

INSPECTION REPORT

BROMHAM C of E VC LOWER SCHOOL

Bromham, Bedford

LEA area: Bedfordshire

Unique reference number: 109611

Headteacher: Mrs Helen Fairley

Reporting inspector: Miss Savi Ramnath
21334

Dates of inspection: September 30th - October 3rd 2002

Inspection number: 246928

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Lower School
School category:	Voluntary Controlled
Age range of pupils:	4 - 9 years
Gender of pupils:	Mixed
School address:	Grange Lane Bromham Bedford
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr Fiona Hyden
Date of previous inspection:	October 6 th 1997

INFORMATION ABOUT THE INSPECTION TEAM

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21334	Miss Savi Ramnath	Registered Inspector	Information and communication technology Science	What sort of school is it? How high are standards? The school's results and pupils achievements How well are pupils taught? What the school should do to improve further
10329	Mr Brian Sampson	Lay Inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
32237	Mrs Liane Billingsley	Team Inspector	Art and design Music	
20932	Mr Tim Boyce	Team Inspector	Foundation stage Design and technology Geography	How well is the school led and managed?
16930	Mr Jeff Plumb	Team Inspector	English Religious education	Equal Inclusion Special educational needs English as an additional language
31421	Ms Sue Rogers	Team Inspector	Mathematics History Physical education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This large size Voluntary Controlled Church of England lower school is situated in the village of Bromham in Bedfordshire. There are currently 324 pupils on roll, more than at the last inspection. The pupils, aged between five and nine years are organised in twelve classes. Most pupils live close to the school. Pupils come from diverse social backgrounds, mainly from the local area where there is little social disadvantage and this is reflected in the proportion of pupils eligible to claim free school meals; at approximately four per cent this is low by national standards. There are few pupils from minority ethnic backgrounds and all speak English as their first language. Ten per cent of pupils are included on the school's register of special educational needs (SEN), a proportion below the national average. This reflects the success of the school's policy in supporting pupils so well that they are quickly taken off the register as soon as possible. There is a range of needs, including emotional and behavioural difficulties and complex speech and language difficulties, including autism. The proportion of pupils with statements of special educational needs is below the national average and this reflects Bedfordshire's inclusion strategy. Attainment on entry to the Reception class is above average overall; however, not all children have had the benefit of pre-school experience. At the time of the inspection, 54 children, 4 of whom attend part-time were in the Foundation Stage¹. Since the last inspection there have been significant changes in staffing, (including the headteacher) and major refurbishment of the accommodation. The school has also become involved in a number of local and national initiatives which are all designed to help raise standards.

HOW GOOD THE SCHOOL IS

This is an effective school with many very good and some excellent features. The ethos is warm and caring and the school has an excellent partnership with parents. This leads to very positive attitudes and very good behaviour on the part of pupils. The overall good quality teaching enables pupils to achieve well above national expectations in many subjects of the curriculum. The headteacher provides very good leadership and is very well supported by the governing body and staff. Finances are used efficiently and the school provides good value for money.

What the school does well

- Standards in English, mathematics, and some of the foundation subjects² are well above national expectations by the end of Years 2 and 4.
- Overall, it provides good quality teaching in Years 1 and 2 and the Foundation Stage, which is having a positive impact on standards.
- The headteacher provides very good leadership and the school is well managed.
- The overall good provision for pupils' spiritual, moral and social development results in their very good behaviour, attitudes and relationships.
- The school values parental contributions highly and has established excellent links with parents and the community.
- The very good provision for pupils with special education needs is enabling many of these pupils to make good progress.

What could be improved

- The development of the senior management team.
- Pupils' achievement in information and communication technology (ICT).

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 very good improvements since it was last inspected in October 1997. The headteacher, governors and staff have worked hard to maintain the many good features noted then as well as moving forward on the issues identified for improvement. The school has successfully improved the

¹ Foundation Stage is the provision for children aged from three to the end of the Reception Year. QCA (Qualification and Curriculum Authority) has produced a set of Early Learning Goals for the end of the Foundation Stage. These goals are sets of skills, knowledge and understanding that children might be expected to achieve by the age of five. There are six areas of learning: personal, social and emotional development, language, literacy and communication, mathematical development, knowledge and understanding of the world, creative development and physical development.

² Subjects other than English, mathematics and science.

quality and range of learning opportunities which are now very good. As a result, standards in music are now above national expectations. Much work has been undertaken in assessment and the information gained is used well to plan future work in English and mathematics and to track pupils' progress as they move through the school. Work in English across the school now meets the needs of all pupils, although the needs of higher attaining pupils are still not always well met in science in Years 3 and 4. Strategies for managing inappropriate behaviour are effective and consistently applied. As a result, most pupils are very well behaved. The role of the subject co-ordinators has developed and there is now an established programme for monitoring and evaluating the work of school. However, the monitoring of teaching and learning remains underdeveloped for some subject leaders. The school has established an excellent partnership with parents and also with the community. Apart from tackling the key issues from the last inspection, the school has effectively improved its performance in other areas. Teaching has improved, so that the proportion judged to be very good or better has risen and the accommodation, both internally and externally, has been enhanced. Given the very good quality of its leadership and the support of governors and parents, the school is very well placed to make further progress.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on based on average³ point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools ⁴
	1999	2000	2001	2001
Reading	A	A	A	B
Writing	A	A	A	B
Mathematics	A	B	A	A

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

In the National Curriculum tests for Year 2 in 2001, pupils' performance in reading, writing and mathematics was well above average compared with all schools. When compared with similar schools, results were well above average in mathematics and above the average of similar schools in reading and the writing. In science, the teachers' assessment for the same year shows pupils' performance in science as well above average when compared with all and similar schools. Since 1998 test results have shown an upward trend in all three subjects. The school's challenging targets were exceeded in both 2001 and 2002 and progress towards achieving the targets for 2003 is good. Test results at the end of Year 2 indicate that boys do not perform as well as girls, however, inspection evidence shows that boys and girls do equally well. The school has in place an action plan to meet the needs of pupils identified as gifted and talented.

Children in the Foundation Stage make good progress because of the good teaching, so that most are on target to exceed the standards expected in nearly all areas of learning by the time they start Year 1. The exception is creative development where children attain the expected standards. In work seen during the inspection, standards by the end of Year 2, and when pupils leave school at the end of Year 4, are well above the expected level in English, mathematics, history and physical education. Standards in science are well above national expectation at the end of Year 2 and above expectations at the end of Year 4. In design and technology, art and design, music and religious education, pupils achieve above the expected standards at the end of both Years 2 and 4. In geography, standards are above expectations at the end of Year 2 and well above at the end of Year 4. Pupils' attainment in ICT is at the level expected nationally by the end of Years 2 and Year 4. Although resources have improved, pupils still do not have sufficient opportunities as part of their day-to-day learning to use computers to support learning.

Pupils with special educational needs made good progress towards the individual targets that have been set for them. The needs of the gifted and talented pupil are met well.

³ Average points score - pupils' levels in National Curriculum tests are converted to points and used to compare a school's performance with schools nationally and with similar schools.

⁴ Similar schools are defined by the proportion of pupils eligible for free school meals.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and, as one said, "There is nothing I would change in this school". Most show enthusiasm and are keen to learn and find out more. Where the pace of the lesson is slow pupils' concentration fades and they lose interest.
Behaviour, in and out of classrooms	Very good. Pupils' behaviour, including that of the youngest children, is good. Most pupils behave well in lessons, assemblies and around the school. Pupils are polite and respectful to visitors.
Personal development and relationships	Very good. Pupils' personal development is good, they have some opportunities to show initiative and take responsibility. Most pupils work and play together in a caring and friendly way. Very good relationships exist between pupils and adults.
Attendance	Very good. This is well above the national average and there are no unauthorised absences. The pupils are punctual, which ensures a brisk start to the day.

Most pupils have very good attitudes to learning. They follow established routines well. Pupils have a very good understanding of the impact of their actions upon others and the respect they show for the feelings of others is very good. Relationships at all levels are very good.

TEACHING AND LEARNING

Teaching of pupils:	Reception	Aged 6 - 7 years	Aged 7 - 9 years
Lessons seen overall	Good	Good	Satisfactory

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

The quality of teaching and learning is good overall and has improved since the last inspection. There are more examples of good and very good teaching and far fewer examples of unsatisfactory teaching. Teaching varies in different parts of the school. It is good in Years 1 and 2 and the Reception classes and in all other classes it is satisfactory. It is less good in these classes because teachers do not always plan activities that sufficiently challenge pupils in science and not all aspects of mathematics are well covered.

The teaching of children in the Foundation Stage is good and has a positive impact on what children learn and prepares them well for Year 1. The successful introduction of the National Literacy and Numeracy Strategies has helped to sharpen the focus of teaching in English and mathematics, which is good in Years 1 and 2 and satisfactory in Years 3 and 4. Although the teaching of ICT is satisfactory pupils do not make sufficient use of computers in other subjects of the curriculum.

Good, very good or excellent teaching is characterised by good planning with clear learning objectives, which are shared with the pupils, and good subject knowledge, which enables teachers to extend pupils' understanding. In these sessions, tasks set are challenging and are well matched to the different levels of attainment in the class. Teachers make good use of time ensuring that pupils work and learn at a brisk pace. Questioning techniques and good management of the class help to improve the quality of pupils' learning. The needs of high, average and lower attaining pupils are generally well met in Years 1 to 2 and in lessons in Years 3 and 4 where teaching is good or better. The needs of pupils identified with special educational needs are met well in lessons.

In the few instances where teaching was unsatisfactory, pupils did not make enough progress because teaching did not take into account pupils' prior knowledge and match learning to their needs well. The purpose of the lesson was unclear and the pace of the lesson was slow. Consequently, learning is affected.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced and includes a very wide range of extra-curricular activities. Children in the Foundation Stage receive a good curriculum based on the areas of learning recommended for their age.
Provision for pupils with special educational needs	Very good. Systems and procedures for identifying and placing pupils on the register of special educational needs are very good. The quality of support provided when pupils are given extra help outside their class is good.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good overall. Pupils are helped to know right from wrong and very good opportunities are provided to support their social development. Opportunities to promote their spiritual development and their awareness of cultural diversity are good.
How well the school cares for its pupils	Arrangements for child protection, first aid and health and safety ensure pupils' welfare is very well provided for. Pupils' behaviour is very well monitored. Very good assessment procedures are in place. However, the information gathered is not always well used to help in planning the next stage of learning.

The school has established excellent links with parents who are very supportive of their children's learning. Provision for pupils with special educational needs is a significant strength.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very strong and purposeful leadership. She has a very clear vision of the school's potential and works conscientiously with her staff. The role of the senior management team is underdeveloped.
How well the governors fulfil their responsibilities	Very good. Governors have a clear sense of the school's direction, focusing on improving standards for the school. They provide effective support and are involved in decision-making and evaluating aspects of the school's work.
The school's evaluation of its performance	Good. The school evaluates its performance well in a development plan and prioritises the areas for improvement. Good use is made of statistical data to target support where it is most needed. Procedures for monitoring development of teaching and learning are underdeveloped in some subject areas.
The strategic use of resources	The strategic use of resources is very good. Very good use is made of specific grants. Principles of best value are applied well in order to make optimum use of available funding.

