

INSPECTION REPORT

MOORLAND FIRST SCHOOL

Milton Keynes

LEA area: Milton Keynes

Unique reference number:-110361

Headteacher: Mrs M. Fo.

Reporting inspector: Mrs S. M. Barnes
16249

Dates of inspection: 28th February - 2nd March

Inspection number: 193082
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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	First
Age range of pupils:	5-8
Gender of pupils:	mixed
School address:	Maslin Drive Beanhill Milton Keynes
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Appropriate authority:	The Governing Body
Name of chair of governors:	Ms B. Cliffe
Date of previous inspection:	11/11/96

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs S. M. Barnes	Registered inspector	mathematics, art, design technology, music, religious education, inspection of under fives, English as an additional language	What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Mrs L. Halls	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr D. Vincent	Team inspector	English, science, information technology, geography, history, equal opportunities, special educational needs physical education	Pupils' attitudes values and personal development. How good are curricular opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Moorland First School is a smaller than average first school for boys and girls aged four to eight years old. It has 109 pupils currently on roll. There are 31 pupils on the school's register of special educational needs, of whom two have a statement. The proportion of pupils eligible for free school meals is well above the national average. The percentage of pupils speaking English as an additional language whilst small is higher than in most schools. The pupils' attainment on entry is below that found nationally.

HOW GOOD THE SCHOOL IS

Moorland First School is effective in many ways. The school provides a calm, caring environment in which pupils feel safe. An appropriately strong emphasis is given to promoting good behaviour, and this creates an atmosphere in which pupils can learn effectively. The head teacher provides clear educational direction for learning, suitably supported by the governing body. This, together with teaching, which is satisfactory overall, leads to pupils of all levels of prior attainment making steady progress overall in all subjects of the curriculum and religious education. The school provides sound value for money.

What the school does well

- Progress in reading at Key Stage 1 is good.
- Provision for pupils' moral and social development and promotion of appropriate patterns of behaviour is good. As a consequence the progress pupils make in their social development is good.
- Teachers' planning is good.
- The provision for pupils with special educational needs is good.
- Procedures for child protection and ensuring pupils' welfare are good overall. The procedures for monitoring and improving attendance are very good.
- The quality of information provided for parents is good overall.
- Monitoring and evaluation of the schools' performance is good.

What could be improved

- Standards in English, mathematics and science are not high enough. In particular standards in writing are too low.
- There are insufficient systems in place for the school to monitor the progress in learning that individual pupils or groups make in information technology, science and religious education. Systems that are in place are not always used effectively to plan work.
- The acoustics of the building, in particular in the teaching areas, have a negative effect on teaching and learning in some lessons.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1996. Since that time it has made a satisfactory level of improvement overall. Standards on entry at the time of the previous inspection were judged to be low in literacy, language and social skills. Currently pupils' attainment on entry is lower, being below average overall and well below average in language and literacy skills. Despite the decline in standards on entry, the school has worked effectively to raise standards in reading over the last years. While standards in writing have improved slightly, the progress has not been sufficient and standards are still well below average when pupils leave the school. The pupils who are capable of higher attainment have been successfully enabled to reach Level 3 in the end of key stage tests in reading, spelling and mathematics. Similar progress has not been made in writing. Since the time of the last inspection the school has successfully addressed the key issue of attendance, which while still well below average, is much improved. Parents are aware of the importance of notifying school of absence and the numbers of unauthorised absences are much improved. There has been a successful review of teaching methods and organisation of pupils for group activities, leading to more efficient use of teachers and support staff, with a consequent positive effect on pupils learning. The school development plan and financial planning are now effectively linked.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	E	E	E	C
Writing	E	E	E	C
Mathematics	E	E	D	B

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

From the table above, it can be seen that performance in the end of key stage tests in 1999 in reading and writing was well below average, when compared to national results. They were average when compared to schools with similar circumstances. In mathematics the results were below average when compared to national averages, but they were above the average for similar schools. The results in the tests in 1999 were an improvement on the results of 1998 and the school attained its target figures for the proportion of pupils attaining the higher Level 3, in reading and in mathematics. However it did not reach these targets for higher attainment in writing. Currently pupils make satisfactory progress in English, and at the end of Key Stage 1, standards in speaking and listening and reading are below average. Standards in writing are well below average. Progress in mathematics, science, information technology, religious education, history, geography, art, design and technology, physical education and music is satisfactory. Pupils attain standards which are below average in most of these subjects at the end of Key Stage 1. Standards in physical education and religious education are in line with those expected for pupils of seven and eight by the end of the key stage and when they leave school. Pupils with special educational needs make satisfactory progress throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are good. They are generally happy to come into school and show interest in their lessons and other activities.
Behaviour, in and out of classrooms	Behaviour is satisfactory overall. The majority of pupils behave appropriately at all times. They generally respond positively to the school's codes of behaviour in and out of lessons and know what is right and wrong. A few pupils in each class have challenging behaviour, but they generally respond positively to the good systems the school has in place. There have been no exclusions in the last year.
Personal development and relationships	The effective systems that the school has in place enables pupils to make good progress in their personal development and in establishing effective relationships with others. Pupils' relationships and their personal development are sound across the school.
Attendance	There has been an improvement in attendance, which was a key issue of the last inspection. It is now at a satisfactory level, although it is still below the national average.

TEACHING AND LEARNING

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

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.

Teaching was at least satisfactory in 92% of the lessons observed. In 39% of lessons it was good or better and in four per cent it was very good. It was less than satisfactory in eight per cent of lessons. Teaching of children under five is satisfactory overall and leads to children making at least satisfactory, and sometimes good, progress in the six areas of learning for children under five. Teaching at Key Stage 1 is satisfactory. The teaching observed was never less than satisfactory and it was sometimes good, on occasion it was very good. As a consequence of this sound teaching, pupils of all levels of prior attainment make at least satisfactory progress in their learning in all areas of the curriculum and religious education. At Key Stage 2, a third of the lessons observed were unsatisfactory, which is unsatisfactory overall. On occasion teaching at Key Stage 2 is good. The unsatisfactory teaching is generally due to a lack of implementation of the schools' effective systems for behaviour management.

The skills of literacy, numeracy and information technology are soundly taught throughout the school. The teaching of reading is good and leads to the pupils making good progress in their learning. The provision for, and teaching of pupils with special educational needs is good and leads to them making satisfactory progress towards their learning targets.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum has appropriate breadth and balance. Statutory requirements are met in all subjects.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good, and as a result they make satisfactory progress towards their learning targets.
Provision for pupils with English as an additional language	Satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal and social development is a strength of the school. As a result of this good provision, pupils make good progress in the development of their social skills. The provision for pupils' moral and social development is good. The provision for their spiritual and cultural development is satisfactory.
How well the school cares for its pupils	The school provides good care and support for its pupils. The procedures for monitoring and promoting good attendance are very good.

The school works hard to keep parents fully informed about, and involved in, their children's education. The quality of information that it provides for parents is generally good. The initial home and school liaison, when children first start in reception is very good. Staff are approachable and parents are generally supportive of school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The leadership and management of the school are satisfactory. The head teacher provides the school with clear educational direction.
How well the governors fulfil their responsibilities	The governors are effective in fulfilling their responsibilities and they have a good knowledge of the strengths and weaknesses of the school.
The school's evaluation of its performance	The school's evaluation of its performance is generally good, however systems for the appraisal of teachers are not fully implemented.
The strategic use of resources	The school's financial planning is sound. Suitable use is made of new technology. There is a satisfactory match of teachers and support staff to the demands of the curriculum. The accommodation imposes some limitations on the quality of teaching and learning by the acoustics of the building and the way that sound travels between teaching areas.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Most children like school.• Parents are pleased with the behaviour in school.• They believe the school expects their children to work hard.• Parents believe that the teaching is good and that their children are making good progress.• They feel that the school helps their children to become mature and responsible, and that their children are expected to do their best.• Most parents would feel comfortable about approaching the school with a query or a problem.	<ul style="list-style-type: none">• Some parents do not think their children get the right amount of work to do at home.• They do not feel well enough informed about childrens' progress.• Some parents think that the school does not provide an interesting range of activities outside lessons.

