utilised. Activities do not always fully challenge the children. There are not enough well planned opportunities to develop the children's mathematical skills not only in the specific mathematics lesson but in other areas of the curriculum. Consequently, opportunities are lost to promote numeracy and mathematical skills.
74. The classrooms and shared areas are well organised with a wide variety of choices. However, these are not always planned carefully enough to provide relevant and focused activities to consolidate the language of mathematics and to promote understanding. For example, children are given freedom of choice in these activities and left to initiate their own play. There is not enough direction or structure in their play. For example, they are not encouraged well enough to make comparisons between quantities of sand or water or to describe containers as being 'full', 'empty' or 'heavier'. When comparing groups of objects they are not consistently enabled to develop understanding of the mathematical concepts of 'more than' and 'fewer than'.

Knowledge and understanding of the world

75. Most children are on line to meet the standard expected in this area of learning by the end of the reception year. The quality of teaching is satisfactory overall, and most children make satisfactory progress in this area of their learning. Children are developing a sense of time and place through the established routines and procedures

within the classroom. A sense of time and the past is developed through stories and children talk freely of their own experience of change when they compare themselves as babies to what they have now become. Children learn about their local area through first hand experiences such as a visit to the local bakery. On the way they studied local features and buildings so that they could become familiar with their surroundings. Children made good progress in understanding how food is prepared. They discover that certain food items such as croissants and pizza have their origins in other countries and enjoy sampling these foods at snack time. They use salt dough to make items of food to sell in their café and realise that this changes when heated. There are plenty of construction activities for children to enjoy and they join pieces together accurately. They explore real world situations through playing with miniature toys and models. Photographic evidence of children's outdoor activity shows that the school grounds are used well to give children experience of observing nature and exploring their environment. The classrooms are equipped with computers and pupils use these effectively to support learning. They can recognise the meaning of icons, control and direct the cursor to appropriate points, and click on the mouse to achieve specific tasks.

76. Practical activities such as these help to establish early scientific understanding. However, not enough attention is given to more formal teaching of science concepts to prepare children for the early stages of the National Curriculum. Although many resources are available and first hand experiences provided, they are not always used to best advantage. Not enough opportunities are provided for children to find things out for themselves. Teachers' planning does not focus clearly enough on providing activities and tasks that promote children's curiosity and enable them to explore and investigate.

Physical development

77. By the end of the Reception year, most children attain the Early Learning Goals in terms of their physical development. Teaching is satisfactory and children of all ages and abilities make satisfactory progress. There is a very good range of large outdoor equipment including wheeled toys. This facility is available for considerable portions of each day and children are free to choose to play outdoors as one of their options. However, there is no precise planning in place to ensure that children's physical and creative skills are developed systematically. The school hall is a useful resource. When using it, children make good use of the space to extend and develop running, jumping and balancing skills. They use small apparatus effectively as they learn how to control a ball and throw for direction. The children enjoy music and move appropriately as they interpret its sounds. Staff successfully teach the skills to help children gain control of finer movements, such as using glue spatulas, paintbrushes and cutting with scissors. An example of good teaching of this area is the opportunity provided for children to take responsibility for cutting up the fruit and vegetables at snack time. Some need careful supervision but all are determined to try to do it successfully for themselves.

Creative development

78. Teaching in this area is satisfactory and most children make satisfactory progress and achieve the Early Learning Goals in their creative development by the end of the reception year. The children are provided with a good range of opportunities to develop their creative skills. They make bold choices of colour when painting pictures of themselves and their families and use their brushes confidently. Children use crayons and pencils with developing skill when illustrating their own work and show a sense of size and proportion when illustrating a page in the large class book. Staff are

good at offering children guidance in some practical activities without over-supporting them. As a result children learn from their experiences. However, sometimes there is too little direction in activities such as role play. There is an interesting selection of dressing up clothes including a fairy outfit and regalia for a king and queen but children need the support of ideas and tasks to perform in order to initiate their imaginative play.

79. Children enjoy singing and making music. They are enthusiastic when singing jingles and simple songs in class and when making music using percussion instruments. They recognise some untuned percussion instruments such as lollipop drums, castanets and maracas. Members of staff provide good opportunities for children to experiment with the instruments and children enjoy the sounds they make. Children listen carefully to the instructions that the teacher gives and clap at the right moment or beat the drum for two beats.

ENGLISH

80. The results of the 2002 National Curriculum tests in reading and writing at the end of Year 2 were above the national average, with the number of pupils reaching the higher level of attainment also above the national average. The school has been focusing on pupils' writing skills and as a result standards have improved. The inspection findings confirm these results, which are similar to those reported at the previous inspection. When standards are compared with those of similar schools, they are well above average in reading and writing. Pupils, including those with special educational needs and those with English as an additional language make good progress in Key Stage 1, which is maintained in Key Stage 2, and by the end of Year 3, standards are above the national average.
81. Pupils make good progress in developing their speaking and listening skills as they move through the school so that by the end of Year 2 and in Year 3 standards are good, with listening skills often being very good. Pupils in Year 2 listen carefully to instructions and questions, responding confidently and appropriately. A majority speak grammatically, focussing well on essential points but often providing useful and informative detail. When, for example, a selection of objects is presented to the class, all pupils including those with special educational needs generate lively discussions. Their vocabulary is usually appropriate and accurate and their sentences well constructed. Year 3 pupils confidently talk about 'calligrams' and explain the principles involved. The teachers are careful to introduce the correct specialist vocabulary, which most pupils learn to apply suitably and take pride in doing so. Opportunities are provided for pupils to develop their communication skills through role-play and drama activities. Year 3 pupils, for example, perform and record their own play scripts on video, which they then view and evaluate. Most teachers make good use of the introductory and plenary sessions in lessons to extend the pupils' vocabulary by encouraging them to use more adventurous language when speaking, but this aspect of verbal communication could be extended further, especially with higher attaining pupils.
82. The consistently good standards in reading are due to the structured teaching of the skills, especially phonics, and the good support the pupils receive at home and at school. The pupils are very keen to succeed and most become enthusiastic readers. By the end of Key Stage 1 and in Year 3, pupils, including the lower attainers, are reading the books from the graded scheme and the school library, confidently and fluently, recognising many words on sight. The regular, systematic teaching they receive in using phonic letter sounds enables them to competently decipher unfamiliar