Levels of staffing are good and there is good ratio of support staff to support pupils' learning effectively. The accommodation is good and maintained to a high standard. There is a good range of resources to support learning in all subjects except for historical artefacts and large climbing and balancing apparatus to promote children's physical development in the Foundation Stage.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
Parents are pleased with all aspects of the school, but they are especially content that their children: <ul style="list-style-type: none">• behave very well at school;• enjoy coming to school;• make good progress;• has improved in many aspects since the earlier inspection.	Parents raised no serious concern. Only a very small number felt that the school provides too narrow a range of extra-curricular activities.

The overwhelming response of parents is positive, appreciative and constructive. The inspection endorses most of their opinions, but it does not share their concerns about the range of extra-curricular activities provided by the school as this is excellent and far better than that found in most lower schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

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

1. When the school was last inspected in 1997 standards for pupils in Years 2 and 4 met or exceeded national expectations in all subjects except music, which was below expectations. Overall progress was unsatisfactory in Years 3 and 4. Since the appointment of the new headteacher following the last inspection, numerous initiatives have been put into place to improve standards. These include monitoring and evaluation of teaching and learning in English and mathematics, greater analysis of National Curriculum test results, additional staff training, implementation of schemes of work, additional resources and a whole-school focus on improving behaviour. As a result, teaching has improved across to school and this has contributed to the improvement in standards which has been recognised by the DfEE. The school has received 2 awards for National Curriculum tests results for Year 2 pupils for the period 1999/2000 and 2000/2001.
2. Children are admitted to the Reception class at the beginning of the year in which they are five. Attainment on entry is quite varied but broadly above that of children of a similar age, though in speaking and listening, some children do very well. Not all the children who start the Reception class have had Nursery or pre-school experience. Children achieve well in the Foundation Stage⁵, so that by the time they are ready to start Year 1 nearly all, with a few exceptions, are well in line to exceed expectations in all areas of learning except in creative development which is at the level expected. Overall, progress is good in the Reception classes. However, at times progress is limited. This is partly due to the lack of rigour in monitoring to ensure that all children experience fully the range of activities on offer.
3. Work seen during the inspection indicates that standards, at the end of Year 2 and when pupils leave school at the end of Year 4, are well above national expectations in English, mathematics, physical education and history. Improvements in English and mathematics have taken place because the school has successfully implemented the National Literacy and Numeracy Strategies and has focused on raising standards in writing across the school. Standards in science are now well above expectations at the end of Year 2 and above the level expected nationally at the end of Year 4. They have improved since the last inspection due to the attention given to the effective development of pupils' investigative skills. The slight dip in standards in Years 3 and 4 is partly because teachers' planning does not always take enough account of the wide range of levels of attainment in the large classes and, as a result, higher attaining pupils are not sufficiently challenged. In design and technology, art and design and music pupils achieve above the expected standards at the end of both Years 2 and 4. In geography, standards are above national expectations at the end of Year 2 and well above at the end of Year 4. Pupils' attainment in ICT is at the level expected nationally by the end of Years 2 and Year 4. In religious education, standards have been maintained since the previous inspection and are still above the requirements of the locally Agreed Syllabus. Overall, pupils' achievement is very good in Years 1 and 2 and good in Years 3 and 4.
4. In 2001, the National Curriculum tests results at the end of Year 2 show that standards, as measured by average points score, were well above the national averages in reading, writing and mathematics. When compared with schools with a similar intake, results in mathematics are well above average, and average in reading and writing. The teachers' assessments in science show standards above the national average. There were some differences in the performance of boys and girls in these tests. Girls attain higher standards than boys, although the boys attain above average standards in comparison with boys nationally. However, in lessons, boys and girls

⁵ Foundation Stage: education before pupils enter Year 1, i.e. in the Reception classes.

achieve equally well. Since 1998, the rate of improvement by the end of Year 2 has increased considerably and standards in reading, writing and mathematics have risen more quickly than results nationally. In 2002, National Curriculum test results are better in writing, due to the school's focus on this area, but slightly less good for reading and mathematics at the higher levels.

5. The school's detailed analysis of pupils' test results led to a number of initiatives, especially in English, where an increased emphasis on grammar and punctuation is helping to raise standards in writing at the end of Year 2 and Year 4. Across to school considerable effort goes into keeping track of how pupils are doing against targets that have been set for them. Using data analysis and teachers' assessments, targets are set for pupils at the end of Years 2 and 4. In 2001 and 2002, targets were met in English and narrowly missed in mathematics. Despite this, the school continues to have high expectations for pupils and is confident that the challenging targets for 2003 will be met. Indications are that pupils are on course to meet these targets.
6. The National Literacy and Numeracy Strategies are having a particularly beneficial effect across the school. The additional literacy support (ALS) for lower attaining pupils is also making a positive impact on standards. This is evident in the well above levels of expectations at the end of Years 2 and 4. Pupils are encouraged to use their literacy skills in other subjects and these are well promoted across the curriculum. For instance, the use of reports and instructions are featured well in subjects such as religious education and science. Pupils are introduced to appropriate vocabulary for the study of subjects such as geography, music and ICT. Pupils' numeracy skills are applied and developed satisfactorily. In design and technology, pupils use measurement regularly and in science they make good use of tables to record their results.
7. The school gives full encouragement to all pupils from different backgrounds and takes steps to ensure social and academic inclusion. The pupils from ethnic minority origins achieve similarly to the majority of pupils. During the inspection there was no evidence of significant variations in the attainment of pupils from differing backgrounds.
8. Pupils with special educational needs (SEN) make good progress in reading, spelling and number work because of the very good support that they receive from learning support assistants when withdrawn from lessons. Pupils with SEN achieve good standards measured against their starting point. The school's own phonics programme taught by learning support assistants result in these pupils gaining in confidence in their reading and writing skills. Pupils with statements of special educational needs make very good progress in relation to their speech, physical and behavioural needs. Because the learning support assistants have a good grasp of their needs they work very well on occupational therapy programmes, through fun games, to support these pupils in developing their motor skills and improving their co-ordination as well as developing their speaking and early reading skills.
9. Generally the school is successful in fostering the achievements of pupils of different levels of attainment. Across the school pupils of different levels of attainments make good progress in most subjects, including English and mathematics. However, this is not always the case in science and ICT where work is not always matched to pupils' prior attainment in Years 3 and 4. This is partly because information gained from assessment is not always well used to plan work to meet the wide range of needs in these large classes. The school has in place a policy to meet the needs of gifted and talented pupils and these pupils make very good progress. Pupils with particularly talents in gymnastics are also given opportunities to develop these to a very high standard.

Pupils' attitudes, values and personal development

10. The attitudes, values and personal development of all pupils are very good and an improvement since the last inspection. These are significant strengths of the school. Pupils enjoy coming to school, feel secure with the expectations for good behaviour and in the positive attitudes promoted by the school. This contributes significantly to the quality of pupils' behaviour and quality of learning. Parents confirm that their children enjoy school and that the school helps their children to become more responsible.

11. Children in the Foundation Stage settle very quickly into school. Even at this early stage in the school year, children leave their parents or carers happily and enthusiastically join in learning activities, which contribute to their personal and social development. Most children are able to sustain concentration, listen attentively and show very good behaviour. They are able to take turns and share when working in a group. In 'Circle Time'⁶ they listen very well to each other talking about their favourite place at home.
12. In Years 1 to 4 pupils' attitudes to their work are generally very good. Most pupils settle quickly to the tasks set. They show an interest in their work and are attentive. They are very keen to talk about their work and make significant contributions to discussions. Pupils in a Year 1 class were keen to demonstrate and talk about levers they could find on their own body. Teachers encourage pupils to bring in information from home and value the contributions made by pupils. A few pupils in Year 3, however, take time to settle. They find difficulty in sustaining concentration and are easily distracted. Most pupils use the positive learning environment to produce high quality work. Pupils in a very good Year 2 art lesson took great care to produce good quality clay tiles.
13. The school encourages pupils' development of self-discipline and most take responsibility for their own actions, particularly in the daily routines in school. Pupils in Year 4 are involved in collecting attendance numbers, organising music for assembly and the distribution of milk. Younger children in the Reception classes independently put on aprons in art lessons, whilst some self-register by finding their own name and putting them in a tin. Opportunities for older pupils to demonstrate their initiative and independent learning are insufficient.
14. Behaviour around school, at playtimes and lunchtimes and in other school activities such as assemblies is very good. The school is a calm, happy place where relationships between pupils and adults are very good. The attitudes of support staff are very good and lunchtime behaviour is very good due to these positive role models. There was no oppressive behaviour witnessed during the inspection and the school has very comprehensive policies in place for dealing with bullying. There have been no exclusions. Parents recognise that the behaviour in school is good and has improved since the last inspection.
15. Pupils with behavioural difficulties are kept on task and behave well because teachers and learning support assistants are so skilled in meeting their needs. Even those pupils with very challenging behaviours are kept on task and so make good progress. In a Year 3 lesson a pupil with special educational needs was engaged at the start of the lesson by being encouraged to come to the front to write a prefix which changed the meaning of the root word being used. This strategy valued the contribution made by the pupil and gained his interest and involvement in the literacy lesson. Pupils with underdeveloped social skills and limited imagination, and who do not understand the impact of their behaviour on others due to their complex needs, are particularly well managed and fully included in lessons.
16. Attendance is now very good and a strength of the school. It is above the national average and has improved upon the already high level of the previous inspection. There are no unauthorised absences. The majority of the pupils come to school and into classes on time and most lessons commence promptly. The school has no long-term absences that are unaccounted for. This very high attendance helps considerably towards the success of the pupils' learning.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching is good overall and contributes significantly to the quality of pupils' learning, their attitudes and the progress that they make. The quality of teaching has improved significantly since the last inspection when about 20 per cent of lessons featured unsatisfactory or poor teaching and only eight per cent were very good or better. During the inspection, 58 lessons or part lessons were observed. Of these almost all were satisfactory or better. Two-thirds of lessons

⁶ Circle time; during circle time pupils discuss a wide range of personal and general issues. It is widely agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and, therefore, pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

were good and almost four tenths were very good or excellent. Unsatisfactory teaching occurred in three per cent of the lessons in Years 3 and 4 where slow pace, inappropriate match of work to the needs of pupils and overlong introductions resulted in restless pupils and limited learning.