The inspection judgements broadly reflect the positive views of the parents. The provision of homework and extra curricular activities is satisfactory. The information that the school provides for parents is generally good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Attainment on entry to reception is below average overall. It is average for physical development, below average for mathematical awareness, creative development, knowledge and understanding of the world and personal and social development and well below average for language and literacy skills. This is borne out by the results of the base line assessments, which are administered during the children's first term in school. These findings are similar to those of the previous inspection, which judged that "pupils attain standards which are appropriate in relation to their prior attainment, but which are below what might be expected in some areas." During their reception year children make satisfactory progress overall in all areas of the curriculum for children under five.
2. The national assessment tests undertaken in English by pupils at the end of Key Stage 1 in 1999 indicate that the proportion achieving the national expectation was well below the average. This standard was particularly reflected in the element relating to writing. Writing was below the average whilst speaking and listening and reading were broadly in line. The 1999 results showed that standards in writing had been steady over the previous three years whilst those for reading had improved as a result of the school's focus. When the 1999 results were compared with those of schools with pupils from similar backgrounds the performance of pupils at the school is broadly in line with the average for reading whilst writing was below the average for such schools. The inspection relates to a different group of pupils and finds the proportion of Year 2 pupils who are on course to achieve the expected end of key stage standard for English is well below the national average and that the situation is similar in Year 3. Writing is well below average but reading, speaking and listening skills are below expectations.
3. Pupils of all levels of prior attainment make satisfactory progress overall in mathematics at the end of Key Stage 1 and when the pupils leave the school. This reflects a decline in standards when compared to the previous inspection, which judged that standards were broadly in line with those expected throughout the school, but that a below average proportion of the pupils attained the higher Level 3 in the end of key stage tests. However analysis of the results of the end of key stage tests over the last few years shows improvement, due to the numeracy strategy approaches that the school has adopted. Standards have risen to below average, when compared to national, from well below. When compared to results of similar schools, the results in 1999 were above average overall. Although the proportions of pupils attaining Level 3 was still well below the national average, the school met its realistic targets for the numbers of pupils attaining Level 3 in 1999.
4. The 1999 end of key stage teacher assessments in science indicate that the proportion of pupils achieving the national standards was below the average for schools generally but broadly in line with schools with a similar pupil intake. The inspection relates to a different cohort of pupils but also finds that the proportion of pupils on course to achieve the national standards by the end of Key Stage 1 and when pupils leave the school, is below the average.
5. The school has made a satisfactory amount of progress overall towards the targets it has set for improvement. Pupils make satisfactory progress in the development of literacy information technology and numeracy skills. There is no significant difference in the attainment of boys and girls.

6. Pupils make satisfactory progress in, information technology, religious education, history, geography, art, design and technology, physical education and music. They attain standards, which are below average in most of these subjects at the end of Key Stage 1. Standards in physical education and religious education are in line with those expected for pupils by the end of the key stage and when they leave school.
7. The small number of pupils for whom English is an additional language make satisfactory progress. There are currently 32 pupils on the special educational needs register. This constitutes 27% of the total on roll, which is a higher proportion than the national average. Two pupils have formal statements of special educational needs. There is clear analysis of the educational and other problems encountered by pupils on the register and, as a consequence, pupils with special educational needs make satisfactory progress as they move through the school.

Pupils' attitudes, values and personal development

8. Most pupils like coming to school and settle quickly in lessons and activities. They show positive attitudes to learning and generally behave well in and around the school. Prior to the inspection in their questionnaires, parents were happy with the attitudes and behaviour of the pupils. Most pupils, including those with behavioural or special educational needs, respond well to the school rules and its emphasis on positive behaviour. Pupils are confident and friendly and generally well mannered, kind and considerate. In lessons, behaviour is generally satisfactory and sometimes good. On rare occasions it is unsatisfactory but this is usually linked to the inappropriate behaviour of a few which disrupts the class. There have been no exclusions in the last year. Pupils make good progress in their social skills and work well both independently and co-operatively in groups. These aspects make a significant contribution to their learning. Since the previous inspection the school has successfully maintained satisfactory standards of behaviour and continues to fulfil its aims to develop pupils self-responsibility and raise their self esteem. Pupils with special educational needs generally have very positive attitudes to their work and feel fully involved in all aspects of school life. They are usually appropriately integrated into classes and form constructive relationships with staff and other pupils. They respond well to support and show a determination to succeed.
9. Relationships are satisfactory throughout the school. The pupils form sound relationships with one another and the staff of the school. They respond well to the help and guidance available to them and to being valued. Bullying or harassment are very rare and pupils report that any incidents that occur are promptly dealt with and effectively eliminated. Other pupils are generally helpful and friendly towards those who experience difficulties or have disabilities.
10. Pupils make good progress in their personal development. They are eager and willing to take responsibility in class and in activities around the school; for example the older children help with the drinks at lunchtime. They carry out their duties conscientiously and their active involvement helps support the school community as when they help at playtimes and during the lunch hour. When given the opportunity pupils work well independently, however, there are limited opportunities for independent learning. Pupils enjoy performing in school productions and participate in sporting events, extra-curricular activities and educational visits.
11. Attendance overall is satisfactory. Most pupils attend school regularly and arrive at school on time. Absence is well above the national average for similar schools, however, there has been an improvement since the last inspection in the levels of unauthorised absence. Most absence is now authorised and due to sickness or holidays taken during term time. Where individual's attendance gives cause for concern the school works closely with the educational welfare service.
12. The school seeks to provide caring and sensitive support for pupils with special educational needs. It supports pupils with a range of behavioural, physical, educational and emotional problems and they respond well to the opportunities provided.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching is satisfactory overall. Teaching was at least satisfactory in 92% of the lessons observed. In 39% of lessons it was good or better and in four per cent it was very good. It was less than satisfactory in eight per cent of lessons (two lessons.) This broadly reflects the picture at the time of the last inspection when the quality of teaching was judged to be satisfactory in 81% of lessons.
14. Teaching of children under five is satisfactory overall and leads to children making at least satisfactory, and sometimes good, progress in the six areas of learning for children under five. Teaching at Key Stage 1 is satisfactory. The teaching observed was never less than satisfactory and it was sometimes good. On occasion it was very good. As a consequence of this sound teaching, pupils of all levels of prior attainment make at least satisfactory progress in their learning in all areas of the curriculum and religious education. At Key Stage 2, a third of the lessons observed were unsatisfactory, which is unsatisfactory overall. On occasion teaching at Key Stage 2 is good. The unsatisfactory teaching is generally due to a lack of implementation of the schools' effective systems for behaviour management.
15. The skills of literacy, numeracy and information technology skills are soundly taught throughout the school. There is some good teaching in both key stages characterised by brisk, purposeful pace, work well matched to the differing needs of pupils within the class and by clearly defined lesson objectives which are shared with the pupils. The newly qualified teachers had not been trained in the teaching of the English strategies for literacy and numeracy. As a consequence the school has placed significant focus on improving teachers' skills in the teaching of these areas. The teaching of reading is good and leads to pupils making good progress in their learning. The provision for, and teaching of pupils with special educational needs is also good and leads to them making satisfactory progress towards their learning targets. At the time of the last inspection the teaching of music was judged to be a strength of the school due to individual expertise. Currently the teaching of music is satisfactory and leads to pupils making generally satisfactory progress in this area of their learning.
16. At the time of the previous inspection potentially higher attaining pupils were not always sufficiently challenged in their work. The organisation of group activities was not judged to be efficient and pupils were sometimes working with too little direct supervision. The school has reviewed its teaching methods and the rotation of group teaching no longer occurs. Pupils are suitably supervised in their learning. Currently there is suitable support and challenge within most lessons for pupils of all levels of prior attainment, including those who are potentially higher attaining to enable them to attain the standards of which they are capable. However this is not always the case in mathematics in Year 3 and on occasion pupils of all levels of prior attainment are given the same tasks. This leads to unsatisfactory progress in those lessons for higher attaining groups. The guidance for the teaching of subjects, in the form of schemes of work provides a secure structure for teachers' planning which is of good quality. The sharply defined lesson objectives contained in short-term planning helps to ensure lessons that are well focused.
17. Teachers relate sensitively to pupils, including those with special educational needs, and they provide conscientious support. They know their pupils well and respond meaningfully to their difficulties and learning problems. Marking of work is conscientious and appropriate use is made of assessment information when planning lessons. Many lessons are planned to meet the needs of lower attaining pupils. Teachers collaborate effectively with the special needs co-ordinator in writing Individual Education Plans (IEP's) of good quality with short-term, attainable targets. Teachers make sound use of homework to support pupils' learning.
18. The Learning Support Assistants appointed to help specific pupils and small groups work in close association with the class teachers and are fully informed and involved in the process of support. The support staff are fully involved and this helps to maintain a consistent and effective approach which makes an important contribution to the provision for pupils with special educational needs.