words, but many have also learned to use contextual clues effectively. Pupils receive regular reading practice in class, discussing the content and structure of the books in small groups, which is helping them with their comprehension and decoding skills. The teachers hold individual discussions with pupils each half-term to discuss their reading and check their progress. As a result, pupils demonstrate a clear understanding of the books they are reading by talking about the plot and the characters and making logical predictions about what might happen next in the story. They choose to read a range of texts, including non-fiction but generally prefer fiction and poetry. Higher attaining pupils are beginning to develop preferences for stories of a particular kind, such as humorous or exciting. One pupil has chosen to read the sequel to 'Flat Stanley', because she enjoyed the original so much. Most parents are hearing their children read every day, which is having a very positive impact on their progress. Good use is made of the home-to-school diaries, in which the parents write at great length and to which the teachers respond in a positive way.

83. The school has succeeded in raising standards in writing during the past year and plans to improve further by focusing on this aspect. The teaching assistants have been given training and assessment procedures have been developed which track the skills of individual pupils. By the end of Year 2, pupils' write for a range of purposes often in connection with other subjects in the curriculum, such as science, religious education and design and technology or reporting on school visits, They retell and extend stories, such as 'The Lighthouse Keeper's Lunch', write lively poetry, letters and instructions, for example, 'how to send a Birthday present' or 'make a jam sandwich'. They use logically sequenced sentences and often adopt suitably descriptive vocabulary. Year 2 pupils, for example, when given a group of objects in a box as a stimulus to plan and draft their own stories, use phrases such as, "a slow old bike" or "a wriggly, bony skeleton". They first describe the characters and organise their ideas and plot into a logically, sequenced, beginning, middle and end. By Year 3, the higher attaining pupils confidently plan their stories under the headings of setting, characters, action and outcome, using metaphors such as "my friend is a shining star" and the friendship, 'as a warm and cuddly teddy.' However, standards in presentation are below expectations at both key stages and this detracts from the overall standard pupils reach in their writing.
84. The regular practice in phonics and teachers' high expectations encourage pupils to spell and write with confidence. Their spellings are usually correct or phonetically justifiable, but they do not always take sufficient care or pride in the presentation. Most pupils write legibly and many use a joined script, but the letters often vary in size and, because they do not use the lined guidelines provided, are incorrectly positioned. Most pupils, in Year 2 and Year 3, have a clear understanding of capital letters and full stops and use them correctly, with older pupils also knowing how to set out play scripts.
85. Pupils enjoy their literacy lessons and behave very well in class. This impacts very positively on their progress. Pupils listen and respond enthusiastically during whole class and group activities. The lower attainers and pupils with special educational needs are very well supported by the teaching assistants and are also highly motivated. They settle quickly to their individual tasks, working quietly and with good levels of concentration. They work very well with a partner and in small groups, staying on task and showing a willingness to share ideas and discuss sensibly. The pupils enjoy learning and express interest and pleasure when talking about books, poetry and the writing they are doing in class.
86. Teaching is good and in Year 3 is very good. The teachers maintain very good relationships with their pupils and manage them well. Teachers have a good command of the subject and plan pupils' learning well. Most use a variety of questioning

techniques, which effectively increase the pupils' vocabulary and deepen their understanding, Lessons are well organised, with teachers sharing their learning objectives with the pupils so they know what is expected of them. Teachers make very good use of plenary sessions to stimulate and encourage the pupils further and to assess the levels of learning. Good opportunities are provided for pupils to discuss and express their opinions. This is particularly useful for those pupils with English as an additional language to develop the confidence in speaking to a wider audience. The most effective teachers use this information when planning their future lessons. While teaching is good, there is a shortcoming in how teachers mark pupils' work. Teachers always mark the work and this provides further encouragement to their pupils. The comments made, however, are mainly positive and too seldom make suggestions for further improvement or reference to the pupils' individual targets.

87. The co-ordinator is enthusiastic and conscientious and the quality of leadership and management is good. She has attended many courses and has a good knowledge of the subject, which she feeds back to the rest of the staff. She has been given opportunities to monitor the teaching and learning in the classrooms and generally focuses upon one aspect at a time. Assessment procedures are good and satisfactory use is made of these, particularly for target setting, both for whole class and for individual pupils, but whole class records of progress are not maintained.
88. Resources for English are good. There is a good supply of reading scheme, group reading and big books. The library is attractive and well equipped with appropriate, quality books, both fiction and non-fiction. Literacy is well used across the curriculum and makes a good contribution to pupils' spiritual, moral, social and cultural development. The curriculum is enhanced by visits from theatre groups, poets and authors and the coordinator is planning to use the hall in order to extend the drama and puppet work further. Not enough use, however, is made of information and communication technology in any area of the subject to help further develop the pupils' literacy skills.