18. Teaching is good in the Reception classes and in Years 1 and 2. Teaching is less good in Years 3 and 4, but with examples of good and very good teaching. The good quality teaching seen in English, mathematics and science in Years 1 and 2 has a positive effect on pupils' learning and accounts for the good progress pupils make in these subjects and the well above expected levels that pupils now attain. Teaching in Years 3 and 4 is less good in these subjects. In mathematics pupils have limited opportunities to develop investigative skills, extend their understanding of shape and measurement and analyse information. In science, teachers do not always plan work to meet the wide range of levels of attainment. As result, higher attaining pupils do not always achieve as well as they might and work is sometimes too challenging for the lower attaining pupils. Although teachers across the school are now more confident in the teaching of ICT than at the time of the last inspection, teaching remains satisfactory because pupils still have too few opportunities to use computers to enhance their learning. The improvement in the teaching of music has enabled the school to address a key issue from the last inspection. Teaching is particularly good and results in standards that are above expectations in singing. Good use is made of the teacher's subject expertise to teach the subject in Years 2, 3 and 4 In all other subjects teaching is good.
19. Teaching for the children in the Foundation Stage is good overall and has been maintained since the earlier inspection. Teaching is good in nearly all areas of learning except creative development where teaching is satisfactory. In both classes children's personal and social development is given strong emphasis. This plays a significant part in helping children take a more active part in other learning activities. Where teaching is very good, the focus is sharp and adult intervention is used very effectively to develop children's learning. In all classes adults are sensitive to the needs of children and provide a very caring environment. Relationships and behaviour are very good.
20. The teaching of English and mathematics has benefited greatly from the successful introduction of the National Literacy and Numeracy Strategies. This allows teachers to match work more closely to pupils' needs and has helped to raise standards. In both subjects, teaching is good in Years 1 and 2. It is satisfactory in Years 3 and 4 because the pace is sometimes slow, expectations of pupils' work and behaviour are not always sufficiently high in English, and in mathematics not all aspects are fully covered. Despite this, most teachers across the school provide a good balance between whole class and group activities. In the better practice, teachers have high expectations and there is a high level of challenge and, as a result, learning is good. Lessons begin with a review of previous learning through brisk question and answer which is followed by an explanation of what would be learned in the lesson. Whole-class teaching is constructed around good explanation and lively questioning. Pupils respond well to this, enjoying the pace and challenge and the opportunities that are provided for them to participate by reading, explaining or demonstrating for the class on the board. The last part of the lesson is used well to review and assess pupils' understanding of what they have been learning and to ensure that pupils have a secure understanding of the work before moving them on to the next stage in their learning. In numeracy, the oral and mental sessions are taught well and teachers encourage pupils to explain their methods of finding solutions to problems. Although satisfactory, the use of pupils' literacy and numeracy skills in other subjects is developing.
21. Teachers generally have a good command of the subjects they teach and is well used for good planning in most lessons. This is most evident in the improvements in the teaching of music and in ICT. Good knowledge is used well for planning to meet the needs of pupils of different levels of attainment and was clearly demonstrated in a Year 2 science lesson, where the teacher's very good knowledge of the subject was used effectively to help pupils understand the life cycle of different animals. Appropriate scientific vocabulary, that was easily understood, was introduced and information was imparted in a lively and stimulating way, which engaged pupils' interest and motivated them well. This led to pupils making very good progress during the lesson.

22. Overall, planning is good and has improved since the last inspection. The school has adopted the national guidelines for subjects other than English and mathematics and this has assisted the planning process. Generally work is appropriately matched to pupils' learning needs and this helps pupils to learn well and make good progress. Shared planning in teams has ensured that there is less variation in teaching and attainment between classes. The best and most detailed plans are prepared for the literacy and numeracy sessions and follows national guidelines. Plans clearly show what is to be taught and learned and identify the provision for pupils of nearly all levels of attainment. For example, in an excellent numeracy session in Year 4, the work was well matched to the needs of pupils. Planning is less good in other subjects and short-term plans do not always clearly identify what pupils of different levels of attainment will know, understand and be able to do by the end of the lesson, nor give a clear indication of the levels that different groups of pupils should attain. As a result, the same work is set for all pupils and higher attainers are not always sufficiently challenged.
23. In the few instances where teaching was unsatisfactory, a lack of clear planning and inappropriate match of work to pupils' needs was compounded by teachers not clearly explaining work to be done during the introductory session. Pupils remained unclear about what they were to do and what they were expected to achieve in the lesson and were unable to focus on improving their skills and knowledge. In a few instances in Years 3 and 4, the teachers' expectations of behaviour slipped and talking was tolerated amongst small groups of pupils when they should have been listening and not distracting others from their work. This slowed their own learning and that of others in the class.
24. Teachers' expectations vary but are good overall. In many instances there is a higher degree of challenge in Years 1 and 2 than in Years 3 and 4. Where teaching is very good or excellent challenging activities and high expectations of what pupils can achieve result in very good gains in learning. A Year 1 numeracy session was a good example of this. Pupils were learning about the subtraction. Very careful planning by the teacher ensured that pupils had tasks that closely matched their prior attainment and were designed to move them swiftly on to greater understanding. All the pupils worked diligently and behaved very well throughout the lesson. However, in some lessons not all teachers have high enough expectations of the quality of written work and this results in low standards of recording and presentation. Expectations of good behaviour are mostly high and this leads to a productive working environment where pupils feel valued and secure, which has a positive impact on learning. Most teachers have effective class management skills and create a calm atmosphere, which is conducive to learning. Good examples of this were seen throughout the school. However, in a few lessons in Years 3 and 4, teachers do not always successfully manage pupils in order to ensure the best learning. In these sessions teachers are not vigilant, consistent or firm enough. As a result too much time is spent gaining and regaining control and valuable learning time is lost.
25. Teachers' use of day-to-day assessment is inconsistent but good overall. At the end of most lessons, teachers review effectively on what has taken place during the lesson to assess how well pupils have learnt. This information is used effectively to plan work and to check their progress. In better practice teachers check on pupils' understanding as lessons proceed through probing questions. Questions vary in difficulty to match the needs of the pupil and are skilfully used to encourage pupils to say what they know and to bring all pupils into the discussions. For example in mathematics, teachers regularly ask pupils to explain how they arrived at the answer. Questions such as, 'How did you work that out?' together with, 'Explain how you got that answer' are used well. However, in the large classes in Years 3 and 4 questioning sometimes slows the pace of learning as too much time is spent on pupils' explanations. Throughout the school, teachers regularly mark pupils' work. As yet, however, the value of the teachers' written comments is limited. They provide insufficient help to pupils on how their work might be developed or improved. Whilst there are some good examples of helpful marking, these are not typical. There is little evidence of pupils responding to teachers' comments on their written work. Support assistants are mostly used well. Even during the time that the class teacher is addressing the whole class, they often sit with and assist specific individual children or groups of children in focusing their concentration, or monitoring those children to help the teacher assess their understanding and learning. The use of computers to supplement or extend work in all subjects of the curriculum is underdeveloped.

26. The quality of teaching for pupils with special educational needs is good. For those pupils with statements of special educational needs the quality of teaching is very good. The and special educational needs co-ordinator (SENCO), lead LSA (learning support assistant) and her team of learning support assistants are very effective and their supportive approach ensures that pupils with SEN are very productive and make good progress in acquiring new skills. Pupils' Individual Educational Plans (IEPs) have specific literacy, numeracy and behavioural targets, which are used well in planning to meet their needs and to monitor their progress. Teachers and learning support assistants operate as an effective team to ensure that pupils with SEN are fully included in lesson activities. Parents also play a vital role in supporting pupils with SEN. In a Year 1 art lesson a parent volunteer encouraged a pupil with severe developmental delay when he wandered off task to come back on task so that the class teacher could share her time effectively with the whole class.

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

27. The school's curriculum is good with some very good features. It is well organised, balanced and covers all the subjects of the National Curriculum and religious education in depth. All statutory requirements are met. Great care goes into the provision of exciting and interesting lessons. The work is well planned in most subjects in order to meet the needs of all of the pupils. There are particular strengths in English, history, geography and physical education. Not all aspects of mathematics are given due weight in Years 3 and 4 due to an emphasis on numeracy skills. Personal, social and health education is well planned with new modules that include drugs education and sex and relationship education. A good programme of visits made out of school enriches the curriculum. There is also a good range of visitors to school and an excellent range of extra-curricular activities.
28. The curriculum for children in the Foundation Stage is planned appropriately under the six areas of learning for these young children. It provides a good balance of focused teaching activities and opportunities for children to organise themselves within the carefully planned opportunities for structured play.
29. The school has worked hard and has very successfully introduced the National Literacy and Numeracy strategies. As a consequence, results in national tests for English and mathematics have improved considerably during the last few years. Good links between subjects are also a strong feature of the curriculum. For example, planning for integration of English, geography and history is very good. Pupils in Years 3 and 4 designed "Wanted" posters describing Queen Boudicca. To do this they had to use art, reading, writing and research skills. Development of pupils' literacy skills across the curriculum is developing well because of these links. Numeracy skills are also used and developed in lessons other than mathematics, but this is not as strong or as well planned for as with literacy. For example, in science, there is developing use of graph work and measurement.
30. The planning of the curriculum has improved greatly since the last inspection and as a result pupils receive worthwhile experiences in all areas. The systematic development of skills for higher attaining pupils, however, are not always clear enough. Sensible amounts of time are allocated to each subject and the timetable is well arranged. All time slots are well used with focussed learning objectives. For example, guided reading is timetabled before literacy or numeracy sessions throughout the school.
31. The school has excellent links with the community and these links contribute admirably to pupils' learning. The links are a very significant strength of the school and have improved immeasurably upon the existing effective links at the previous inspection. Good use is made of the local churches to enhance religious education lessons and also to learn about the history of the parish. The school is used extensively by the local community for: karate, yoga, discos, private parties, football teams and swimming groups.

32. Provision for pupils with SEN is very good and leads to good progress for these pupils. They are given a high level of access to good curricular opportunities through the quality of the packages such as, 'The school's own phonics programme' and where appropriate very specific therapy support. The very good support these pupils receive from their teachers, LSAs, SENCO ensures that pupils access a broad, balanced and relevant curriculum, which enables them to make at least good progress.
33. Overall, the provision for pupils' spiritual, moral, social and cultural development is very good and a significant strength of the school. The ethos of the school reflects the respect that exists between members of the school community. The school puts a strong emphasis on the sense of community and belonging, and pupils are given many examples, role models and opportunities to develop into mature, responsible people.
34. Provision for spiritual development is good. Assemblies, which include an act of worship, give pupils a chance to reflect on the values and beliefs of others and on their own experiences related to this. A lower school assembly on 'Sharing' gave opportunities to think about others who had little food and was preparing pupils for the 'Harvest Festival'. The lighting of a candle provided a 'stillness' and a focus for thinking about the theme of the assembly. Moments of spiritual awareness were few during the inspection, however, in a Year 1 art lesson there was a moment of wonder when pupils were looking closely at leaves. Displays in both school halls promote the concept of "I am Special" and this is also reflected in classrooms and in 'Circle Time' within the Foundation stage.
35. Provision for moral development is very good. The pupils gain a clear understanding of what is right and wrong. The school uses its 'Golden Rules' to guide pupils to choices and a secure framework of school and classroom rules is shared with all the members of the school community. Adults provide good role models and share the consequences of incorrect choices. A 'Golden Wall' in each school hall has bricks, which can be awarded to all pupils to recognise good behaviour or something good that has happened. Pupils are involved in nominating others. Work in a geography lesson with a discussion on environmental issues shows that pupils have a highly developed moral understanding.
36. Provision for social development is very good. The school encourages pupils to take responsibility around school and to develop an understanding of living in a community. The school has a school council, which has elected representatives from each class. Pupils discuss a variety of issues such as, how to improve the cloakrooms and which charity to donate money to. Some pupils arranged a 'Bring and Buy Sale' of their own accord to raise funds for their chosen charity. Year members nominate fellow pupils to receive a range of awards and a 'Buddy' system has been set up where each class chooses a 'Playground Buddy' to help if someone is lonely or needing help during breaktimes. Boys and girls and pupils of different ages play very well together and share equipment sensibly. Within lessons they work in groups collaboratively and the school is very good at ensuring pupils with special educational needs are fully included in school life. Certificates on display within school show the school's involvement in looking towards the wider community.
37. Provision for pupils' cultural development is good. The school promotes a range of different cultures through the curriculum, for example, music in assemblies and in music lessons. Evidence from previous art lessons show a display of 3 dimensional masks, mendhi patterns from the Hindu religion and an appreciation of well-known artists such as Monet and Cézanne. In a Year 2 music lesson, a song from Brazil was introduced with artefacts and the use of an atlas to put it in context for the pupils. In an upper school assembly 'The Earth Summit' conference provided a stimulus for thinking about differences between cultures. The pupils experience a variety of visitors such as artists in residence and theatre groups to enrich the curriculum. Pupils visit a gudwara, amongst other visits arranged. An adequate range of multi-cultural resources including books, artefacts and toys in the Foundation Stage is available and all pupils take part in performances for an audience.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school has very good procedures for child protection and for ensuring pupils' welfare. These are strengths of the school, having improved upon the very acceptable levels of the last report. All staff have had relevant training in school. Very good liaison is held with the local social services and all confidential documentation is securely locked away.
39. There is a detailed and up-to-date policy for health and safety and regular risk assessment checks take place. All fire fighting, physical educational and portable electrical equipment have appropriately been checked. Fire exercises are held every term and alarm bells checked. The school has well marked, and accessible escape routes. Very good use is made of outside professional help such as, the school nurse, behavioural support teams and the educational psychologist. The local police come in regularly and talk about 'Stranger Danger' and personal safety. The school has very good accident recording and reporting procedures and a well-documented list of specific pupil maladies and allergies. Currently there are four trained first-aid persons and all staff have had basic training as well as the use of epipens. There is no specific medical room in the lower school but there is in the upper school. The pupils have very good support at play, lunch and at the end of the day. The school has ensured a very detailed and relevant Internet Code of Conduct Policy. In spite of all of its very strenuous efforts since the last inspection the school still has a problem with dog fouling on the sports field. This still remains an issue from the last inspection.
40. The school has very good procedures for monitoring and improving attendance and this is another of its strength, which accounts directly for the very good attendance figures. Registrations, in all classes, both morning and afternoon are conscientiously taken on time and all registers are very well maintained. Parents are made very well aware of their relevant responsibilities and the school maintains a very strict lateness routine. Very good use is made of the educational welfare officer.
41. Procedures for monitoring and promoting good behaviour and also eliminating that of an oppressive nature are very good and a strength. Awards and sanctions are very relevant and well adhered to by both pupils and the staff. Although bullying is not a problem in the school, all pupils via 'Circle Times' and assemblies are given the confidence to report any potential incidents to an adult. All staff are well aware of potential incidents and nip them in the bud. The school receives very productive input from local, extreme behaviour difficulties group who visit regularly.
42. There are very good links with external agencies such as the behaviour support team to ensure high quality support for pupils with SEN. The quality of support from the educational psychologist is good. The monitoring and supporting procedures for personal development are also very good. The school's personal, social and health education (PSHE) programme is effective. In addition, the many visits out of school and excellent provision for lunch and after school clubs plus, the 'Buddy' system and competitive sporting events builds teamwork and toleration. Although the school does not currently use personal records of achievement each teacher maintains a personal file on pupils and knows them very well. The school does not currently report on personal development to parents in the annual academic report. Overall, the school is a very caring and safe place in which to learn and this undoubtedly contributes significantly towards the success of the pupils' learning.
43. There has been considerable improvement in assessment procedures since the last inspection. Records of academic progress in English and mathematics are now very good and detailed records are maintained. Optional national tests are taken in Years 3 and 4, as are standardised tests in reading and spelling. The results are collated on class sheets so that the information can be used to set class and individual targets for national tests at the end of Year 2 and also for pupils at the end of Year 4. Pupils with scores that are average or below average are identified and given extra support where necessary. Results are examined to make sure that there are no significant gender differences.