The school provides a sympathetic and supportive learning environment for pupils with special educational needs and makes considerable efforts to meet their individual requirements.

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

19. The school provides a broad and balanced programme, which meets the requirements of the National Curriculum in all subjects. The requirements of the Locally Agreed Syllabus for religious education are also met. The curriculum offered provides a satisfactory range of opportunities for learning although on occasion in mathematics there is insufficient challenge. Although the integrity of each National Curriculum subject is well maintained meaningful cross curricular links are established, for example in science and information technology. There is satisfactory promotion of physical development. The school has successfully introduced the National Literacy and National Numeracy Strategies and these initiatives are having a positive effect upon the provision. The programme for children under five appropriately covers all of the desirable areas of learning for children of that age.
20. All pupils have access to the curriculum but some higher achieving pupils are not always provided with work that matches their capabilities. Provision for information technology is sound and improving as the national scheme of work becomes more firmly established within the school. Curricular provision for pupils with special educational needs is good. Their needs are clearly identified in individual education plans of good quality and these are carefully and systematically maintained. The requirements of the Code of Practice for pupils with special educational needs are fully met.
21. The school has established clear and appropriate aims in order to promote the spiritual, moral, social and cultural development of its pupils.
22. The school's provision for spiritual development is satisfactory. The lessons in religious education, the school assemblies and special events throughout the year give pupils suitable opportunities for spirituality. A wider understanding of the values and beliefs that influence other peoples' lives is effectively promoted and opportunities to discuss these differing traditions are provided. The school provides some encouragement for pupils to experience the wonder and mystery that can be inspired by elements of the wider curriculum but this aspect is not regularly planned for.
23. The school's provision for the moral development of its pupils is good. A clear framework associated with personal behaviour has been developed and is clearly understood by pupils and parents. There is an orderly learning environment and most pupils behave well and demonstrate self-discipline. A minority of pupils present challenging behaviour and do not live up to the sound standards established by the majority. The related system of rewards and sanctions is generally applied consistently although the agreed action to cope with 'difficult' pupils is sometimes not taken quickly enough. Most pupils are aware of what constitutes acceptable behaviour towards others. A wide range of personal and moral issues is developed through discussions in 'Circle Time'.
24. Provision for the development of social behaviour is good and, with some exceptions, pupils relate well to their peers and to adults. Teachers and other adults provide excellent role models and they demonstrate very sensitive understanding of the individual needs of each pupil. Relationships are good and pupils show consideration to pupils experiencing difficulties or who have disabilities. Pupils are regularly given duties within the classroom or on behalf of the school community. The school regularly supports charitable initiatives.
25. The quality of provision for pupils' cultural development is satisfactory. Pupils who attend the school do not come from a wide range of cultural backgrounds but the school seeks to teach pupils

of the richness and diversity of other traditions. The curricular work, together with visits to museums and other places of educational interest such as the local museum, helps to develop knowledge and experience of local traditions. Art, history, music, and geography provide examples of how the curriculum incorporates the influence of other religions and cultures. The Sicilian dancers who visited the school exemplify such provision.

26. The Governing Body has approved an appropriate policy for the teaching of sex education and matters relating to health education are given proper emphasis. The development of good relationships and consideration for others are embedded in the life and work of the school and, overall, the provision for pupils' personal, social and health education is good.
27. The school has successfully adopted national and local guidance in order to define the programmes for all subjects and this fully meets the criticism in the previous report relating to a lack of schemes of work. This documentation provides a sound basis for ensuring that knowledge and skills are built incrementally and that a balanced programme is delivered.
28. Extra-curricular activities and inter-school events are limited, but satisfactory, and visits to places of educational value make valuable contributions to several curricular areas. Good links with the community are evident; for example through visits to the school by police and fire officers, charitable efforts of pupils and association with sporting clubs who provide coaching opportunities for pupils. There are productive links with other schools in the area through the reciprocal visits by pupils, the work experience opportunities provided for Secondary or Senior School pupils and through professional liaison of staff.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. The school makes good provision for the welfare, support and guidance of all pupils, in a caring and supportive environment. This has a beneficial effect on pupils' learning and gives them the ability and confidence to cope very effectively with school life. Parents expressed the view that the school provides consistently good support for their children and is a caring place in which their children are happy and safe. Inspection evidence confirms these opinions. The school is a very orderly, caring and sharing community which effectively abides by few rules. These enhance the pupils' development of self-responsibility, personal and social skills. This results in positive attitudes and generally appropriate behaviour that encourage pupils to want to learn. The teachers and staff set very good role models and have a very good knowledge of individuals, which they use well to provide comprehensive policies and procedures that are appropriate to meet the academic and social needs of all pupils.
30. Pupils' progress and personal development are monitored satisfactorily. There are good procedures to identify individual needs and usually to match work to pupils' levels of understanding. The school maintains records of pupils' achievements in English, mathematics and science. However, assessment records in science are variable across the school and do not always record progress consistently. There are no information technology assessment records. Individual action plans are in place and used for pupils with special educational needs to monitor progress and guide teaching. The support provided for pupils with special educational needs is good and the school works closely with other agencies and specialist support where necessary. Pupils are integrated well into classes and where appropriate given out-of-class support in small groups which are effectively assisted by teaching and support staff. Their progress is monitored well and achievable targets are set for improvement.
31. Procedures for monitoring and promoting good attendance are very good. Parents are generally conscientious in notifying the school and staff follow up any absences on the first day where no notification has been received. Punctuality is monitored closely. The school works closely with the education welfare service where necessary. There are good procedures in place for child protection and promoting the well-being and health and safety of all pupils, with high staff awareness of the issues. The school has very close links with other agencies and deals very

effectively with any concerns they may have. The school is clean and well maintained, and health and safety checks are carried out regularly. The school provides a comprehensive programme which promotes healthy and safe living.