MATHEMATICS

89. The 2002 National Curriculum tests indicate that pupils at the end of Year 2 reached standards that were in line with the national average. When the results are compared with similar schools, pupils reached standards that were well above average. The most recent results are not as high as in each of the previous years when standards have been above average. This is due to the difference in attainment between pupil cohorts. Inspection findings indicate that based on the attainment of the current cohort of pupils, standards are above average. The quality of teaching and learning is good and this ensures that all pupils, including those with special educational needs and English as an additional language make good progress. This good progress is maintained in Year 3 and by the time they leave the school pupils are on course to attain standards that are above national expectations. The findings mark an improvement from the last inspection when standards were in line with the average. There is no significant difference between the attainment of boys and girls.
90. By the end of Year 2, pupils have a good understanding of number and are confident in solving problems involving the use of their mental arithmetic skills. Teachers make effective use of the opening part of the numeracy lesson to devise interesting and challenging activities to engage pupils' interest in solving problems. Pupils respond well and take great delight when they get the right answer. The majority of pupils have a good understanding of how to add or subtract two and three digit numbers. They explain what is meant by a fraction and can explain how one half is equivalent to four

eighths. Pupils solve problems involving money and use their estimation skills to work out what the change is required if something costing 74p is purchased with £1, for example. Many pupils can explain the similarities between two- and three-dimensional shapes and use correct mathematical language such as 'sides' and 'faces' when explaining these. Many of the pupils measure accurately and know that 100 centimetres are equivalent to a metre. However, their understanding of units of measure such as kilometre and kilogram is less secure. Most pupils can construct a simple graph or bar chart from a given range of numerical information but the lack of regular and consistent use of computers to support them in this work hinders learning.

91. Pupils continue to make good progress in Year 3. Pupils are given work to develop their investigation skills by working in groups and this proves successful in developing their understanding of the need to think about what steps are necessary in order to solve the problem. When exploring fractions, for example, pupils know and can recognise the relationship between two-thirds and four-sixths and are able to apply this knowledge to solving everyday problems such as working out the answer to six tenths of £1. Many pupils understand the difference between digital and analogue time and are able to say what the time may be if the minute hand is moved forwards or backwards by, for example, fifty minutes. While pupils make good progress in their general understanding and application of mathematics, learning is hindered by poor presentation. Pupils take insufficient care in how they present their findings and this sometimes makes it difficult to follow their line of thinking.
92. The quality of teaching and learning is good at both key stages. Of note is the careful way in which teachers plan to develop pupils' numeracy in both everyday mathematics lessons and through other subjects. In designing and making bags in design and technology, for example, pupils extend their measuring and estimating skills. Teachers know their subject well and plan interesting activities that successfully capture the pupils' interest and curiosity about mathematics. Very good use is made of everyday practical equipment and, for pupils with special educational needs, this proves very effective as they are able to use the equipment to help reinforce learning. The many crisp and lively opening sessions to numeracy lessons give good scope for pupils to practise their mental agility skills. Children who have English as an additional language are given every encouragement to volunteer their answers in front of a wider group and this helps to boost their confidence when speaking aloud. Lessons proceed with brisk pace and often conclude with the whole class being reconvened to explore what they have learned and what they may have found difficult. Teachers' plans indicate that lessons are regularly evaluated in light of what pupils have learned in order to plan their subsequent learning. This ensures that work is carefully pitched at the right level and successfully builds on what they know and understand. Teaching assistants are fully involved in many lessons from sitting alongside pupils in the introductory carpet sessions in order to explain concepts in a little more detail to working alongside pupils in the more formal part of the lesson. Their input and support to pupils has a positive impact on learning.
93. There is good leadership of the subject. The co-ordinator is recently appointed to the school and position of subject manager. She has, however, been given opportunities to gauge the quality of learning in all classes by directly observing teaching. Assessment procedures are good and consistently used across the school to monitor and track pupils' progress. The school's action plan rightly identifies the need to improve pupils' access to using computers to support their learning. At the moment, these are too few. The subject has high status in the school and this is successfully boosted through 'Special Days' where parents are invited into school to work alongside their children in solving mathematic problems. Resources are good in terms of their number and in their quality and are used well to support learning.

SCIENCE

94. Evaluation of the 2002 teacher assessments for science indicated that standards were in line with the national average and slightly better than those made in 2001 with a higher number of pupils reaching the higher Level 3. Inspection findings confirm that standards are in line with the national average by the end of Year 2, which reflect the findings of the previous inspection. By the time pupils leave the school at the end of Year 3, pupils are on course to attain the national average in all elements of science. As they move through the school, pupils, including those with special educational needs make satisfactory progress. However, pupils at the early stages of learning English as an additional language often make good progress. This is due in part to the support from the teaching assistants who work alongside the pupils helping them to learn about the concepts being covered.
95. By the end of Year 2, pupils know that there are different stages to the human life cycle and that in order to grow and thrive, humans need certain conditions to be in place. They explain that water, washing, rests, fresh air and food are important factors in a healthy life-style and that certain foods, for example, can be classed as unhealthy. They know that animals produce babies and that these grow into adults. By exploring materials, pupils understand that certain materials are waterproof and as a result, are ideal to use for umbrellas. Pupils have a satisfactory understanding of forces and explain why pushing and pulling a supermarket trolley will be easy or more difficult depending on the number of goods it contains. Pupils understand well what a circuit means and how simple everyday items such as torches will not work if the circuit that produces the light is broken.
96. By the time they leave the school, pupils have satisfactorily developed their understanding of the parts of the human body and the function they perform. They have a good understanding, for example, of the need for teeth, the function certain teeth perform and what the causes of tooth decay are. Pupils have a satisfactory understanding of other living creatures and are able to explain the various stages of the life cycle of a butterfly. They understand well that light can not pass through some materials and that this can lead to shadows being formed. They can explain the meaning of transparent, translucent and opaque.
97. Pupils in both key stages are given satisfactory opportunities to undertake investigation work and this helps to develop the pupils' interest and curiosity. In the main, however, such work is very heavily directed by the teacher and there is limited scope for pupils to follow their own lines of enquiry. This limits learning and restricts attainment. Higher attaining pupils are, for example, given much the same tasks as other pupils in the class when they could handle more challenging work. Pupils tend to write up the results of their investigations on pre-determined worksheets produced by the teacher and this limits creativity. However, by the time pupils leave the school they have a satisfactory understanding of what is meant by a 'fair test' and that the inadvertent changing of the way an investigation is organised can alter the validity of the results.
98. The quality of teaching and learning at both key stages is satisfactory. Strengths in teaching are in the organisation of learning and the highly effective use of displays. Many of these are of an interactive nature and this encourages the pupils to pick up and explore objects as a matter of course. One display on 'teeth,' for example, included displaying packets of food that contain hidden additives that can have a detrimental effect on teeth and this helps to raise pupils' understanding that some foods are not always as healthy to eat as they first appear. Teachers have a sufficient understanding of the subject and often make effective links with other subjects to