44. Day-to-day assessment is satisfactory and an improvement from the last inspection. National guidelines are followed in recording progress in the foundation subjects. These records are used effectively for planning work and for reporting purposes at the end of each year. They are not, however, always passed on to the next class teacher.
45. Assessment arrangements are good in the Foundation Stage. The information available, such as the entry data, is generally used effectively to ensure children are set appropriate work and to identify those who need extra support. However, the monitoring to ensure that all children gain fully from the range of activities on offer is not sufficiently rigorous at all times.
46. There are very good assessment procedures in place for assessing pupils with SEN and very good IEPs are planned from their assessments to meet their needs. The school has been pro-active in developing new and very good diagnostic assessments so that the focused special educational needs are identified early and appropriate planning can be put in place to meet these needs. The assessment procedures for pupils with SEN are rigorous and based on the considerable expertise of the SENCO. Assessments focus on personal development needs as well as literacy and numeracy needs. There are very effective and consistent procedures for placing pupils on the register of special educational needs and for removing them from the register. The IEPs are used well to inform teachers' planning and as an effective tool to monitor pupils' progress. This is a model of good practice.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. From listening to parents at the pre-inspection meeting, talking to them during the inspection and reading comments on returned questionnaires, it is clear that parents believe this to be a very good school. The parents are particularly pleased that their children like coming to school, they behave well and are making good progress. They also believe that the school is well led and managed and the teaching is good. The inspection agrees with these comments and there were no areas of significant concern from any source.
48. The quality of information provided for parents, particularly about the progress of their children is very good. Each parent receives a copy of the school prospectus and the governors' annual report. Currently, the prospectus has one minor omission of which the school is now aware but the governors' report complies with all statutory requirements. Annual academic reports to parents are good. Parents can recognise their child from them and the reports state clearly what that child can do. However, it is not always made clear in what areas parents can help their children to improve. Parents also receive twice termly curriculum updates and regular informative newsletter, the home/school agreement and copies of homework and behaviour policies. There have been curriculum workshops in literacy, numeracy, Foundation Stage and national curriculum tests. Three 'Meet The Teacher Evenings' are held each year and there is an open door policy with the headteacher and staff.
49. The majority of parents contribute very well to their children's learning. Currently the school has a high percentage of parents supporting the school during the daytime and the headteacher provides specific training for these. They help regularly with reading, computer skills, sport, visits out of school, many after school clubs and the 'Walking Bus'. At home the parents receive a 'Guide to Homework' and also appreciate the home/school diaries, which they find is a very good link with the school. Many parents are very keen to help with research for projects or topics by accompanying pupils, for example, to museums and castles and this is greatly appreciated by the school.
50. There are very good arrangements to involve parents/carers of pupils with statements of SEN in their annual reviews. Parents and pupils are involved in the development of their IEPs in accordance with the new Code of Practice.
51. The impact of parents' involvement on the work of the school is also very good. The school is indebted to its very energetic and enterprising parent and teachers' association (PTA) who has raised considerable sums of money for the school. Within the past year they have raised funds for

the trim trail, books, indoor and outdoor equipment and the swimming pool. In addition, many parents lend their time and skills towards concerts and plays and supervise at lunch and break times.

52. The effectiveness of the school's links with its parents overall is excellent and a significant improvement since the last inspection. These links have improved considerably since the previous inspection and now contribute very significantly towards the continued success of the children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership and management of the school are very effective and have enabled the school to make very significant improvements to its provision and to raise standards. The headteacher and staff have worked very hard, and to very good effect, to overcome the difficulties of a split site and to create an ethos which values the work and contributions of all staff, pupils and parents. The quality of her leadership and management are very good overall. Her leadership of curricular matters is very good, whilst her management of pastoral issues and of links with parents and the wider community is excellent.
54. All staff share a common purpose and this has had a very positive impact on academic and social standards. The newly structured senior management team are beginning to develop their roles and responsibilities, but are not yet fully effective in supporting the headteacher, who is currently carrying a very large work load. The school is aware of this, and the matter is included as the first priority in the school improvement plan.
55. The role of subject co-ordinators is better developed than at the time of the last inspection, but not all co-ordinators of foundation subjects are yet confident to monitor the quality of teaching and learning in the subjects for which they have a responsibility. Subject co-ordinators generally have a good understanding of their subject areas and, despite the fact that several of them are new to their posts, they are effective in providing support and leadership to their colleagues. The leadership of all aspects of social inclusion is very good, as is the leadership of English and mathematics. The school evaluates the quality of work to good effect in most subjects, and is aware of the need to extend this good practice further. The information gained is used well to inform improvements in the school's provision. The school has a very good understanding of its strengths and weaknesses and has set an appropriate timetable for future improvement. The school improvement plan provides a useful list of the schools priorities for action, but contains insufficient details about the cost of the various initiatives and the criteria against which improvement will be measured.
56. The governing body fulfils all its statutory requirements and plays a significant role in shaping the direction of the school. Governors monitor the work of the school very effectively and have a very good understanding of the strengths and weaknesses of the school. They fulfil their statutory duties well. The administrative staff are very efficient and ably assist the head teacher in the running of the school.
57. The leadership of SEN is outstandingly good because of the expertise and skills of the SENCO and the leading learning support assistant. Systems for the management of SEN are a model for the rest of the school to follow, particularly the procedures for assessing the needs of pupils with SEN and for monitoring their progress. The revised policy for SEN meets the requirements of the new Code of Practice. The designated governor for SEN is enthusiastic, supportive and effective. However, the governors annual report to parents is not sufficiently sharp in outlining the evaluation of the impact of the SEN policy for pupils with SEN.
58. The SENCO and lead learning support assistant and her team of learning support assistants are well qualified for working with pupils with a range of special educational needs. The professional development of the learning support assistants is very good and makes a significant contribution to the way in which they work with pupils with very complex needs.

59. Financial planning is very good. Longer-term strategic planning is much better than it was at the time of the last inspection. The school carried forward a large proportion of its budget last year because it knew that the pupil numbers had fallen in the village and that as a result money would be clawed back by the local education authority and also that the cushioning for small class sizes was coming to an end. The budget is prepared by the headteacher and the school's administrator responsible for financial control and presented to the finance committee of the governing body for approval before being ratified by the full governing body, and so the governing body is involved in the budget setting process. Funding is administered very well for the purposes for which it is intended, including funds to provide sufficient staff and resources to support the learning of pupils with special educational needs. The school evaluates its cost effectiveness well. There are complexities surrounding maintenance contracts caused by the split site. For example, there are two different heating systems and so different firms are required to service the boilers on the two sites. Teachers and learning support assistants are effectively and efficiently deployed, the latter make a very significant contribution to the good progress made by pupils with SEN. Financial control is very good and the school has responded rigorously to all of the recommendations in the recent auditors report. The school administrator with responsibility for financial control is very effective and has developed very good systems to monitor the budget and to report important financial information to the governing body on a regular basis. This is a very significant improvement since the last inspection. Because of the demanding teaching, good progress made by pupils and well above average standards in English and mathematics by the end of Year 2 and Year 4, the school gives good value for money.
60. The match of teachers and support staff to the demands of the curriculum is good. The administrators have considerable expertise and they make a very valuable contribution to the smooth running of the school on a day-to-day basis. They approach their work joyfully and their smiley faces ensure that all visitors to the school are made to feel very welcome. The site manager and the cleaners keep the school and its grounds beautifully clean and this creates a very good learning environment. Learning support assistants have considerable expertise and make a valuable contribution to the learning by pupils with SEN. The SENCO and lead learning support assistant (LSA's) and her team of learning support assistants are well qualified for working with pupils with a range of special educational needs. The professional development of the learning support assistants is very good and makes a significant contribution to the way in which they work with pupils with very complex needs.
61. Procedures for the induction of staff new to the school are good. There is an effective mentoring system in place to support the newly qualified teacher and she has access to good training opportunities. The school's strategy for appraisal and performance management is very good and the school has successfully achieved Investors in People (IIP) status. All teachers have good targets linked to their professional development and to the school's commitment to raise standards even further. Performance management extends to include the LSA's and the site staff, who have very good opportunities for development. This is a very significant improvement since the last inspection.
62. The accommodation is good. It consists of two sites separated by a large and well-maintained playing field. Each has a large and well-appointed hall, which are well used for assemblies, lunchtimes, physical education, plays and concerts. A new computer suite in the upper building has a stock cupboard in the middle, which, although not ideal, was the only spare place available to the school. Both buildings have pleasant and well-maintained playgrounds and each are in very good condition. Classrooms are mostly large, well lit and ventilated. Overall, the well-maintained and spacious accommodation is more than adequate for the teaching of the National Curriculum.
63. The SEN base is attractive and contributes to the good progress pupils with SEN make. There are ramps to facilitate disability access but access is much better on one site than the other. It would not be possible for a non-ambulant pupil to access the ICT suite. However, the designated governor for SEN is adamant that should the school have a non-ambulant pupil the school would work very hard to meet his / her needs effectively. There is a commitment amongst all staff to ensure that everything possible is done to ensure that pupils with SEN achieve the highest standards possible.