32. The school has good measures to promote and maintain good discipline and behaviour, with a reward system which pupils understand and value. There are clear guide-lines for staff and these are usually implemented effectively. Appropriate procedures are in place for dealing with bullying or racial harassment and any incidents that arise are taken very seriously and promptly and effectively dealt with. Pupils with behavioural difficulties are generally managed well. The school has successfully maintained the effective provision for the support, guidance and welfare of the pupils and this is a strength of the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33. The school's relationship with parents is good and benefits from the commitment of staff to working in partnership with parents. This is effectively established at an early stage through the home school link. In the responses to the parents' questionnaire and conversations with parents during the inspection it is apparent that they are supportive of the school. In particular, they are very supportive of the events organised by the active "Friends Association". Significant funds are raised each year that are used to enhance the school resources and educational experiences pupils receive. Parents comment very favourably on the openness of the school, say they are made to feel welcome and that staff are very approachable. The school has recently introduced a home school agreement that most parents have signed. Parents are encouraged to attend parents' evenings and have appropriate opportunities for both formal and informal discussions with staff.
34. The quality of information provided for parents is generally good. Parents are kept well informed through regular letters, the school prospectus, information leaflets and newsletters about school life. However, the governors' annual report does not fully meet some minor requirements. Annual written reports to parents are generally good and provide helpful information on work that has been covered, pupils' progress and some have helpful comments on areas for improvement. Curriculum evenings have been provided for parents to explain what is taught, but are not generally well attended.
35. Individual education plans for pupils with special educational needs are drawn up to provide appropriate targets which are shared with those parents who attend meetings and reviews. Parents expressed the wish for home school diaries to be provided as a help to communication.
36. Parents are appreciative of the opportunities they have to see school productions and sports days. A few parents, grandparents and friends of the school come in regularly to help in school in class and around the school. They are encouraged to help at home with reading and any other homework. A few parents would like their children to have more homework. The school has provided information leaflets for each year group to guide parents on what the school's policy is.
37. Parents of pupils on the special educational needs register are fully consulted and involved in the identification of particular problems. They are kept fully informed about their children's progress. Pupils' individual education plans are reviewed regularly and the school makes every effort to involve parents in this process.
38. The school has successfully built on the good relationships established with parents and continues to promote partnership in learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The leadership and management of the school is satisfactory overall. This broadly reflects the position at the time of the last inspection. The leadership of the head teacher is good. She provides

the school with clear educational direction in promoting high standards for teaching and learning. The explicit aims are appropriately reflected in the daily work of the school. There is appropriate delegation to staff with management responsibilities, who all make a suitable contribution to the management of their subject areas. At present the management load on some staff is quite heavy, due to the proportion of newly qualified teachers on the staff. However the head teacher has plans to devolve responsibilities more equitably in the coming year. There are effective systems currently in place for the induction and training of new teachers. There is an appropriate match of teachers and support staff to the demands of the curriculum.

40. The governing body has a good understanding of the strengths and weaknesses of the school. They are appropriately involved in planning to shape the direction of the school towards improvement. The targets and priorities for development are apt and the development plan is a useful tool to help in this. The school is effective in monitoring and evaluating its performance and taking appropriate action to secure improvement. The school seeks to obtain best value for money in all purchases. Educational priorities are clearly identified and appropriately linked to financial planning. This is an improvement since the last inspection when it was an issue. Suitable use is made of grants and other funding. Funds specifically allocated for pupils with special educational needs are properly targeted. Statutory requirements are nearly all met. Although appraisal is not in place there is a sound system for teachers' professional development interviews. Policies are formally approved by the Governing Body and individual governors visit the school regularly. Effective monitoring of teaching is regularly undertaken by the head teacher and the senior teacher. This is effectively linked to the monitoring of teaching and pupils' progress in learning in literacy and numeracy. There are regular reviews of the effectiveness of curricular provision and these are used thoughtfully to influence future initiatives. The staff meet regularly to discuss curricular matters and there is a clear determination, shared by all associated with the school, to continue the process of curricular improvement.
41. Learning resources are sufficient and suitably used. The accommodation is satisfactory overall. Effective use has been made of space to provide a pleasant library area and a computer suite. However the acoustics of some parts of the building, together with the open nature of some teaching areas have a negative impact on teaching and learning in some lessons.
42. The school has made suitable progress towards improvement since the last inspection and is now in a sound position to continue that improvement. All staff and governors share a firm commitment to improvement. There is appropriate use of new technology to support day-to-day administration and teaching and learning.
43. The co-ordinator for special educational needs provision has a clear understanding of her role. Issues relating to the school's provision are thoroughly and sensitively analysed. The co-ordinator liaises effectively with both colleagues and external agencies. Documentation associated with pupils on the register is professionally and efficiently maintained. The Governing Body identifies a governor with specific responsibility for pupils with special educational needs who meets regularly with the co-ordinator. Governors are properly informed on matters relating to this aspect of the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To improve standards of work and pupils' learning, the governors, head teacher and staff should

- (1) Raise standards in English, mathematics and science, and in particular standards in writing.
- (2)
 - a) Put systems in place for the school to monitor the progress in learning that individual pupils or groups make in information technology, science and religious education.
 - b) Ensure that systems that are in place are always used effectively to plan work.

- (3) Ensure that the acoustics of the building, in particular in the teaching areas, do not have a negative effect on teaching and learning in lessons.

In addition to the key issues above these other less important weaknesses should be considered for inclusion in the governors' action plan:-

The behaviour policy is not always consistently implemented.

There is no designated space for outdoor play for children under five.

On occasion higher attaining year 3 pupils are not sufficiently challenged in mathematics.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	9	14	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)		109
Number of full-time pupils eligible for free school meals		56

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y3
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		28

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	8.12
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	19	10	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	10	16
	Girls	9	10	10
	Total	22	20	26
Percentage of pupils at NC level 2 or above	School	76	69	89
	National	82(80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	15	14
	Girls	9	10	9
	Total	22	25	23
Percentage of pupils at NC level 2 or above	School	76	86	79
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	2
Chinese	0
White	79
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y3

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	27.3:1
Average class size	23.3

Education support staff: YR – Y3

Total number of education support staff	5
Total aggregate hours worked per week	88

Financial information

Financial year	1999
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	£
Total income	205342
Total expenditure	202554
Expenditure per pupil	1986
Balance brought forward from previous year	8523
Balance carried forward to next year	11311

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	109
Number of questionnaires returned	67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	27	4	0	1
My child is making good progress in school.	51	31	7	0	10
Behaviour in the school is good.	48	37	0	1	13
My child gets the right amount of work to do at home.	18	28	27	4	22
The teaching is good.	48	37	3	0	12
I am kept well informed about how my child is getting on.	34	28	22	3	12
I would feel comfortable about approaching the school with questions or a problem.	58	31	4	1	4
The school expects my child to work hard and achieve his or her best.	52	36	1	0	10
The school works closely with parents.	46	27	13	1	12
The school is well led and managed.	49	33	7	0	10
The school is helping my child become mature and responsible.	48	37	3	1	10
The school provides an interesting range of activities outside lessons.	24	24	18	6	28

Please note that figures may not always add up to 100, due to rounding up or down of decimals.