reinforce learning. In literacy, for example, pupils have explored the book, 'The Lighthouse Keeper's Lunch' and the teacher planned effective links with science by asking pupils to construct a simple circuit in order to make a 'light' to make the 'lighthouse' flash. Pupils respond well to such tasks and this work proves effective in developing the pupils' understanding of concepts such as electricity. Other purposeful links with literacy are made by teachers such as those seen in Year 2 where pupils were asked to construct and write a book on how plants grow complete with a contents page and index. However, in the main the presentation of pupils' everyday science work is not as good as it could be which hinders learning. There is overuse in some instances of worksheets that can stifle the pupils' own lines of enquiry. While some use is made of information and communication technology to support learning, in the main teachers do not make sufficient use of classroom based computers to support pupils' scientific enquiry.

99. Leadership and management are satisfactory. Since the previous inspection, assessment procedures in the form of regularly monitoring and checking pupils' progress at the end of the units of work have been developed and this is helping to give teachers a good understanding of where pupils are in their learning. However, the school does not as yet use the information they hold on pupils to set targets in relation to end of key stage assessments and this could prove useful in raising the number of pupils reaching the higher levels. At present, the co-ordinator has too few opportunities to directly monitor teaching and learning other than in the work that pupils produce and displayed. This limits her effectiveness. The subject makes a good contribution to the pupils' spiritual, social, moral and cultural development. The attractive displays of books in classrooms that often relate to the theme being explored, for example, fosters pupils' curiosity about the world in which they live.

ART AND DESIGN

100. Standards in art and design at the end of Year 2 and Year 3 are above the national expectations, and all of the pupils, including those with special educational needs and those for whom English is an additional language make good progress. This shows a good improvement since the last inspection. Through cross-curricular links with other subjects pupils are provided with very good opportunities to observe and record using a variety of media. For example, relating to a science topic, pupils produced very colourful collages depicting animals in their natural habitat. They used paper, card, tissue, material and pipe cleaners to represent mini beasts underground, pond life and woodland creatures. They produced some very pleasing results. As part of their history project on Ancient Greece, pupils made masks and clay pots. Some high quality work has been produced to support work in religious education including rangoli patterns, clay Chanukahs and illustrated scrolls.
101. By the end of Year 2 and in Year 3 pupils have experienced a good range of media and made good progress in the development of their artistic knowledge and understanding. They acquire a range of skills and techniques and use them with confidence. These include collage, drawing, printing, three dimensional work in clay, papier-mâché and the use of textiles for sewing and weaving. Most pupils have good levels of confidence in mixing and matching colours and produce variations in tone and intensity. For example, in a very good lesson in Year 2, pupils experimented with pastels to create colour, line, shape and texture whilst learning how to draw portraits.
102. By the end of Year 2, pupils develop good levels of awareness about the work of well-known artists and make credible attempts to imitate different styles of expression. For example, pupils used the work of Renoir very effectively to learn about tone and used

chalk pastels to produce their own still life drawings of fruit. They used oil pastels to imitate the style of David Armitage and produced their own version of 'The Lighthouse Keepers Lunch'.

103. In Year 3, pupils' drawing and painting skills are developing well and pupils show an increasing awareness of line and tone. They experiment successfully with different media and styles of expression for example, in the representation of movement in the work of L.S. Lowry. They use pipe cleaners to recreate the various movements and then make drawings in their sketch books. Pupils demonstrate a growing understanding of colour and shape through experimenting with a variety of materials. They put this developing skill to good use when they produced elongated faces in the style of Modigliani.
104. Pupils in Year 3 acquire a good knowledge about the work of other artists and are able to evaluate and express preferences about a range of images in different styles. For instance, They critically discuss the work of famous artists who have portrayed 'Reflection' especially Hockney, Picasso, Gifford and Signac. They compare ideas and approaches used in the different styles.
105. The quality of teaching and learning for all pupils is good. Lessons are well planned and fully inclusive to give all pupils an appropriately wide range of learning opportunities. Pupils are taught the necessary skills to enable them to become competent artists. They are taught a variety of techniques using a range of media and the finished products are of a good standard. Teachers make high demands of their pupils and use stimulating and relevant starting points to promote high levels of interest in the subject. Several members of staff have very good levels of subject knowledge and expertise and one of the teaching assistants is an artist in her own right. This considerable level of expertise is used very effectively to develop pupils' knowledge, skills and understanding of the art and design process. For example, pupils were taught very effectively, by example and demonstration, how to use light and shade and to observe carefully when drawing portraits.
106. Art and design makes a valuable contribution to pupils' spiritual, social and cultural development. Pupils enjoy practical activities. They concentrate well on what they are being taught and like to experiment with colour and different materials and methods. Great importance is placed on celebrating pupils' achievements by displaying their efforts sensitively and creatively and there are many examples of high quality work on display. The standards of display are very good both in classrooms and in all shared areas. This greatly encourages pupils to produce high quality work and the whole school to share in the effort. Recently, the work of three pupils was framed and hung in Milton Keynes Gallery. The pictures demonstrated the range of work undertaken as pupils move through the school. For example, one pupil had used powder paint to express herself and named her painting 'What is it like today?' Another pupil used a mix of collage and water colour to depict the start of the Fire of London whilst a third was inspired to take a line for a walk and fill in the spaces with blocks of colour imitating Paul Klee's, 'Two Dromedaries and One Donkey'.
107. The subject is well led and managed. The co-ordinator has a thorough knowledge of the subject and is deeply committed to developing art in the school. There is a policy and satisfactory scheme of work that takes account of recent developments and national guidance. There is no formal monitoring of classroom practice but an annual assessment of pupils' work is carried out each year and a sample of work kept in the pupils' Tracking Book. This is helpful in informing teachers about standards and assisting them in planning for the development of skills, knowledge and understanding. Resources for art and design are good. Although there is some evidence of