64. Resources are good and are well used. There is a well-organised and well-maintained range of resources for each area of the curriculum except for history artefacts and gymnastic mats. Resources for design and technology are very good and are used effectively to support teaching and learning, new music resources have made a significant contribution towards the improved standards in music. Libraries in both parts of the school have a selection of good quality books and the school has increased its supply of multicultural resources. There is a new computer suite and computers in every classroom. The school makes good use of local resources including visits to places of worship and museums. The provision for outdoor activities within the Foundation Stage is satisfactory which is an improvement on the last inspection. The quality of resources for supporting pupils with SEN is good. Particular strengths are the computer software packages and tactile resources to support the teaching of phonics.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- **Raise pupils' achievements in information and communication technology by: * * * ***
 - effectively implementing the plans already drawn up for the improvement of the subject;
 - ensuring that planning for all curriculum subjects identifies and makes provision for the more frequent use of ICT;
 - ensuring that all staff are given the necessary training to make the best use of the available resources.
(Paragraphs 9, 18, 78, 89 114, 116-121)

- **Providing clear guidance, time and training for the senior management team which will enable them to fulfil their responsibilities more effectively and better support the headteacher.* * * ***
(Paragraphs 54, 96, 111, 125, 132)

** * * As identified in the school development plan*

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

- ensure the consistency in the quality of teachers' marking of pupils' work so that comments encourage pupils and inform them about ways to improve their work.
(Paragraphs 89, 96, 125)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	17	16	17	3	-	-
Percentage	9	29	28	29	5	-	-

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	0	324
Number of full-time pupils known to be eligible for free school meals	0	9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	35

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.6

Unauthorised absence

	%
School data	0.2
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
	2001	38	34	72

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	35	35	38
	Girls	33	33	33
	Total	68	68	71
Percentage of pupils at NC level 2 or above	School	94 (95)	94 (95)	99 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	35	37	36
	Girls	33	33	34
	Total	68	70	70
Percentage of pupils at NC level 2 or above	School	94 (97)	97 (95)	97 (95)
	National	85 (84)	89 (88)	89 (88)

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	299	-	-
White – Irish		-	-
White – any other White background	5	-	-
Mixed – White and Black Caribbean	7	-	-
Mixed – White and Black African		-	-
Mixed – White and Asian	6	-	-
Mixed – any other mixed background		-	-
Asian or Asian British – Indian	6	-	-
Asian or Asian British – Pakistani		-	-
Asian or Asian British – Bangladeshi		-	-
Asian or Asian British – any other Asian background		-	-
Black or Black British – Caribbean		-	-
Black or Black British – African		-	-
Black or Black British – any other Black background		-	-
Chinese	1	-	-
Any other ethnic group		-	-
No ethnic group recorded		-	-

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

Teachers and classes**Qualified teachers and classes: YR – Y4**

Total number of qualified teachers (FTE)	14.2
Number of pupils per qualified teacher	23 : 1
Average class size	25

Education support staff: YR – Y4

Total number of education support staff	15
Total aggregate hours worked per week	216

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Financial information

Financial year	April 01- March 02
	£
Total income	694,956
Total expenditure	700,038
Expenditure per pupil	2,140
Balance brought forward from previous year	70,065
Balance carried forward to next year	70,983

Recruitment of teachers

Number of teachers who left the school during the last two years	8.8
Number of teachers appointed to the school during the last two years	8.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1.2

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	324
Number of questionnaires returned	124

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	2	1	1
My child is making good progress in school.	57	38	3	0	3
Behaviour in the school is good.	43	55	0	1	2
My child gets the right amount of work to do at home.	30	60	7	0	3
The teaching is good.	66	33	0	0	1
I am kept well informed about how my child is getting on.	54	42	2	0	2
I would feel comfortable about approaching the school with questions or a problem.	70	28	2	0	0
The school expects my child to work hard and achieve his or her best.	61	37	2	0	0
The school works closely with parents.	43	51	5	0	1
The school is well led and managed.	64	39	1	0	2
The school is helping my child become mature and responsible.	55	43	1	0	3
The school provides an interesting range of activities outside lessons.	38	39	10	1	12

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. There are fifty-four children in the two Reception classes who attend school on a full-time basis and four attend part-time. The provision for children in both the Reception classes is generally good and children make a good start in their school life. When they enter the Reception classes, standards are better than are usually found in the areas of learning associated with personal, social and emotional development, mathematical development and knowledge and understanding of the world. Standards in communication, language and literacy are generally good, but standards in spoken language are well above average as many children start school with very well developed speech and are able to sustain lengthy and complex conversations. Standards in physical development are good overall, children move with balance and poise and a good awareness of space, but aspects of fine-motor control are not as well developed. Standards in the creative area of learning are broadly average. Overall standards have been maintained since the last inspection.
67. By the time children leave the Reception classes and enter Year 1, almost all have achieved all the Early Learning Goals (the national goals set for children of this age) and many exceed these expectations in all areas of learning except for the creative development. This is mainly because of the good teaching available in both the classes and to the quality of the overall provision. The two classes are now planning and working together and this is making good use of the different skills contributed by the two teachers and the two nursery nurses. Staff are still getting used to working and planning this way and are aware that children are currently making better progress in the focussed teaching sessions than they are in the free choice areas, where some children were seen to drift between activities without settling to sustained work. The accommodation in the Reception classes is satisfactory overall and is being improved by the further development of the outside area. Resources are generally good and are used well to promote effective learning.

Personal, social and emotional development

68. The provision for children's personal, social and emotional development is good and almost all children reach standards that exceed the national expectation by the time they enter Year 1. All adults working in the two Reception classes provide very good role models and work well together as a team. Children are confident and interact with others with great ease. They share games and equipment sensibly and take turns when answering questions. They work together well in groups when completing joint tasks, as for example, when a group of five children mixed the ingredients to make play-dough. They are developing very positive attitudes to work and concentrate for relatively long periods in focussed group activities with adults. They have an increasing understanding of right and wrong, and generally treat each other with great respect. Children are given satisfactory opportunities to take responsibility and to decide for themselves the resources required for a particular activity. The quality of teaching is good in this area and, as a result, children learn quickly. The teacher and support staff plan carefully to help children to develop social skills. They have a very encouraging, consistent approach, and value each child's contribution.

Communication, language and literacy

69. In the area of communication, language and literacy, children are developing appropriate skills, and as a result of good teaching they make good progress. Children are provided with many opportunities to listen, speak, read and write. They speak clearly and with confidence and are eager to answer questions. When they do, they show very good speaking and listening skills. When a child, after only three weeks in school, was asked where his pattern was on his blank page he said "I used invisible lines". Children use language to organise their thoughts and adults interact to expand their vocabulary. When finger-painting and colour mixing, children are asked to describe their work and their feelings. One child saw fire in the red and yellow paint whilst another saw a dinosaur. These were then used to initiate more describing words.

70. Children's progress in reading is good. They know how to handle books and know that print has meaning. In an activity on 'The Very Hungry Caterpillar' they predicted and sequenced the story using props, and sang a rhyme to learn the order of the days of the week. Even at this early stage, children are shown how the library is organised and asked to help put a book into its right place. Most children can read their own name when self registering and read a range of familiar classroom words. Handwriting is developing well and most children copy letters and shapes correctly. Some write using recognisable letters and attempt to write their name. Whilst teachers organise opportunities for children to practise writing in many activities they are not always aware of the limited control and incorrect pencil grip of some children participating in these activities. In this rich environment of language activities, children are on course to exceed the Early Learning Goals by the end of the Foundation Stage.

Mathematical development

71. Children make good progress in mathematics with good teaching supporting their mathematical learning. Children enjoy counting games, rhymes and activities which are used to reinforce learning. Most children have a good mathematical vocabulary comparing size, shape and colour. Most count reliably to 10 when the teacher bounces a ball in a container and some are recognising and matching numerals on notices around the classroom. One child counted her 10 raisins out on the "snack table" and corrected her friend who had "too many". Another higher attaining child confidently spoke about the class reward square and how they had coloured in 20 squares but he was not sure how many more they needed to make 100. Most children can recognise and name a circle and triangle and some know square, and rectangles. Higher attaining children know some of the properties of these shapes, for example, corners and sides. Teachers plan activities to encourage and reinforce learning for example, with shape puzzles and naming shapes in the "feely" bag. However, they do not always track children through these learning opportunities. Given the good teaching and current progress, children are expected to exceed the Early Learning Goals at the end of the Foundation stage.

Knowledge and understanding of the world

72. Provision for the development of children's knowledge and understanding of the world is good and builds effectively on the rich variety of experiences most children have had before they started school, resulting in standards that generally exceed the Early Learning Goals by the time they start Year 1. Teaching is good and children learn well. Staff provide many opportunities for children to explore the natural and man-made world. The majority of children have a good knowledge of the local area and can describe, in detail, features that they like and dislike, sometimes making suggestions about how they could be improved. Most children are developing a good understanding of scientific processes and have a particularly good appreciation of forces and of materials and their properties. They speak confidently about themselves and the members of their family and are gaining a secure understanding of chronology and change over time. Their work in class is effectively supplemented by numerous visits and visitors. They are given suitable opportunities to use computers and many have a good understanding of many of the various tasks that computers can perform.

Physical development

73. The teaching of children's physical skills is good and as a result children make good progress. Provision for the development of children's physical skills is satisfactory. Children enter the two Reception classes with generally good physical skills and all will attain and most exceed the Early Learning Goals by the time they enter Year 1. Most children are relatively light on their feet and move with good balance and poise when, for example, taking part in class physical education lessons, in the hall. They have a good awareness of space, co-operate well together and understand the importance of safety rules. They use wheeled toys confidently, judging the width of the various vehicles accurately as they manoeuvre around various obstacles and each other. A weakness in provision is the outdoor play area which is undeveloped due to a lack of large play apparatus. This results in limited opportunities for children to roll, stretch and climb. The school is aware of this relative weakness and has plans to improve this provision in the future. Most children enter the school with levels of manual dexterity that are in line with expectations. Some

children do not grip pencils and other writing implements correctly and others have difficulty using scissors and other cutting implements.

Creative development

74. Children attain appropriate standards in all areas of creative learning and make satisfactory progress. Teachers plan a wide range of creative activities that include art, music and imaginative play but there is insufficient rigour in monitoring to ensure that all children benefit fully from the range of activities on offer. Teaching is satisfactory overall but children could sometime make better progress in this area of learning. Children experience colour mixing through hand printing, mixing red and yellow to find out what happens. They write their name with their fingertips dipped in paint to develop fine motor control. Children use a variety of techniques and media such as paint, glue and card. There are opportunities for working in 2 and 3 dimensional work, however limited space prevents use of large activity apparatus indoors. Most children use tools such as scissors and colouring apparatus safely and effectively. Children are introduced to sounds and music to create interest in daily routines such as singing the register. They sing rhymes and most can tap a steady beat. Children explore creative movement in response to the sounds made by the teacher with a tambourine. Children use their imagination to play in the home area or with role play and construction activities which also contributes to their personal and social development. By the end of the Reception year children are expected to achieve the Early Learning Goals.