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

44. Children start their schooling in the reception class in line with the agreed procedures of the Local Education Authority. Satisfactory arrangements are in place for children and parents to learn about the school prior to starting school and for them to make visits. This ensures a smooth beginning to their school career. They start school, mornings only, in the term in which they are due to have their fifth birthday and are taught in a separate group for language and mathematics. The following term they attend school full time and are taught in the two early years classes together with Year 1 pupils. Most of the children have previously attended the neighbouring nursery. Attainment on entry is below average overall. It is average for physical development, below average for mathematical awareness, creative development, knowledge and understanding of the world and personal and social development and well below average for language and literacy skills. This is borne out by the results of the base line assessments, which are administered during their first term in school. These findings are similar to those of the previous inspection, which judged that “pupils attain standards which are appropriate in relation to their prior attainment, but which are below what might be expected in some areas.” During their reception year children make satisfactory progress overall and attain standards that are below average by the time they are five.
45. The children under five come into school each day with developing confidence and go to their registration groups. They generally respond well in the welcoming environment of the reception classes. They then move to their teaching area and are settled efficiently into the routines of the day. Teachers and support assistants plan together for each week’s work to ensure coverage is the same in both classes. The curriculum is broad and is appropriately based on the desirable learning outcomes for children under five. Relationships are sound and adults provide good role models for the children in their care. The quality of teaching is satisfactory overall and has a positive impact on the progress the children make. Lessons are planned well, support staff are effectively deployed and suitable use is made of an appropriate range of resources.

Personal and social development

46. The teaching of personal and social development is satisfactory. There is appropriate provision for the development of children's social and personal skills and this leads to the children making steady progress in this area of their learning. The children learn to comply with the regular and well-established routines of the reception classes and their behaviour is satisfactory overall due to the appropriate expectations of the teachers and support assistants. Children learn what is acceptable behaviour in the classroom and the playground and what is right and wrong. They work and play happily together and maintain concentration for appropriate lengths of time. They learn the importance of polite behaviour and have generally positive attitudes to their learning. Children start to develop an appropriate sense of responsibility through caring for their own belongings, taking turns, clearing away and other small tasks.

Language and literacy

47. Children make satisfactory progress in developing language and literacy skills. The teachers have a sound knowledge and understanding of the teaching of reading and writing and the development of children under five, although not all of them have had initial training in the National Literacy Strategy. Lessons are planned appropriately and children make steady progress in the acquisition of skills, albeit from a base of knowledge that is well below average overall. The school places appropriate emphasis on developing the skills of reading and writing and this has a positive effect on the progress children make in learning to read. Progress in learning to write is satisfactory overall, but still results in standards that are well below average by the time the children enter full time statutory education. The teachers and the support assistants pay appropriate attention to

developing the children's language and vocabulary. The children make suitable progress in learning to use pencils and crayons to write.

Mathematical development

48. The teaching of mathematics is satisfactory and leads to the children making sound progress in mathematical awareness. Standards of work in numeracy are below those expected by the time they are five. The teachers and the support assistants provide a suitably wide range of opportunities for the children to use number and mathematical vocabulary in an interesting way throughout the day. For example, they watch short videos and use a suitable range of bricks and counting puzzles. These regular opportunities help the children to develop greater confidence in their number work. Children match, sort and create repeated patterns appropriately with small apparatus and use mathematical language to describe position and size. They join in with a suitable range of number and counting rhymes enthusiastically. They sort and match objects and pictures up to seven, as when they match pictures of bowls of milk to cats, or when they make towers of seven bricks.

Knowledge and understanding of the world

49. The teaching of knowledge and understanding of the world is satisfactory and, as a consequence, the children make suitable progress in this area of their learning. They are given an appropriate variety of interesting experiences, which enable them to learn about the world in which they live. Knowledge of materials in the world is gained through activities such as sand and water play and using a range of construction toys or moulding play-dough. The children are given suitable opportunities to use information technology and it is appropriately used to support their learning in literacy. For example in one lesson observed the children had good opportunities to learn about letters of the alphabet, as well as learning to use a keyboard and a mouse. They used the computers with enjoyment and increasing confidence, and use a language development program, with adult help to effectively support their learning in reading.

Physical development

50. Children are given a variety of suitable opportunities and make satisfactory progress in the development of their fine physical skills. By the time they enter Year 1 standards are in line with those expected of pupils of that age. The teaching of physical development is satisfactory overall. Occasionally it is good. There are lessons for physical development in the hall each week, in addition to which there is a small amount of large equipment based in the classroom, which the children use to develop their skills of balancing and muscle control on fine days. The children learn to handle construction toys and small tools with appropriate levels of dexterity and use crayons and pencils with developing skill when writing and drawing. The teaching of fine physical skills is satisfactory. Several of the children are able to write some letters and their names reasonably legibly. When using small tools such as scissors they demonstrate increasing control and appropriate attention to safety.

Creative development

51. The teaching of creative areas of development is satisfactory and as a result children make satisfactory progress in the development of their creative skills. They are given suitable opportunities to learn a variety of techniques and use a range of materials to express themselves. They use paint, pencils, crayons, fabric and glue to make pictures and collages linked to their work in other subjects. They have suitable opportunities to participate in imaginative role-play, and are developing appropriate skills in imagination and communication, for example using toy telephones to hold conversations with imaginary characters. Children engage happily in role-play alongside others.

ENGLISH

52. The previous report identified the need for the school to raise standards in reading and writing. The school has achieved some success in the former and is continuing to place emphasis on writing. Although the measures introduced have yet to impact fully the school continues to thoughtfully evaluate its practice and to introduce further measures in order to raise standards.
53. In Year 2 the proportion of pupils who are able to express themselves orally with appropriate clarity and confidence is below that expected for their age. A significant proportion is unable to generate sentences with appropriate cohesiveness and complexity. Teachers take every opportunity to extend pupils' vocabulary and to emphasise the expressive quality of words and this leads to satisfactory progress in speaking skills in Key Stage 1 and Year 3. The proportion of pupils who listen attentively and constructively to their teacher and to the contributions made by others is also below the national average although progress through Key Stage 1 and in Year 3 is satisfactory. A good range of suitable opportunities for pupils to develop their speaking and listening skills is provided with activities such as role playing and drama used effectively as a means of promoting competence, self esteem and confidence.
54. Attainment in reading is below average at the end of Year 2 and in Year 3. The carefully structured programme helps to promote standards. Teachers are extremely methodical in their approach to the teaching of reading and this helps to ensure that pupils make good progress as they move through the key stage. Most pupils enjoy reading and discuss what they have read with enthusiasm. They develop satisfactory phonic skills and use other strategies, such as context, in order to tackle unfamiliar words. Most are able to use simple dictionaries and are beginning to develop library skills such as simple research. Standards of reading are further promoted by the regular reading partnership with home.
55. The proportion of Year 2 pupils achieving at the expected levels in writing by the end of Key Stage 1 and Year 3 is well below that found nationally. A smaller than average percentage demonstrate the expected awareness of grammatical structure and punctuation. Many possess a somewhat limited vocabulary with which to express themselves. Spelling is methodically developed but a smaller than average proportion achieve satisfactory levels of accuracy. The proportion of pupils whose standards of letter formation and control are satisfactory is well below average although handwriting skills are systematically refined. Satisfactory use is made of word processing and other information technology programs to support the work in English.
56. Most pupils enter Key Stage 1 with skills of language and literacy that are well below average. The majority makes satisfactory overall progress in English as they move through the key stage and Year 3. Progress in reading is good. The majority of pupils with special educational needs also make satisfactory progress as they move through the school.
57. A range of suitable opportunities is provided for pupils to develop their speaking and listening skills, and this leads to satisfactory progress in this aspect of the subject. When they enter the key stage most pupils are able to speak in very basic terms about things that are within their immediate experience. Older pupils in Year 3 speak with greater confidence and develop a simple theme.
58. The structured programme helps to promote reading standards and to ensure that most pupils make good progress in Key Stage 1. Most pupils progress from the recognition of a limited range of words to the ability to read a simple story with understanding and enjoyment.
59. Most pupils in Key Stage 1 and Year 3 make satisfactory progress in writing skills. From elementary letter and simple word formation at the beginning of Key Stage 1 pupils develop increasing literacy skills until by the end of the key stage many are able to express meaning using a sequence of sentences in which grammar, spelling and handwriting is becoming refined. However, the proportion reaching the national standards at the end of Key Stage 2 remains well below average.
60. Pupils' attitude to English is satisfactory in Key Stage 1 and in Year 3. The majority of pupils has a very positive attitude towards the subject. They work diligently, persevere with their tasks and

show obvious enthusiasm for their work. They collaborate productively in pairs and small groups. Most pupils are attentive, sustain concentration over a period and respond maturely when required to work independently. A minority of pupils do not always demonstrate the good response of the majority.