information and communication technology being used to support and develop work in art, it is underused as a resource. Future plans to develop further the subject planning, monitoring and reviewing processes are entirely appropriate to move the subject forward.

DESIGN AND TECHNOLOGY

108. Standards in design and technology are in line with the national expectation by the end of Year 2 and by the time pupils leave the school at the end of Year 3. Pupils, including those with special educational needs and English as an additional language, make satisfactory progress. These judgements are similar to those made in the previous inspection.
109. Pupils in Key Stage 1 satisfactorily develop their ideas and learn to shape and join materials. They assemble component parts, which move. Year 1 classes, for example, design and construct buildings from shoeboxes with pitched roofs and hinged doors. Joining and shaping skills are further developed in Year 2, when pupils draw plans, choose materials and practise drawing repeating patterns before making and decorating attractive gift bags. A good range of skills and processes are required for the successful completion of the task, which the pupils perform well. They cut their bags from plain material, using a template, print their pattern, using iron-on fabric crayons, sew the side seams, cut two holes and thread ribbon through to make handles. The task is finally completed when each pupil evaluates their work and suggests improvements they would wish to make in the future. These skills are satisfactorily developed in Year 3 when pupils, in conjunction with their science studies, make skeletons with movable joints, and demonstrate muscle movements. They also learn a variety of embroidery stitches, which they incorporate into their designs when sewing their binca calendars. They effectively evaluate and modify their plans as they proceed. Pupils are provided with plenty of opportunities to prepare and cook food, such as biscuits and ethnic dishes for their Greek Day. On these occasions they adhere carefully to hygiene and safety procedures. There is, however, a restriction on the range of tools and materials, which the pupils experience and not enough attention is paid to ensuring that pupils use information and communication technology more consistently in their design and technology studies.
110. Pupils enjoy their work and speak with pride and enthusiasm about the things they are making. They behave very well in class and listen carefully to instructions, participating eagerly in discussions and often asking questions. They enjoy making models and useful objects and concentrate well when doing so. They work well independently, but readily ask for help when they require it. Pupils participate fully in the class discussions when preparing their work, willingly spend time creating their designs and make honest critical evaluations on completion of the task. They work hard to produce of their best.
111. The quality of teaching is satisfactory at both key stages. Teachers have a thorough understanding of the subject and ensure the pupils learn to design, make and evaluate their work effectively. They plan and manage their lessons well, encouraging their pupils and providing strong support when they need it. They are helped in this by the very able teaching assistants and by a good supply of enthusiastic and capable volunteer mothers. This support is having a very beneficial impact on standards. The teachers in Year 3 help to create a pleasant working atmosphere by playing suitable classical background music during the lessons, which the pupils appreciate. Teachers' expectations have recently been raised after visits from a specialist from the local Secondary School, who has offered advice and worked with groups of pupils.

112. The co-ordinator is enthusiastic and knowledgeable and the quality of leadership and management is satisfactory. She has attended several courses and has reported back to the rest of the staff but she has no non-teaching time in order to monitor the teaching and learning. She is working on creating a scheme of work, which amalgamates the schemes currently in use and which best fits the needs of the school. The co-ordinator has, however, no responsibility for over viewing the planning throughout the school and care needs to be taken to ensure sufficient time is being spent in all classes on design and technology and that the time gap between blocks of lessons is not too long, so that pupils can build on the skills already acquired. Resources are adequate, but more information technology software is needed. Widening the range of resources and tools in the school and a closer monitoring of time spent could raise standards further.

GEOGRAPHY

113. Standards in geography are in line with the national expectation at the end of Key Stage 1 and in Year 3. Pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress. These judgements are similar to those made in the previous report. There are, however, some weaknesses in the way the curriculum is planned.
114. By the end of Key Stage 1, pupils have gained some knowledge and understanding of the local neighbourhood. They know where they live and the route they travel on the way to school. They have learned to record this information by drawing maps and plans identifying the main features they pass on the way. They recognise and are able to talk about the various buildings, such as houses, shops, churches and mosques. They are familiar with maps and globes and clearly explain the differences in usage between road maps and atlases. They are beginning to develop an appreciation of the wider world from the whole school ongoing topic of 'Travelling Ted', when teachers and pupils display postcards and photographs of places they have visited in the school hall. Their recalled knowledge of these places, however, is limited. Pupils have an understanding of the changing seasons and are aware of variations in the weather. They are, however, not provided with enough opportunities to record their discoveries in ways which would help them to refer back and recall their previous learning, and require prompting when asked to do so.
115. Pupils' attitudes to their geography lessons are good. They behave well in class and join in the discussions with interest and enthusiasm. They listen well to instructions so they know what is expected of them when given individual assignments. They work well in small groups, especially the special educational needs pupils, who are very well supported by the teaching assistants. They ask relevant questions and are keen to complete their tasks on time. Concentration is good.
116. Teaching is satisfactory. Basic geography skills are suitably taught using the local environment through visits, discussion and the use of maps and plans. Teachers maintain good relationships with their pupils and manage them well. They promote good levels of enthusiasm and motivation by providing activities which match the interests of their pupils. Teachers make use of links with other subjects, such as mathematics and history and create opportunities in the Literacy Hour to extend pupils' understanding of geography. Too few opportunities are made with information and communication technology, however, to develop pupils' skills of geographical enquiry.
117. The co-ordinator has only been in post for a few weeks and does not have any time to monitor the teaching and learning and does not overview the planning. This limits the