ENGLISH

75. Inspection findings indicate that standards in speaking, listening, reading and writing are well above national expectations by the end of Year 2 and also well above those expected for pupils by the end of Year 4. This indicates a significant improvement in standards since the last inspection. This is confirmed by the results in the national tests.
76. Standards in speaking and listening are well above national expectations in the current Year 2 and Year 4 classes. Speaking and listening skills are very good in all subjects across the curriculum. For example, in geography pupils spoke at length and with interest on important environmental issues such as pollution and recycling. The opportunities for such discussion make a very valuable contribution to their spiritual and moral development. Pupils are very keen to answer questions and debate issues. They listen sensitively and attentively to the views of others. When asked to contribute in lessons, almost all pupils talk confidently about their work and what they are attempting to achieve. The grasp of technical subject language is very good and even very young pupils can find the right word. For example, a pupil grasped the edge of a cymbal 'to stop it vibrating and making the sound'. In Year 2, words such as 'isosceles' and 'gurdwara' are used accurately and concisely in numeracy and religious education lessons.
77. Standards in reading are well above the level expected nationally by Year 2 and also by Year 4. Pupils read a wide range of fiction and non-fiction texts. They have a love for books and show levels of comprehension that are well above expectations. Pupils enthusiastically recall stories and characters in books that they have particularly enjoyed. Higher attaining pupils at the beginning of Year 3 have developed advanced skills for finding the meanings of quite complex words in a dictionary. Pupils just starting out in Year 1 use their good grasp of initial sounds to tackle new words with confidence. By Year 4, many pupils have developed the skills of skimming and scanning, and can answer focused questions on texts, many two years ahead of what is expected of them.
78. Standards in writing are well above national expectations by Year 2 and also by Year 4. Most pupils demonstrate a very acceptable style of handwriting as a result of specific lessons designed to improve their letter formation and 'joins'. Although this is a very significant improvement since the last inspection, it is still the case that a significant minority of pupils do not always transfer this high standard of neatness into their everyday exercise books. Most work is legible and completed carefully, but it is a concern that a few higher attaining pupils in Year 3 do not always join up their letters when writing. Spelling is above expectations and pupils make good

progress because of practice through regular testing of prepared lists and also as a result of being encouraged to 'have a go' rather than merely asking the teacher for the correct spelling. The use of grammar and punctuation are above expectations. The recent focus on improving the structure of writing led to a slip in the standard of punctuation, but the school has identified this weakness as a result of its rigorous monitoring and there is a strategy to address the problem. Pupils use a good range of interesting and imaginative words in their story writing and in their poems. There is evidence of some very imaginative endings to stories. There is a very good range of writing for different purposes and audiences. Older pupils write stories at considerable length and they are adept at retelling myths and legends in their own words. Little evidence was seen of pupils being encouraged to draft and re-draft their work using the computer. All pupils have writing targets in the back of their literacy books, but they are not always sharp and specific.

79. Although pupils with SEN attain standards below the national expectations because of their learning difficulties, they make good progress in reading and writing because of the very good support they receive from LSAs. For example, a pupil who on entry to the school was predicted to be working towards Level 1 in his writing, by the end of Year 2 came very close to attaining a Level 2C because of the very good progress he had made following the school's own phonics programme which had been very skilfully delivered by a LSA. Pupils with SEN make very significant gains in confidence as speakers and readers as a result of the fun card and board games they experience and greatly enjoy. Pupils who are gifted make very good progress in literacy and achieve very high standards because of the very challenging teaching they experience.
80. Pupils have very positive attitudes to learning in their literacy lessons, which they find to be fun and enjoyable. Because of the positive ethos and very good behaviour, pupils are interested in all aspects of the literacy scheme and so make good progress in their grasp of grammar. Pupils in Year 3 enjoy providing the next stanza for a poem, using the same rhyme scheme and repetitive pattern as had gone before.
81. The quality of teaching is good overall. It is better in Years 1 and 2 than in Years 3 and 4. In Years 1 and 2 teaching ranges from good to excellent whereas the range in Years 3 and 4 is from barely satisfactory to very good. The better teaching is delivered at a cracking pace and challenges all pupils to reach their full potential. In these lessons the management of behaviour is excellent and pupils make very good gains in all aspects of English. Effective strategies are used to gain the interest of pupils with challenging behaviour at the start of lessons. Relationships are so secure that pupils are prepared to take risks and learn from making mistakes. Above all, activities are timed to move lessons along briskly and tasks are well matched to pupils' needs. Lowest attainers are fully included and make good progress and the highest attainers are challenged to produce written work of a very high standard. Where teaching is barely satisfactory, the pace of the teaching is pedestrian and pupils lose interest, become bored and restless. This has a negative effect on their learning and the standard of their work.
82. Pupils use their literacy skills effectively across the curriculum. In art, pupils make very good use of powerful adjectives to describe the clay tiles they make. Very good use is made of technical words in music. There are many examples of good writing in science and pupils are able to take notes. Reading, speaking and listening are developed well in all subjects.
83. The co-ordination of English is very good. Planning, the use of resources and the use of assessment to inform subsequent planning and to raise standards even further are key strengths. The monitoring and evaluation of teaching and learning is very good and is used to inform development planning to improve the quality of provision for literacy within the school.

MATHEMATICS

84. Pupils' attainment is well above national expectations at the end of Years 2 and 4. There has been a general trend of very good improvement over the last few years and since the last inspection. Inspection findings accord with the results of the national test.

85. Pupils have a good grounding in number and are able to successfully calculate using a number of different methods, explaining their reasoning. Standards in data handling and shape and space are good. Especially commendable is the pupils' ability to select and explain different methods of recording with confidence. Pupils were seen demonstrating these skills in a Year 2 lesson where they were solving written subtraction problems.
86. Pupils in Year 4 continue to receive very good opportunities to develop their mathematical thinking and recording skills and reach well above the expected standards working with number. Higher attaining pupils are very well stretched, reaching Level 4 in number. Although pupils do well in other areas of mathematics their work is not as well developed as their number. For example, insufficient attention is given to drawing line graphs or looking at properties of angles and triangles.
87. Staff have worked very hard to implement numeracy initiatives and the daily mathematics lessons are very effective. Progress in learning in Years 3 and 4 is sometimes not as good because the teaching in these classes is at times inconsistent. Pupils enjoy mathematics and their attitudes to the subject are very good. They work well independently. This is because the teaching is good overall. Teachers are generally enthusiastic and relationships are good. Some unsatisfactory teaching however, was seen in Years 3 and 4 where work was not well matched to the needs of pupils. As a result, pupils of all levels of attainment did not progress in their learning as they should.
88. Planning based on national guidance is used to underpin lessons to good effect. The three-part lesson structure is used well, so lessons flow and pace is usually good. In better lessons, teachers use a variety of well-prepared activities to engage pupils and consolidate number facts. They have high expectations and explain tasks clearly. Pupils in Year 1 were observed, for example, making very good progress in learning subtraction facts through a number of exciting games. In less satisfactory lessons, the pace is slower and higher attaining pupils are not always well challenged at the start of the academic year.
89. The curriculum is very good, based on a sound, clear policy. Mathematical vocabulary is reinforced well, making good links with literacy. There is some use of computers to reinforce number facts, but there is not yet enough ICT work built into lessons. Some opportunities are made to teach numeracy skills in other lessons, but there are not yet enough specifically planned links. Since the last inspection assessment has improved and is good overall. Long-term tracking of pupils' progress using annual tests is very good. Pupils' achievements are tracked well and the information used to set targets for the next year. Teachers keep detailed checklists showing the objectives achieved by each pupil over the course of lessons. Information on the checklists is not yet well enough collated to inform planning at the beginning of each year. A system of group targets is still being developed. Overall, marking of pupils' work is inconsistent. The better practice, in line with the school's marking policy, is informative and points out errors in thinking. Some marking is little more than a series of ticks.
90. Mathematics is very well led and managed. The subject leader is a very good role model. Training has been introduced as a result of monitoring practice and to try to ensure that teaching is more consistent. The numeracy governor has also played an important part in monitoring mathematics. As a result, improvement in mathematics since the last inspection has been very good.

SCIENCE

91. Standards at the end of Year 2 are well above the expected level and are above national expectations at the end of Year 4. This is a significant improvement from the last report when standards were in line with national expectations at the end of Years 2 and 4. There is no significant variation in attainment between pupils of different gender, ethnicity or background. Pupils with special educational needs achieve standards that are appropriate to their level of prior attainment. Current improving standards are partly due to a greater focus on experimental and investigative science and a revision of the science curriculum. Since the last inspection national

guidelines have been introduced for science, and the school now uses units of study from these as its scheme of work. However, there is insufficient recognition of the range of levels of attainment within classes, especially in Years 3 and 4 and the levels at which different groups of pupils could be expected to work. Guidelines are not used as effectively.

92. Pupils' previous work shows that attainment is above the level expected nationally in many strands of science in Years 1 and 2 as well as good examples of experimental and investigative science tasks throughout the school. This has a positive effect on pupils' attainment. Pupils at the end of Year 2 have experienced a wide range of science topics. Most pupils in Year 2 use scientific vocabulary with increasing confidence and understanding, and are starting to develop the skills of scientific enquiry, observation and recording of results. For example, when investigating how different surfaces such as, rough, bumpy, smooth or flat restrict the distance that a car travels, the majority make secure predictions about the outcomes and know that the type of surface will affect the movement of vehicle. Higher attaining pupils know that, to make the test fair, all cars must start from the same point. Most are able to explain and understand why eating the right types of food keeps us healthy and confidently sort foods into those that are good for us, and those that are not. Previous work shows that most pupils accurately construct simple circuits to enable a bulb to light and are aware of the dangers of electricity. Younger pupils of all levels of attainment accurately recall the names of the different parts of the body and plants using correct terms and vocabulary. They know the five senses and use their sense of taste to investigate the flavours of crisps and use their sense of smell to identify chocolate and coffee.
93. Since the last inspection, there has been a greater emphasis on experimental and investigative science and, as a result, pupils in Years 3 and 4 have a good understanding of how to plan and conduct experiments. By the end of Year 4, pupils accurately predict, test, refine and evaluate their work. This was well exemplified in a number of investigations, for example, when investigating the effect of different substances on teeth. They know that shadows are formed when an object blocks the light source, and that shadows move and change in length as the sun moves across the sky. They build on their earlier knowledge of materials and understand that some materials are magnetic and others are not, and that plastic and glass are better suited for specific purposes. Throughout the school literacy and numeracy skills are used well to discuss, record and measure scientific findings in experiments and observations. The pupils read instructions and write purposefully to record their investigations. In Years 3 and 4 they represent their work in a variety of ways, using graphs, tables and sets. A good example of this was where pupils used a bar graph to show which cloth absorbed the most water.
94. The quality of teaching and learning, including that for pupils with special educational needs is good in Years 1 and 2 and satisfactory in Years 3 and 4. Occasionally teaching is very good. This represents good improvement since the last inspection. In the most effective practice, teachers carefully plan a range of stimulating activities matched to the needs of pupils as demonstrated in a Year 1 lesson on the senses. What pupils are going to learn is explained carefully to them at the start of the lesson and this helps them to develop a better understanding of what they are doing and why. Questions are carefully targeted to individual pupils, ensuring pupils of all levels of attainment are fully involved. Questions are also used well to make pupils think about the 'what' and 'why' of science as was demonstrated in a Year 4 lesson on investigating which material was the best insulator for keeping soup warm and drinks cold. In response, pupils confidently answered questions and made valuable contributions to class discussions making many thoughtful and informed observations. This contributes well to their attainment and progress. In most lessons, pupils are managed well so that they learn in a calm learning atmosphere. They are often given timed targets to sustain their interest and effort. However, in Years 3 and 4 not all pupils are actively involved in discussion and they sometimes become inattentive and a little restless during introductions and plenary sessions. This limits the progress they can make. Since the last inspection, teachers' confidence and competency have improved and most show a secure understanding of the science curriculum. However, teachers' planning and a scrutiny of pupils' earlier work reveal that there are some weaknesses in current practice which limit the progress that pupils make, especially in Years 3 and 4. For example, pupils in these large classes are often given identical work regardless of their levels of attainment. Consequently, the progressive development of pupils' skills, knowledge and understanding is limited because work is sometimes too easy for some pupils and too difficult for others. Neither the medium nor the short-

term plans provides sufficient detail of how the work is to be matched to the wide range of prior attainment nor makes appropriate reference to the National Curriculum levels of attainment that pupils are expected to reach.