61. The overall quality of teaching is satisfactory. Teachers are extremely conscientious in their preparation and in the support that they provide for individual pupils. Activities are well matched to the needs of the pupils and a range of strategies are employed which help to sustain interest. Teachers have a caring and positive rapport with their pupils. Lessons are properly related to the requirements of the National Literacy Strategy and this is having a positive impact upon learning and standards. The need to cater for the differing abilities of the pupils is recognised and pupils with special educational needs are sensitively and effectively supported with work directed at their particular needs. There is some good teaching in both key stages characterised by brisk, purposeful pace, work well matched to the differing needs of pupils within the class and by clearly defined lesson objectives which are shared with the pupils.
62. The school places considerable emphasis upon English and has undertaken a number of measures to improve literacy skills. Most recent has been the successful introduction of the National Literacy Strategy which staff have implemented with rigour. The co-ordinator for English is committed to improving standards and has led the initiatives identified by the school with energy and enthusiasm. Teachers' planning is diligent and the practice of precisely identifying the specific skills and knowledge which form the objective of each lesson and sharing these with the pupils promotes a clear focus for teaching and helps to provide a sense of accomplishment for pupils. Pupils' somewhat limited competence in writing restricts the contribution of literacy to standards in other areas of the curriculum.
63. The assessment procedures used to monitor pupils' progress are satisfactory as is their use to guide the content of subsequent work. These measures complement and support the very systematic approach to the teaching of English that the school employs. The National Literacy Strategy is currently well understood by all. The approach and structure of lessons fully reflect the recommendations of the Strategy. The school building was designed using the 'open-plan' concept and classrooms are not physically separated from adjoining rooms. At times the noise of pupils working in adjacent classrooms has an adverse effect upon the quality of learning, particularly in speaking and listening.

MATHEMATICS

64. Pupils of all levels of prior attainment make satisfactory progress overall at both key stages. This reflects a decline in standards when compared to the previous inspection, which judged that standards were broadly in line with those expected throughout the school, but that a below average proportion of the pupils attained the higher Level 3 in the end of key stage tests. However analysis of the results of the end of key stage tests over the last few years shows improvement. Standards have risen to below average, when compared to national expectations, from well below. When compared to results of similar schools, the results in 1999 were above average overall. Although the proportions of pupils attaining Level 3 was still well below the national average, the school met its targets for the numbers of pupils attaining Level 3 in 1999.
65. At Key Stage 1, pupils make satisfactory progress in using and applying number in everyday activities. Work is well integrated into other subjects such as science and art, where pupils study symmetry for example. They learn to look for and discuss, patterns in number such as odd and even. They make suitable progress in developing their mathematical vocabulary. They learn to use the correct terminology for mathematical shapes and recognising angles as measures of turn in work linked to information technology. They count and order numbers with developing confidence, beginning to be aware of the relationship of one number to another. They make suitable progress in learning about standard units of measurement for length.

66. In Year 3, pupils make satisfactory progress overall. However the progress of potentially higher attaining pupils is inhibited on occasion by being given tasks that are too easy and that do not challenge them sufficiently. Most pupils make satisfactory progress. They learn to sequence numbers to 100. They learn about fractions and are beginning to use decimal notation when working with problems involving money. They make appropriate progress in learning to tell the time using analogue and digital clock faces.
67. Teaching is satisfactory overall. At Key Stage 1 it is always at least satisfactory and on occasion it is good. At Key Stage 2, while it is satisfactory overall, it is occasionally unsatisfactory. Teachers throughout the school have suitable knowledge and understanding of the teaching of mathematics and numeracy, and lessons are well planned. However specific knowledge of the National Numeracy Strategy was not sound for teachers newly appointed to the school, and much training has needed to be done within school as a result. Where teaching is good, the teacher has a good knowledge of the numeracy strategy and the needs and prior attainment of the pupils. For example in a lesson for pupils in Year 2 on the number square, the introduction to the lesson was brisk and purposeful. The knowledgeable classroom assistant was well deployed and had a good rapport with the pupils. There were good links to information technology. The efficient organisation of the teacher, combined with her use of a good range of strategies to interest the pupils, had a positive impact upon the attitudes of the pupils. This resulted in them being well behaved, on task and keen to do well. Where teaching is unsatisfactory, this is generally due to the teacher not putting into practice the systems the school has in place to deal with disruptive or anti social behaviour. As a consequence the behaviour of a minority of pupils prevented the lesson proceeding appropriately. On occasion the work that is set for pupils does not sufficiently challenge the potentially higher attaining pupils. Pupils' response to mathematics is satisfactory overall and this has a positive impact on the progress they make in their learning.
68. The co-ordinator has a good knowledge of mathematics and of the Numeracy Strategy. The curriculum is broad and covers all of the required aspects of the National Curriculum in appropriate depth. There are suitable systems in place to monitor pupils' progress and these are effectively used. The school has placed a focus on raising standards for potentially higher attaining pupils and, although there is still further work to be done, this has resulted in an improvement in the numbers of pupils achieving the higher levels in the end of key stage tests at Key stage 1. Links with parents have been appropriately encouraged, through "maths trail" mornings and mornings for maths games.

SCIENCE

69. The 1999 end of key stage teacher assessments show that the proportion of pupils achieving the national standards was below the average for schools generally but broadly in line with schools with a similar pupil intake. The inspection relates to a different cohort of pupils but also finds that the proportion of pupils on course to achieve the national standards by the end of Key Stage 1 is below the average.
70. Pupils in Key Stage 1 and Year 3 begin to develop an understanding of fair testing with significant teacher support. Pupils are encouraged to think about tests, but these investigational skills are below average. Pupils make steady progress in acquiring an appropriate scientific vocabulary, but the range and sophistication remains below average.
71. Pupils in the final year of Key Stage 1 can identify some common materials and describe some of their similarities and differences. They are aware of some of the changes that can occur to materials such as when they are heated. They understand some of the elements essential to life and can undertake simple classification. They demonstrate basic knowledge relating to sound and to sources of light. In all these areas the proportion of pupils' with the attainment expected for their age is below the average. These capabilities and knowledge are satisfactorily extended in Year 3 although attainment remains below the national expectation.

72. There is some use of information technology in science, such as recording data, but this capability is not sufficiently integrated into the programme or applied systematically as a scientific tool.
73. The majority of pupils enter the school with scientific knowledge and understanding which is below what might be expected for their age. The school works conscientiously to build scientific understanding and to enrich pupils' experience and these efforts result in most pupils making satisfactory progress as they move through Key Stage 1 and Year 3. Pupils with special educational needs are sensitively and effectively supported and such pupils also make satisfactory progress.
74. Most pupils have a positive attitude towards science and this has a beneficial impact on the progress they make. With few exceptions pupils concentrate well and work industriously. Interest in scientific inquiry is demonstrated by almost all pupils. Pupils collaborate productively when engaged in practical work and are keen to demonstrate their growing knowledge by answering in class and by contributing to discussion. Written work is not always satisfactorily presented due to limited writing skills. Overall, pupils' response to science is satisfactory.
75. The quality of teaching in Key Stage 1 is satisfactory. Lessons are carefully prepared and relate to the requirements of the National Curriculum. The relationships between teachers and pupils are productive and class control is secure. There is effective use of scientific inquiry as a means of developing knowledge and understanding across the various aspects of the subject. This was well demonstrated in two lessons relating to the waterproof qualities of various materials where clear learning objectives and stimulating activities combined to produce effective learning. Teaching is founded on sound subject knowledge and teaching points are effectively communicated. No teaching was observed in Year 3 during the course of the inspection but other evidence indicates that is also satisfactory.
76. The subject is well led and there is a commitment to raising standards. The previous report found that the opportunities for investigative work were too limited. This issue has been satisfactorily addressed. Shortcomings relating to measuring progress of pupils and to the attainment of higher achieving pupils remain to be fully improved although the school has a clear programme to do so.