amount of influence she has over the subject. There are weaknesses in the organisation of the timetable and the planning of the curriculum. Geography lessons are taught in blocks of time throughout the year, but there are periods when there is a time lapse of as much as two terms between lessons. This impacts on standards because pupils forget their earlier learning and are unable to satisfactorily develop and build on their previous learned geographical skills. A heavy reliance, during these long gaps, is placed on delivering the National Curriculum by means of other subjects and topics, such as co-ordinates in mathematics, or the 'Jolly Postman' in Literacy. These cross-curricular connections, however, are not planned with sufficient rigour and detail within the geography curriculum to ensure their full inclusion. There is, therefore, no secure check in the school that all aspects of the subject are adequately covered.

118. There is an annual system of assessments in place for teachers to note pupils' progress in the subject. Resources for the subject are satisfactory. There is a sufficient supply of atlases, maps and globes and books in the school library. Good use is made of the local environment to support pupils' learning.

HISTORY

119. By the end of Year 2 and Year 3, standards in history are in line with the national expectation. Pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress. These judgements are the same as those made at the time of the previous inspection. There are however, some weaknesses in the curriculum.
120. Pupils in Key Stage 1 have gained a satisfactory understanding of the passing of time and of 'then and now'. They are able, for example, to distinguish between 'old' and 'new' toys, because the old ones were made of wood and nowadays much use is made of plastic. They also name a collection of early 20th century household articles in the school and match them to their modern counterparts. They are gaining an awareness of cause and effect and know that the means of lighting houses altered radically when electricity was invented. The visit to the museum and the Victorian Day held annually in school have taught them about the strictness of Victorian schools and the exploitation of working children. They can also describe some of the games children played during that period. They know how and where the Great Fire of London started and one pupil, when questioned knew why it spread so fast. They have heard of Samuel Pepys but can recall little about him. Their knowledge of Florence Nightingale is also limited. They know she nursed soldiers, in a war, but have no recollection of which. One of the reasons for the difficulties they experience in recalling these facts, is that there is very little work recorded in their books, which would help them to remember their previous lessons.
121. The pupils are enthusiastic and keen to talk about the history they have studied, but require much prompting to recall much of what they learned. They speak very animatedly about their experiences at the Victorian museum and the videos they have watched in school.
122. The quality of teaching is satisfactory at both key stages, but there are some shortcomings. Teachers make many of the lessons interesting and exciting, by presenting and discussing artefacts from the museum collections. This successfully captures the pupils' interests and makes a valuable contribution to their understanding of the past. The visits to museums and experiences on the Victorian Day in school are very effective and the pupils learn this topic well. The teachers place suitable emphasis on the historical skills and concepts, which is having a significant effect on

the pupils' learning. They use their art lessons successfully to create interesting, attractive displays, which arouse the pupils' interests in the subject. The lack of opportunities, however, for them to record their learning, in a written or pictorial form to which they can later refer, means that much is forgotten. In addition, too little use is made of information and communication technology to support pupils' learning. There are missed opportunities, for example, for pupils to explore the Internet in support of their studies.

123. There is a new co-ordinator for the subject, who has not yet had time to review the organisation of history throughout the school. The learning and teaching in the classroom have not been monitored and there has been no overview of the planning for the subject. The main weaknesses arise from the fact that history is taught in rotation with geography and there are occasions when it is not being taught for a whole term. This is causing difficulties for the pupils when they are recalling facts and means they are not able to reliably build on their previous learning.
124. Pupils' attainment is satisfactorily assessed and recorded on an annual basis. Resources for history are satisfactory, with an adequate selection of books in the school library. High quality artefacts are regularly borrowed from the local Museum, which are used well by the teachers to enhance the learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

125. By the end of Key Stage 1 and by the time pupils leave the school at the age of eight, pupils attain standards that are below expectations. Pupils make unsatisfactory progress as they move through each of the classes. Teachers make insufficient use of computers to support learning and all pupils, including those with special educational needs and for whom English is an additional language, make too little gain in understanding how information and communication technology can be used to support their learning. Standards are not as high as at the time of the last report. The subject is currently part of the school's improvement plan and the co-ordinator is very aware of what needs to be done to ensure that the resources are of sufficient quality to support pupils in their learning.
126. By the end of Year 2, pupils have a limited understanding of how to use a word-processor in support of their literacy. Few explain what a 'font' means or demonstrate how to change the size and appearance of their text. Higher attaining pupils can save their work for later retrieval but the majority of pupils do not develop these skills sufficiently. Pupils use a simple paint package to create a picture and they know that certain tools found in such programs such as the 'fill' or the 'spray' icons perform certain functions quickly. Too few pupils explain clearly what the Internet means and too few opportunities are provided for them to explore this to support learning. Pupils have a limited understanding of how the Internet can be used to gather information from sources other than books. Pupils make satisfactory progress in their understanding of how simple numerical information can be presented in the form of tables and charts, but there is a lack of regular opportunities for pupils to explore how charts can be created using programs to create graphs. Through the good opportunities provided for pupils to listen to commercial tapes of favourite stories, pupils make satisfactory progress in their understanding of the part other related information and communication technology plays in their daily lives.
127. There are too few opportunities for pupils to regularly use computers to support their learning. Pupils have a satisfactory understanding of how compact disc software in the form of electronic encyclopaedias can be used to explore themes and topics but they

make too little progress in their learning about how computers can be used to draft out and think through ideas when using a word-processor or how to add simple clip-art to enliven the appearance of their work. The school makes good use of its electronic whiteboard as part of whole class lessons to deepen pupils' understanding. This ensures that they make appropriate progress in their awareness of how data can be entered into a computer without using the mouse. Too little progress is made by pupils in understanding of how other equipment such as digital cameras or scanners can be attached to computers to extend learning.