95. In most lessons throughout the school, pupils behave well and concentrate on what they are doing. They show interest in and enjoyment of science activities, particularly when they have the opportunity to engage in purposeful scientific investigation and to take some responsibility for their learning. These good attitudes make a significant contribution to pupils' learning. They generally listen attentively to teachers' explanations and higher attaining pupils ask questions to clarify their learning. However, in lessons where pupils spend too much time listening to the teacher, rather than being actively engaged, they lose interest and motivation. This also happens in lessons where the teacher speaks to the whole class as pupils work on group or individual tasks, rather than using effective, quiet intervention skills to challenge pupils at different levels.
96. The co-ordination of science is satisfactory. The joint co-ordinators now have a clearer picture of science provision throughout the school, and have recently been given time and encouragement to move the subject forward. The recently introduced national guidelines are starting to ensure that learning develops systematically from year-to-year. Records are kept of the levels achieved at the end of each unit of study, but insufficient use is made of these to monitor and support future learning through the tracking of individual progress and setting of targets. Pupils' work has been sampled and teachers' planning monitored, but the co-ordinators have not monitored classroom practice to evaluate what needs to be done to bring about further improvement in teaching and learning. Throughout the school, teachers mark pupils' work regularly. However, comments do not always provide guidance to pupils as to why work is good and what they need to improve further. Resources are good and provide a secure basis for scientific investigation on which appropriately the school places a high priority. Some use is made of visitors and the local area to enrich the curriculum, for example to support work on small animals and their habitats.

ART AND DESIGN

97. Standards in art and design are above national expectations at the end of Years 2 and 4 and are better than at the time of the last inspection. All pupils make good progress in their learning.
98. By the end of Year 2, pupils experience a variety of media to design and make artefacts and pictures, and are able to offer ways to improve their work. There is evidence of good quality close observational drawings. Pupils in Year 1 discuss pattern, texture and shape in leaves with maturity. They are very articulate when describing their thoughts and feelings about their work. Still life paintings of fruit by Cézanne were used effectively and as a result the pupils in Year 2 used the techniques of hatching and cross hatching to produce attractive pictures emphasising the texture of fruit. They were able to demonstrate the use of tools safely and with good levels of skill.
99. By the end of Year 4, pupils are provided with good opportunities to learn a range of art and design techniques, and to use a variety of tools and materials. Pupils have adequate opportunities for 3-dimensional work, for example, making Mexican masks, clay models, junk modelling and weaving. This aspect of art and design was underdeveloped in the last inspection. Pupils research and assess the work of artists such as William Morris and Monet. They use their observation of these works to experiment with new techniques. Some pupils have difficulty in refining and improving their work. Pupils make satisfactory progress overall.
100. In Years 1 and 2, the quality of teaching is good with some very good practice. Teachers have very good subject knowledge and good questioning techniques. They enthuse pupils and employ good behavioural management techniques so that the lessons are a positive learning experience. In a Year 2 lesson, pupils were using line and form to show texture on fruit and transferring these skills into making a 3-dimensional clay tile. The pupils used relevant vocabulary in their discussion and the demonstration by the teacher on how to use tools and techniques to produce a tile gave pupils confidence and enthusiasm for the task. Sustained concentration meant the pupils produced very good work by the end of the session.

101. Teaching is satisfactory in Years 3 and 4. Teachers have a good knowledge of the subject and use this well to help pupils develop their understanding and basic skills in the subject. In Year 4, in a lesson exploring different ways to show tone and form, pupils discussed the works of Monet in some detail. They knew that he was an Impressionist and what this means. They produced detailed drawings focusing on the 3-dimensional effect of light and shade. Where lessons are less successful, subject knowledge and techniques are insecure and pupils have little opportunity to improve their learning.
102. The temporary co-ordinator shows considerable understanding of the role and leadership and management is satisfactory. There is an identified plan for development, teaching plans are monitored and some lessons evaluated. The school uses the optional national guidelines as a scheme of work and assesses pupils' work against these criteria. Learning resources are good. A portfolio of work is maintained and the school now plans to look closely at matching the work to the national Curriculum and the progressive development of pupils' skills in Years 3 and 4. The co-ordination of the subject places it in a good position for further development.

DESIGN AND TECHNOLOGY

103. Pupils make good progress throughout the school and achieve well. The majority of pupils reach standards that exceed the national expectation both by the end of Year 2 and when pupils leave the school at the end of Year 4. This is a better standard than that found in the last inspection, when standards were judged to be in line with national expectations. Pupils, however, are generally better at planning and evaluation than they are at making. This is a complete reversal of the situation found in the last inspection, when making skills were good. All pupils make similar progress irrespective of their age, gender, ethnicity, prior attainment or social circumstance.
104. Pupils in Years 1 and 2 are given access to a full range of activities, including food technology, work with resistant materials and work with textiles. They are given good opportunities to use various equipment and tools, and do so with appropriate success. Pupils in Year 1 showed good levels of skill when making levers, using card and split pins, whilst pupils in a Year 2 class, for example, took great care when using hacksaws to cut wood and were able to cut appropriate lengths for use in constructing a castle keep. Making skills were satisfactory when a Year 4 class constructed landscape pop-ups from card to a satisfactory level.
105. The quality of teaching is good overall in Years 1 and 2 and satisfactory in Years 3 and 4. Teachers make good use of the very detailed medium-term plans and give their pupils access to a good range of work. Questioning is used to particularly good effect to challenge pupils at different levels, particularly higher attaining ones. Pupils enjoy their work in the subject and take great care to complete the various tasks to the best of their ability, even when they find them difficult. Behaviour is good and pupils take great care to use tools safely.
106. The curriculum is broad and balanced and there are many good opportunities for pupils to practise their mathematical and ICT skills. Some opportunities are missed however for planned links with pupils' spiritual, moral, social and cultural development. Assessment procedures are good and the co-ordinator, who manages the subject very well, is aware of the need to remind staff to pass assessment information onto the next class. There are very good amounts of very good quality resources and equipment, which are easily accessible to pupils and staff, and which are making a positive impact on teaching and learning.

GEOGRAPHY

107. Pupils, who leave the Foundation Stage with a well-developed knowledge and understanding of the world, achieve well and make good progress throughout the school. They attain above the national expectation by the end of Year 2 and well above the national expectation by the time they leave the school at the end of Year 4. This is a better standard than was reported in the previous inspection, when the attainment of younger pupils was judged to be broadly in line with

national expectations. All pupils achieve similar standards irrespective of their age, gender, ethnicity or social circumstance.

108. Pupils in Years 1 and 2 have well developed mapping skills, and most can quickly identify and talk about key locations in both the United Kingdom and the wider world. They show a secure knowledge and understanding of the nature of different places as they complete local studies and comparative studies with an imaginary island community in the United Kingdom and a rural community in Mexico.
109. Pupils in Years 3 and 4 have a very good knowledge and understanding of environmental issues and can present very well considered arguments when discussing aspects such as recycling and sustainable development. Higher attaining pupils define clearly complex terms such as 'bio-degradable' and 'sustainable development'. They understand well the significance of climatic factors on human behaviour and can explain why climate influences decisions people make about holiday locations. Work is soundly based on practical enquiry and pupils have investigated the different sorts of land use in the local area, identifying clearly the aspects they find attractive and unpleasant, and suggesting possible improvements. Comparative studies with Tenby and Arctic regions give them a very good understanding of the impact of geographical factors on human activity.
110. The quality of teaching is good throughout the school as staff interpret, and implement diligently the very well considered medium-term plans contained in the scheme of work. In a very good lesson observed with pupils in a Year 4 class, the teachers' passion for the subject combined very effectively with her detailed subject knowledge to result in a compelling lesson that did much to move on the learning of the pupils, who joined in the discussion enthusiastically. Pupils are generally very interested in their work and greatly enjoy the opportunities that are presented for discussion and debate. Teachers take good advantage of the opportunities available in geography lessons to establish secure links with other subjects of the curriculum, including literacy, mathematics and ICT. Work in the subject also makes a significant contribution to the development of spiritual, moral, social and cultural understanding.
111. The co-ordinator, who has only just taken over responsibility for the subject, has yet to make a significant impact on its organisation, but staff are well supported and are thus enabled to teach the subject effectively. Assessment procedures are good overall and the co-ordinator is aware of the need to ensure that clear assessment information is passed on to the next teacher.

HISTORY

112. Standards in history are well above national expectations at the end of Years 2 and 4. All pupils including those with special educational needs make good progress. Across the school pupils produce a good range of evidence based and chronological work. They are encouraged to ask appropriate questions about sources and to compare past and present. Pupils have a good sense of chronology because they use timelines and constantly refer back to, and compare, other historical periods. Historical knowledge is covered in depth and is very effective. Exceptionally good use is made of local resources. Pupils in Years 3 and 4, for example, study Bedford and draw conclusions about the monuments there. Infants visit Bromham Mill and participate in a Victorian Day. This type of role-play is a feature of history at the school and it encourages empathy and understanding. By the time pupils reach the end of Year 4 they have made good progress, having covered all the expected areas of the National Curriculum using interesting and motivating approaches. There is plenty of written work, recorded in a variety of ways. The teaching is often exciting.
113. Teaching, as judged from work in books, is good. Teaching observed did not always reflect the very good standards seen in pupils' books. Lessons observed ranged from very good to unsatisfactory. In better lessons, activities were well chosen and pupils were very interested. In one Year 2 lesson, for example, pupils enjoyed using evidence and their previous knowledge to predict what the inside of a castle would have looked like. In weaker lessons poor explanation of the activity, even when these were well chosen, was a common feature and pupils were not

always sure of what was expected. As a result, understanding was less well developed than it should have been.