ART

77. Pupils of all levels of prior attainment make satisfactory progress in art throughout both key stages. This is broadly similar to the findings of the previous report.
78. Pupils in Year 1 learn a range of techniques such as finger painting and colouring with pencils and crayons. They work carefully in three dimensions developing appropriate skills in modelling with dough, clay and papier mache. In Year 2, pupils learn to draw carefully observed pictures and patterns linked to work researched on the internet. They use hard and soft pencils effectively to produce different shading and effects. They draw, paint and colour to illustrate their work in other subjects, for example when they draw scarecrow pictures linked to work in literacy, or sketches linked to their work in history. Pupils in Year 3 carefully look at the designs on bells as part of their topic work and copy some of these designs carefully in their sketch books.
79. Pupils' attitudes to their work in art are satisfactory overall and on occasion they are good. These positive attitudes have a direct impact on the progress pupils make. For example in a lesson linked to science work on changing materials and the use of forces, the pupils response was good. They listened carefully to their teacher, and answered her questions sensibly. They were interested in what they were asked to do and, as a result, settled to their tasks with enthusiasm. The range of materials they were given to use was good and they selected carefully from it, taking turns and sharing well. Teaching is satisfactory overall. On occasion it is good. When it is good, work is effectively linked to work in other subjects. A good range of interesting activities is provided. For example when pupils were given the opportunity to look carefully at reflections in the front and

back of spoons and draw what could be seen. Effective teacher intervention in this led to pupils making good progress in developing skills of careful observation and recording.

80. Pupils in Year 3 start to use “sketch books” to record their designs. However these are in loose leaf format, and this combined with the fact that work is not always dated, limits their effectiveness as records of pupils’ developing skills.

DESIGN AND TECHNOLOGY

81. Pupils of all levels of prior attainment make satisfactory progress throughout the school. At the time of the last inspection it was not possible to come to a judgement, due to lack of evidence.
82. Pupils start to design and make models from reception class onwards. They use a suitably wide range of materials and learn to cut and join them in a number of ways. Younger pupils make effective models such as teddy bears, with moving parts, using paper clips and split pins. They make careful nets of cubes, which they turn into effective and attractively decorated boxes. They use Binca and felt to learn how to sew and to join cloth. They design and make effective junk robots, linked to their work in literacy, indicating on their plans what materials they will use and how the various parts are to be attached. Older pupils make models of windmills, wishing wells and flying birds, effectively using levers and winding mechanisms. They develop appropriate skills in construction, using a good range of commercial kits to make a range of models linked to their topic work.
83. The quality of teaching is satisfactory. Teaching of skills, such as following patterns, cutting, moulding and sticking, is good. Although all of the required parts of the curriculum are covered, there is less regular emphasis on the elements of design and evaluation. The quality of the teaching, combined with the positive attitudes and behaviour of the pupils leads to steady, satisfactory progress in the subject. Teachers make good use of parents and other friends of the school who volunteer to come into class to help pupils to learn how to model with paper mache, clay and dough. As a result of this pupils have experience of a wider range of activities than might otherwise be the case.
84. The leadership and management of the subject is effective. The co-ordinator is aware of the need to increase emphasis on the elements of design and evaluation. She is developing a useful portfolio of photographs of pupils’ work to monitor progress.

GEOGRAPHY

85. Although no lessons were observed during the period of the inspection the overall evidence indicates that geography is given appropriate emphasis within the curriculum and that most pupils make satisfactory progress as they move through the school. Pupils acquire satisfactory knowledge related to types of homes and to how land is used. They develop suitable awareness of features in their local area and can identify similarities and differences in a contrasting area such as the fictional Isle of Struay. Older pupils are beginning to gain knowledge of the United Kingdom. Competencies associated with the use of maps and weather are properly emphasized and understood. There is good awareness of environmental matters. Pupils with special educational needs are effectively integrated and also make satisfactory progress.
86. No formal judgement can be made in respect of pupils' attitudes but discussions indicate that it is positive.
87. The impact of teaching over time is satisfactory, both in Key Stage 1 and in Year 3. Good quality planning properly relates to the National Curriculum programme.
88. The co-ordinator for geography provides committed and conscientious leadership. National guidance has been adopted which is helping to ensure that pupils' knowledge and skills are developed in a logical and sequential way. Meaningful links with other subjects are established

through the school's cross-curricular topic approach. Appropriate use is made of the local area in geographical work and visits to places of educational interest, such as Brickhill village, further enrich the curriculum. The previous report identified the need for clearer definition of the programme to be taught. This issue has been well addressed.

HISTORY

89. No lessons took place during the period of the inspection but other evidence demonstrates that history is given proper emphasis within the overall programme. Most pupils can identify some of the changes which have occurred over time and their concept of chronology is satisfactorily developed. The study of toys and of household 'chores' are examples of how similarities and differences can be identified between today and earlier times. Pupils can describe the important features of the topics studied, such as the Fire of London, together with the reasons for some of the major events. Their ability to investigate, interpret and explain the past is adequately developed and proper emphasis is placed upon these skills. Pupils have satisfactory awareness of the range of sources of historical information such as books and pictures and how older people can recall events and happenings which differ from pupils' own experience.
90. Satisfactory progress is made as pupils proceed through the both Key Stage 1 and Year 3. Those with special educational needs are integrated into the programme with advantage and such pupils also make satisfactory progress.
91. Although no lessons were observed, discussions with pupils indicate that their attitudes and response to history are positive. Most are clearly motivated by the subject and discuss their work with interest. The impact of teaching over time is satisfactory. Teachers plan the subject conscientiously and pupils' work indicates that teachers' subject knowledge is sound. Classroom displays convey an enthusiasm for history and enhance the working environment. Some teaching extends pupils' understanding by providing first hand experiences. Visits by older people to recount events in the early part of their lives exemplifies this approach and helps to make the subject meaningful.
92. The curriculum is taught through a series of topics which properly reflect the elements of the National Curriculum and which successfully exploit links with other subjects. For example, geographical and artistic elements are effectively introduced in the Year 3 topic on the Ancient Greeks. Visits to places of historical interest, including the local area and a local Victorian museum, provide further valuable experiences.
93. The previous report criticised pupils' presentation and, in some cases, this remains a shortcoming. The issue raised relating to the overuse of worksheets has been properly addressed.

INFORMATION TECHNOLOGY

94. The majority of pupils at the end of both Key Stage 1 and Year 3 reach standards in information technology that are broadly in line with the national expectation. Pupils at the end of Key Stage 1 display sound competencies in basic keyboard skills and display satisfactory levels of proficiency in word processing. They know how to control programmable devices purposefully and the ability to save and retrieve information, with support, is generally secure. Most pupils are able to select options when investigating on-screen situations and to use 'painting' programs with appropriate skill. They have appropriate understanding of how information technology is used in the home and the environment.
95. In Year 3, the proportion of pupils who are able to work with confidence and independence across most of elements required by the National Curriculum is in line with the average. Word processing skills are suitably extended and pupils are able to print their finished product. They have

appropriate knowledge of how to establish, test and modify sequences of instructions to control on-screen events. They are able to enter data and to produce graphical representations such as block graphs and pie charts.