128. The quality of teaching and learning is unsatisfactory. Teachers do not plan sufficiently to incorporate the use of information and communication technology into daily lessons and as a result equipment lies idle and under-used. Recent training for teachers has boosted their understanding of how to use the equipment. For example, teachers are confident when using the electronic whiteboard and plan the use of this to support learning in other subjects. In one lesson seen in Year 3 during the inspection the teacher made good use of interactive software about teeth to deepen pupils' learning. Much of the classroom computer equipment is dated and the slow response rate of the equipment slows learning. Teachers' expectations of what pupils can do are too low and the lack of effective and rigorous assessment procedures to monitor and track progress makes it difficult for teachers to plan learning that builds on what pupils already know and can do.
129. The co-ordinator has only been in post since September and has already devised a clear action plan that if implemented should tackle the current shortcomings. However, the impact of leadership and management over time has been unsatisfactory. Resources are insufficient in range and quality, although the school's action plan clearly indicates how these are to be improved. The subject makes too little a contribution to pupils' social and or literacy development. Too few opportunities are provided for pupils to work together to solve problems or for allowing them to use computers in support of their day-to-day literacy work.

MUSIC

130. Standards in music at the end of Year 2 and Year 3 are above the national expectations and all of the pupils, including those with special educational needs and those for whom English is an additional language make good progress. Music has a high profile in the school and is taught by both the headteacher, who is a music specialist, and by the class teachers. The headteacher's expertise and enthusiasm for the subject together with support from staff and visiting instrumental teachers ensure that all pupils enjoy their music making and achieve well. Standards are similar to those found at the time of the last inspection.
131. Pupils are provided with opportunities to sing, both within assemblies and in class music lessons. They sing a wide variety of songs from memory, tunefully and with evident pleasure. They enjoy singing and benefit from the good example and encouragement of their teacher who also sings with pleasure and enthusiasm. Pupils sing songs and chant rhymes with a developing expression. They show an increasing ability to control their voices and recognise that the voice is an instrument. During a singing lesson, Year 2 pupils listened to a simple Spanish song and although they did not understand the words, correctly recognised it as a lullaby. They quickly learnt the melody and remembered that posture and breathing are important factors to achieving a good performance in singing. By the time they are in Year 3, pupils are developing the skill of singing in parts and have a good awareness of the need to listen to each other and adjust their performance as necessary.

132. Pupils are developing a good understanding of musical elements of rhythm and dynamics. They clap a steady beat and sustain rhythmic patterns, recognising beats and rests and growing in the awareness of the importance of silence at times. They participate well in activities involving the use of the voice and body sounds to produce a sound picture. For example, pupils demonstrated well their ability to control their voices and move the sound up and down and use arm movements to represent fairgrounds rides such as a roller-coaster. They show a good understanding of how to control percussion instruments such as a tambourine, ocean drum and triangle to make loud and soft sounds. Pupils learn about dynamics and come to realise how they can be used to achieve atmosphere and effect. This was evident when pupils practised ways of organising their voices and bodies to imitate various types of weather. They then demonstrated their knowledge of a wide range of percussion instruments and made very apt choices to accompany the poem about a storm. During practical work on composition, pupils realise the need for recording their work and learn how to produce simple graphic scores. Their knowledge of notation and composition skills is developing steadily.
133. Pupils' musical skills develop well as they have a variety of very effectively planned opportunities to participate in a range of musical experiences. Pupils respond well as they listen to a range of music from different cultures, performed vocally and instrumentally. They learn about the different genres of music as each day a pupil chooses the music to be played before and after assembly. Pupils explain their preferences and the reasons for their choice and this encourages all pupils to appreciate and comment on different types of music.
134. Pupils benefit from peripatetic music teachers who visit the school and provide tuition, on a fee-paying basis, for instruments such as the violin and cello. A good number of pupils take advantage of this facility and this enhances their musical skills. All the pupils in Year 3 learn to play the recorder. On occasions, a choir has been assembled and has entertained elderly residents in a nearby nursing home and sung in the Milton Keynes Music Festival. The visits that pupils have made, such as to the Milton Keynes Theatre and The Stables, and visiting musicians to the school, enrich the pupils' experience of live music and make a very good contribution to their spiritual, social and cultural development.
135. The quality of the teaching and learning in music is good. Pupils' attitudes towards music are very positive. They show interest, are keen and eager to improve through practice. They handle instruments with care and respect, playing them appropriately whilst exploring how an instrument can make different sounds depending on how it is struck or shaken. They pay close attention when following directions or reading rhythmic flash cards. Music lessons are well planned and much of the work, apart from singing, is directed by a commercially produced scheme which incorporate the elements of listening, appraising and performing. Suitable emphasis is placed on encouraging pupils to find ways of improving their performance. Assessment of pupils' attainment is carried out informally in lessons and there is also a formalised system of recording attainment and progress.
136. The subject is well led and managed. The headteacher is the co-ordinator and has energy and determination and very good subject knowledge. The range and quality of resources to support the teaching of music is very good.