114. The history curriculum is rich and appropriate. As well as visits there are a number of very useful visitors to school. A local member of the community, for example, visited to talk about the Queen's Coronation and brought her own collection of memorabilia. Good use is made of cross-curricular links and literacy is very well reinforced through history. A range of styles of writing is taught, with much emphasis on opinion and sensible argument. There is less evidence of links with numeracy and ICT is not a strong feature of history. There is little evidence of work on data base.
115. Leadership and management of history is good. Historical work is monitored and discussions are held with pupils. Resources are barely adequate. There are insufficient artefacts for the pupils to use as primary evidence sources in school. The many visits compensate for this, but the current resources still limit pupil development in this area. There has been considerable improvement in history since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

116. Standards in ICT are in line with national expectations at the end of Year 2 and Year 4. Although this is similar to that reported in the last inspection, there are aspects of the subject where pupils in Years 3 and 4 are exceeding the level expected. For example, the work which pupils have carried out using the internet, creating web pages for the school's web sites and sending e-mail is above national expectations. Pupils with special educational needs make similar progress to that of their peers. Over the last few months, the school has made significant progress in improving its provision for ICT. The new computer suite was extended five months prior to the inspection. Although its extension has led to more opportunities for teaching the subject, the full benefit of the new facilities has yet to be realised because not enough use is currently made of this resource. All aspects of the subject are covered and pupils have opportunities to practise, refine and develop their ICT skills to the expected level. However, the use of ICT as a tool to enhance learning is not yet advanced enough to have an impact on standards. Pupils still have too few planned opportunities to use computers to support and enhance their learning in other subjects. Also, the range of skills that pupils bring with them from home is not always successfully extended. As a result, attainment and progress is limited and higher attaining pupils are not always sufficiently challenged.
117. In Year 2 most pupils are becoming increasingly confident with aspects of ICT. They know how to 'log on' to the new computers, locate and open a known program and how to save and retrieve their work. With some adult support, they confidently change the style, size and style of font of 'the big blue capital letters' and 'tiny red joined-up writing' to enhance the appearance of the text and reflect its meaning. Many show familiarity with the keyboard functions, such as the 'return key' for a new line and 'caps lock' for a capital letter when word processing simple sentences for their stories about 'Anancy and Dry-Bone'. Higher attaining pupils are confident with saving and printing work independently, using upper and lower case type with accuracy and inserting graphics to enhance their work. They know how to control the movement of a floor robot, using a sequence of commands, and that many day-to-day devices such as video recorders respond to commands and signals. Pupils in Year 1 show familiarity with the keyboard functions. Most skilfully use a mouse for pointing, selecting and moving items across the screen and are familiar with saving and printing work with little adult support. They word process short sentences when writing postcards, investigate how many words they could make ending with 'en' and communicate their findings about the number of pupils in their class with different eye colours using computer-generated block graphs to good effect. Pupils know that sounds convey information and confidentially use the tape recorder to collect and store information. Although some use is made of computers to help with spellings and simple number bonds, pupils' previous work showed that the use of ICT has yet to make a significant impact on pupils' learning in all subjects of the curriculum.

118. Pupils in Year 4 use the basic editing functions of a word processor with confidence and are becoming more discriminating in choosing the most appropriate way to present their information as demonstrated when making posters for the Harvest Festival. All pupils develop an appropriate technological vocabulary and talk about computer hardware and operations using relevant terminology such as, 'mouse', 'select', 'icon', 'edit' and 'file'. They know the difference between accessing information from a hard disk and CD-ROM programs, which they have used to support their work in science. Pupils in Year 3 skilfully merge text and graphics to produce good quality pieces of work, which included creating text boxes and importing pictures about the Victorians. They design attractive posters for reminding pupils of the 'Golden Rules' and extend their editing capabilities when using 'find and replace' to correct them. Pupils are made aware of the importance of ICT in their own lives and how it enhances the world of learning. This is demonstrated well by pupils in Year 3 when accessing and sending e-mails.
119. Overall, the quality of the teaching is satisfactory, but with some good practice. Teaching varies according to teachers' individual levels of expertise and confidence. In the most effective practice, explanations and demonstrations of steps to be followed in using the program are clear and pupils know what they have to do. High standards of work and behaviour are promoted and, as a result, pupils respond by working hard and learning well. This was well demonstrated in a Year 4 lesson on designing posters. The teacher gave precise instructions using relevant vocabulary, which ensured that pupils knew how to use the different icons to achieve the desired effect. Pace was brisk, which kept pupils on task, and praise well used to motivate and encourage participation in the lesson. There was an appropriate focus on relevant vocabulary, and questions were posed to check pupils' understanding. Help was given to pupils who struggled, and pupils were paired to make sure that all could access the work. An area of weakness in planning is that, although objectives are clear for the teaching of specific ICT skills, short-term plans do not consistently identify when ICT will be used to support other subjects. Also, the needs of all pupils, including those with special educational needs and at different levels of attainment, are not always clearly identified.
120. Pupils clearly enjoy ICT, especially when using computers. They listen attentively during presentations and are keen to demonstrate their knowledge and skills. They talk with enthusiasm about their many successes and want to learn more. They are keen to carry out tasks as seen in a Year 4 lesson where pupils were using a graphics package to create a poster for the school's Harvest Festival. When working in pairs, pupils learn to share ideas and willingly help each other to use the computer. This contributes well to their attainment. They confidently ask questions of adults, understand about taking care of equipment and do so responsibly. Pupils with special educational needs are fully involved. They have a confident approach to learning and this contributes to their attainment and progress.
121. Leadership of the subject is satisfactory overall, with many good features. The co-ordinator, ably assisted by the technician, offers advice and support to colleagues in planning and teaching, but has not monitored teaching and learning in order to share good practice and help teachers identify opportunities for the wider use of computers. The subject curriculum plan is comprehensive in setting out what needs to be done. Plans are in hand to provide ongoing training to ensure that teachers' knowledge and understanding of the subject are further developed. The school now has sufficient computers within the computer suite and classrooms to teach the subject effectively. Pupils' experiences on the computer are recorded and provide a check of what has been done. However, assessment and recording of individual pupil's progress and attainment in learning specific skills are informal and this makes it difficult to ensure that teaching and learning are focused on specific learning objectives to promote progress.

MUSIC

122. The previous inspection found many unsatisfactory elements in the provision for music. A key issue for action was to raise standards by improving teachers' expertise and ensuring that National Curriculum requirements were met. Standards by the end of Year 2 and Year 4 are now above national expectations. This is a significant improvement and an indication of how hard the school has worked to address the identified issue.

123. Throughout the school all pupils including those with special educational needs make good progress. They enjoy music and benefit from the many enriching experiences provided. Pupils sing regularly in assemblies and take part in school performances. Pupils listen and respond well to a wide range of music, which supports their cultural development. Music is played in assembly, for example Canon by Pachelbel, where pupils listen and reflect to good effect. In lessons, pupils are given suitable opportunities to respond to different musical moods and show an awareness of musical terms such as 'tempo' and 'rhythm' to describe pieces. Younger pupils know a repertoire of songs, maintain a steady beat and confidently recognise repeated patterns. Older pupils use simple notation and symbols to represent sound. Some higher attaining pupils have a well-developed musical vocabulary. They are beginning to sing two-part songs maintaining their own part with reasonable accuracy. They sing enthusiastically and tunefully. Tuition is provided by visiting specialist teachers and this enables some pupils to learn to play an instrument of their choice. There is a choir and a recorder club and a string ensemble played well in assembly.
124. The quality of teaching and learning is good, with some very good practice. In Years 1 and 2 teachers are supported by a commercial scheme and with very good planning produce lessons of pace and interest. In Years 3 and 4, a specialist music teacher make good of the school's scheme of work to provide interesting lessons. Where teaching is good pupils listen and appraise, use musical instruments appropriately and sing well. In Year 2, pupils sang a Brazilian song with enjoyment and kept a steady beat. In a Year 4 lesson some pupils showed an understanding of the structure of music and could identify a cello and violins in Pachelbel's Canon. They could clap a rhythm using a metronome to keep to the beat.
125. The music co-ordinator shows good subject knowledge and provides good leadership. She has monitored plans, and has had some opportunity to observe teaching and learning. There is an identified plan for development and a comprehensive portfolio of pictorial, written, audio and video work. Learning resources are good and include instruments from other cultures. They are well maintained and organised in an attractive music room. The subject is well placed to develop further.

PHYSICAL EDUCATION

126. Standards in physical education are above national expectations at the end of Years 2 and 4. During the inspection it was only possible to observe lessons in games and dance. Swimming, gymnastics and outdoor and adventurous activities are planned for and the provision exceeds the requirements of the national curriculum. Almost all pupils reach the swimming requirements. Standards of attainment in games skills such as throwing and catching are very good. The school has recently been awarded 'The Active School' award. Pupils in Year 2 were observed, for example, making very good progress in aiming and bouncing large balls. They demonstrated very good control for their age. Dance has been introduced relatively recently and pupils reach good standards in linking movements to music.
127. Pupils' achievement are good in the areas observed. They are enthusiastic and well behaved. Teaching is good overall although some very good teaching was seen during the inspection. Because of this good teaching pupils make particularly good progress in evaluating their performance and that of others. Good teacher modelling was another strong feature of lessons. Teachers were seen to explain clearly, demonstrate effectively and make excellent teaching points, so that pupils' skill of movement improved quickly.
128. Physical education is well led and managed. Regular monitoring of teachers' planning takes place to good effect. The curriculum is well designed, making use of a number of schemes of work that ensure progression. It is enriched by a number of games clubs, gym club and Saturday morning football. Resources for games are good, although there are insufficient mats for teaching gymnastics simultaneously in both halls. Overall, there has been good improvement since the last inspection.

RELIGIOUS EDUCATION

129. Standards in religious education are above those expected for pupils at the end of Years 2 and 4 and are similar to those reported at the time of the last inspection. This reflects the good progress pupils make and the demanding teaching delivered over time.
130. Pupils in Year 2 confidently and sensitively compare and contrast a gurdwara with another place of worship. They are able to write a reasonably accurate description of what happens during the festival of Holi, using interesting and imaginative words. Discussion with pupils indicates that they know that the Torah is a special book for Jews and they have grasped the significance of Moses in setting the Jewish slaves free from Egypt. Their knowledge and understanding of the parables told by Jesus is well above the level expected for their age. Pupils in Year 4 have grasped the significance and symbolic importance of the bread and wine for Christians when participating in the sacrament of Holy Communion. They know about the Five Pillars of Islam and can explain what they mean for Muslim people as they go about their daily lives.
131. In the lessons observed teaching was satisfactory and pupils made satisfactory progress in their learning. Good subject knowledge in a Year 4 lesson on the importance of light as a symbol in Diwali resulted in the pupils making good gains in their understanding of the Festival of Light. However, the teaching lacked sparkle and the pace dropped. As the pupils began to lose interest their enthusiasm for learning waned. The teacher attempted to deliver too much information in this lesson and did not sufficiently involve the pupils in learning independently; she missed an opportunity to allow them to handle the interesting artefacts she had brought into class with her. However, there were many good points in the teaching. Effective use was made of a candle for 'stilling' and this provided pupils with an opportunity to reflect and contributed well to their spiritual development. Analysis of work and discussion with pupils provided sufficient evidence to indicate that progress and teaching over time are good. A few weaknesses emerged from this exercise. Incorrect answers in books were sometimes marked correctly and teachers do not use the suggested levels in the Locally Agreed Syllabus to assess pupils' work.
132. The co-ordination of the subject is good overall. As a result of the support given by the co-ordinator to other teachers, their confidence in teaching this subject is better than what it was at the time of the last inspection. The co-ordinator attends relevant in-service training and shares what she has learnt with colleagues. This results in improved provision for religious education throughout the school. She successfully monitors standards by interviewing selected pupils about what they have been doing in their lessons and uses the information gained from these discussions to inform subsequent planning to raise standards further. This is very good practice. She does not monitor the quality of teaching and learning and has not been pro-active in developing a sensible and practical system for assessment. This means that teachers do not know the levels expected in the Locally Agreed Syllabus and so cannot use assessment data to inform their planning to raise standards still further.