96. The majority of pupils, including those with special educational needs, make satisfactory progress as they move through both Key Stage 1 and Year 3. The elements of the subject are developed sequentially but this initiative has not yet worked its way through a full cycle and not every pupil has received the same experiences in the subject in the past.
97. There is satisfactory use of information technology to enhance and support English and mathematics. This is less systematic in other areas of the curriculum but is satisfactory overall.
98. The quality of teaching is satisfactory in both Key Stage 1 and in Year 3. The newly established computer suite enables teachers to combine the direct teaching of skills with immediate 'hands-on' experience for some pupils and this has a positive effect upon progress. Teachers are conscientious in the support which they provide and make good use of the learning support assistants. As a result of the sound teaching, pupils in both key stages display good attitudes to information technology. They behave sensibly and sustain concentration over time. Almost all pupils strive to achieve the desired outcome and interact well with each other and with staff. There is productive co-operation and behaviour is generally mature and responsible and this has a positive impact on their progress. Pupils clearly enjoy their work in information technology.
99. The programme for information technology has been clearly defined and is effectively developed through the teachers' planning. Teachers maintain records but these are not part of a whole school procedure for rigorously charting individual experience and progress and for ensuring that every pupil receives his or her entitlement. The school is aware of this shortcoming and is in the process of designing a system that will comprehensively monitor individual progress and achievement.
100. A successful bid for additional finance has enabled the school to create a computer suite in order that there can be direct teaching of information technology skills. This facility is having a positive effect upon attainment although the number of computers remains well below the average and is insufficient to meet the increased demands of the National Curriculum. The direct teaching of information technology skills is beneficial but the impossibility of giving all pupils in the class immediate access to a computer has a limiting effect upon the use of computers to support and enrich learning in other curricular areas.
101. The co-ordinator has expertise and a commitment to improvement. The generally favourable provision for information technology that was noted in the last inspection report has been sustained.

MUSIC

102. Pupils of all levels of prior attainment make satisfactory progress throughout the school. This represents a decline in standards since the last inspection, when attainment was judged to be good overall at both key stages.
103. Pupils make satisfactory progress in their appreciation of music and are given suitable opportunities to listen to an appropriate range of styles and comment upon them, in assemblies and in music lessons. Skills in composition and musical notation are given appropriate emphasis and pupils are given suitable experiences in learning about these aspects of music. Singing is given a strong emphasis in the school and pupils of all ages and attainment join in with songs and rhymes with tuneful enthusiasm. They quickly learn new songs and sing together with obvious enjoyment.
104. The quality of teaching is satisfactory overall. Teachers' skills range from good to those who are less confident in their knowledge of the subject. However the use of a comprehensive commercial scheme enables all teachers to plan and deliver lessons appropriate to the needs and prior

attainments of the pupils in their class. As a result pupils make steady progress in their learning throughout the school. In a lesson on “loud and quiet” for the oldest pupils, the teacher introduced an appropriate element of fun. This and the effective deployment of a supporting teacher and classroom assistant, led to pupils making satisfactory progress in controlling the sounds of their voices and in learning how these could be represented by symbols and letters.

105. Pupils’ attitudes to music are always at least satisfactory, and when the teaching is enthusiastic, as for example in hymn practice, they are good. This has a positive impact on the progress they make. On occasion the constraints of the accommodation, where noise travels between teaching bays, has a negative effect upon teaching and learning. For example a lesson was observed where the teacher did not encourage pupils to sing with their accustomed enthusiasm in case a nearby class was disturbed.

PHYSICAL EDUCATION

106. Pupils in Key Stage 1 and in Year 3 pupils demonstrate the expected range of control and creativity of movement in physical activities. They are able to link their movements and to work individually and with others. They have satisfactory awareness of the changes that happen to their bodies during exercise. They demonstrate appropriate levels of skill and collaboration in group activities. Dance and games were not observed during the inspection but it is clear from teachers’ planning that these elements are properly included in the full and balanced programme.
107. Pupils make satisfactory overall progress as they move through Key Stage 1 and Year 3. In gymnastics pupils steadily achieve greater confidence and control in their movements and become increasingly able to evaluate and improve their performance. They practice and improve skills and develop creative movement. Pupils with special educational needs are well integrated into the physical education programme. Such pupils also make satisfactory progress.
108. Pupils’ response to physical education is satisfactory overall. The attitude of most pupils is good but a minority does not always behave appropriately or concentrate seriously on the task. In most cases, however, activities are approached with enthusiasm and pupils work with confidence. The majority consistently strive to attain good standards and there is productive collaboration in paired and group activities. The positive response of the pupils has a direct impact on their progress in the subject.
109. The quality of teaching at both Key Stage 1 and Year 3 is satisfactory. Teachers have productive relationships with their pupils and lessons are well organised. Good teaching is characterised by secure subject knowledge and by the systematic refinement and improvement of pupils’ performance. Two Key Stage 1 gymnastics lessons exemplified these qualities.
110. The co-ordinator for physical education has considerable expertise and provides clear and effective leadership. The planning for the subject is detailed and well focused and has a positive impact upon the quality of learning and the standards achieved. The curriculum is further enriched by a satisfactory range of extra-curricular clubs and by competitive events.
111. The previous inspection judgement was generally favourable and this positive provision has been maintained.

RELIGIOUS EDUCATION

112. Pupils of all levels of prior attainment make satisfactory progress at both key stages and attain standards in line with those expected by the Locally Agreed Syllabus. This is broadly similar to the findings of the last report.

113. At Key Stage 1, pupils make appropriate progress in learning that they, and others, belong to various groups. They learn to reflect on their relationships with other people and talk about those relationships that have special significance. They learn effectively about special occasions, such as festivals and other celebrations. They are given suitable opportunities to reflect upon the world around them and a range of different religious and moral stories about God or decisions in life, which they respond to appropriately.
114. At Key Stage 2, pupils build appropriately on the experiences they are given in Key Stage 1. They make suitable progress in developing their understanding of the purposes and practices of various kinds of celebration. They talk about their own experiences and those that they have been taught with developing confidence.
115. The quality of teaching is satisfactory overall. During the week of inspection it ranged from satisfactory to unsatisfactory. Where it is satisfactory, the lesson was well planned and was at a level appropriate to the needs of the pupils. The teacher had a calm and effective manner and expectations of pupils' behaviour were appropriately high. Pupils responded well to the class systems for maintaining order and all were given suitable opportunities to join in the class discussion. The story of Joseph was read with good intonation and clarity and the pupils' attention was effectively focussed by the teacher. As a result all pupils including those with special educational needs, made satisfactory progress. Where the teaching was unsatisfactory, this was largely due to the teacher not using the effective systems for behaviour management that the school has in place quickly enough. As a result the challenging behaviour of a number of pupils escalated to the extent that the attitudes and behaviour of many of the pupils became unsatisfactory as a result. The progress in learning of all of the pupils was rendered unsatisfactory by the number of interruptions to the lesson.
116. There are no formal systems in place in school to record the progress of individuals or of groups. Much of the work the pupils complete is in the form of discussion, in addition to which, although teachers' planning is monitored by the head teacher, teaching has not yet been monitored. Very little of the work in the subject results in pupils' writing at either key stage, but from displays, photographic evidence and discussions with pupils, there is suitable coverage of all of the required areas of the Locally Agreed Syllabus. The coordinator is aware that the lack of systems to record work or progress limits the school's ability to measure or monitor the gains pupils make in their learning. There are plans to review the subject and address this weakness in the coming year.