PHYSICAL EDUCATION

137. By the end of Key Stage 1, pupils reach standards that are in line with expectations. Pupils of all abilities make satisfactory progress and by the time they leave the school at the age of eight, pupils continue to be on course to reach standards in line with national expectations. The school has maintained standards in the subject since the previous inspection. At this moment in time, the school does not provide access for pupils to participate in swimming activities.
138. By the end of Key Stage 1, pupils have a satisfactory understanding of the importance of regular healthy exercise on the human body. Teaching effectively ensures that pupils regularly participate in warm-up activities and this ensures that they understand the importance of limbering up prior to undertaking more formal work. Pupils perform simple gymnastic movements and move from one movement in a given sequence. Pupils move around a given space at different levels and collect apparatus safely and sensibly. The majority of pupils perform rolls, hops, jumps and skips at a level expected for their age. Many pupils work effectively with one another and when given the opportunity comment on the work of their classmates with a view to improving their own performance. When taking part in dance work, most children move their bodies in response to a piece of musical stimulus. As they move through Year 3, pupils continue to develop their skills in performing gymnastic movements. They understand and perform a sequence of movement that involves, for example, using balance in their work.
139. The quality of teaching and learning is satisfactory with some good features. Teachers have a good understanding of the subject and effectively plan pupils' learning. Prompt commencement of lessons ensures that the pace of lessons remains brisk and that time is used effectively for pupils to develop control of their movements. Many teachers are supportive of pupils and pupils respond well to the challenge and expectations placed on them by teachers. Teachers give clear explanations to pupils and this ensures pupils understand what is expected of them. Teachers involve pupils in setting out and clearing away apparatus and pupils develop good skills as a result pupils become well trained to lift and use apparatus safely. While some teachers provide sufficient opportunities for pupils to comment on their own and their peers' performance, others offer too few such opportunities to view their classmates' work with a view to improving the overall level of their own performances.
140. The quality of leadership and management is satisfactory. The co-ordinator has effectively monitored and helped guide developments in the subject by successfully merging the school's scheme of work with recent guidance to schools nationally. However, the co-ordinator has too few opportunities to monitor teaching and learning and this reduces her influence in evaluating teaching with a view to further raising standards. At present, there are very few opportunities provided for Year 3 pupils to take part in competitive sports and this limits the scope for the subject to have a stronger impact on pupils' spiritual, social, moral and cultural development. The quality and range of resources are good and effectively organised to ensure the smooth organisation of lessons.

RELIGIOUS EDUCATION

141. The school has maintained the satisfactory standards reported in the previous inspection. Pupils are attaining the levels expected in the locally agreed syllabus for religious education at the end of Year 2 and Year 3. All pupils, including those with special educational needs and those for whom English is an additional language,

make satisfactory progress. This is because of the commitment of the staff and the sensitive manner with which all pupils' beliefs and practices are valued.

142. By the end of Year 2, and Year 3 pupils show a satisfactory understanding of how special occasions are celebrated in different religions. They know that people of many faiths and backgrounds live in the community and worship in different places. They know that Christian people believe that Jesus is God's son. They learn about the life of Jesus and how Christian principles influence others. They can recount the important features of some religious stories such as the birth of Jesus. They are familiar with some of the stories in Scripture. Pupils in Year 2 and Year 3 know about the different features of a church following a recent local visit. They know about the symbolism of some of the furniture and that the candle represents Jesus as the Light of the World. They understand that Judaism is a way of life and central beliefs. Pupils explain clearly how Jewish people celebrate Hanukka, the Festival of Light, and recount the important details of the destruction of the temple and the symbolism of Chanukkah candles. Pupils also understand the symbolism of the Diwali lights to the Hindu people and retell the story of Rama and Sita. Pupils generally have a simple knowledge of the beliefs and practices of different religions and are beginning to develop an appreciation of how belonging to a different faith group can influence people's lives.
143. The quality of teaching and learning is satisfactory. Lessons follow the agreed syllabus and are planned to give pupils an understanding of the key ideas, beliefs and celebrations which are distinctive features of Christianity, Hinduism and Judaism. Teachers take advantage of visits and visitors, especially parents to provide pupils with first hand learning experiences. They use a variety of approaches, including drama and role-play, to help the pupils to develop an understanding that religion exists and that celebration and ceremony are ways that all religions mark special times and occasions. As a result, pupils are interested and keen to learn. A very good example of this was observed when pupils listened with rapt attention to a parent governor telling the story of how the Jewish people were oppressed by King Antiochus who attempted to stop them from living and worshipping in their usual way. The very clearly presented information helped pupils to understand and to empathise with the feelings of the people then and to realise why Jewish people celebrate Hanukka. This provided a very good starting point for a range of practical activities that brought to life the meaning of the celebration. However, pupils' work over time shows a lack of consistency in teachers' expectations of the quality of presentation and quantity of work. The infrequency of written work in some classes restricts the pupils' ability to recall and record information about religion.
144. The leadership and management of the subject are satisfactory overall. There is no policy in place, although the medium term plans identify in broad terms the areas to be covered. There is a lack of clarity about what is to be taught and insufficient guidance for teachers to aid them in their planning. There are no assessment systems or procedures for tracking and monitoring pupils' work and consequently no overview of what pupils are achieving. The co-ordinator has had two long-term absences and this has delayed the development of the subject. Although she offers guidance and support to colleagues with their planning, she has not yet been provided with either the opportunity or the time to implement the appropriate strategies to ensure that teaching and learning are effectively monitored. She is aware of the need to strengthen the subject and is in the process of drawing up a plan to address the issues and indicate the action required. A good range of visits and visitors helps to deepen pupils' awareness of religious practices and make a strong contribution to pupils' spiritual and cultural development. Resources are adequate but there is little evidence of pupils making use of information and communication technology to support their learning.