

INSPECTION REPORT

SURREY STREET PRIMARY SCHOOL

Luton, Bedfordshire

LEA area: Luton Unitary Authority

Unique reference number: 109571

Headteacher: Mrs Barbara Langley

Reporting inspector: Mr Graham Marshall
2907

Dates of inspection: 30th October – 2nd November 2000

Inspection number: 22457

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Maintained
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Surrey Street Luton Bedfordshire
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Appropriate authority:	The governing body
Name of chair of governors:	Mr A. Adams
Date of previous inspection:	4 th February 1997

INFORMATION ABOUT THE INSPECTION TEAM

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Kevern Oliver 1329	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Jacqui Ikin 3349	Team inspector	English, Art and design, Geography, History, Music, Religious education, Under fives, Special educational needs	How well are pupils taught? 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

Surrey Street Primary School is a smaller than average school in the south ward of Luton. It caters for pupils aged 4 years to 11 years in a refurbished and well maintained Victorian building. The area is beginning to benefit from some regeneration since Luton became a unitary authority and with the expansion of nearby Luton University. The school draws pupils mainly from the locality in years one to six but from a wider area in the foundation stage class. There are 132 pupils on roll, 61 boys and 71 girls. There are 16 pupils under five years of age in a foundation stage class. The school's roll has remained fairly constant over the last four years. Baseline assessments on entry suggest attainment is very low, tending towards lower language, literacy and mathematics attainment than other Luton schools. Personal and social development is average. The percentage of pupils known to be eligible for free school meals has remained consistent at around 33 per cent and is above the national average. There are 29 pupils on the special educational needs (SEN) register, seven of whom are at levels 3 to 5 as defined by the code of practice, which is above the national average. One pupil currently has a statement of SEN, which is average. The school's mix of diverse cultures consists of 37 per cent minority ethnic pupils, 23 per cent being African-Caribbean. English is an additional language for 20 pupils, 14 of whom are at an early stage of English language acquisition, which is very high. A local education authority adviser was acting headteacher during the half-term prior to the inspection and during the inspection week due to the retirement of the previous headteacher and sudden illness of the newly appointed substantive headteacher.

HOW GOOD THE SCHOOL IS

This is a school with many strengths and some significant weaknesses, which is now well placed to improve. It has undergone considerable upheaval in its leadership and management and is now emerging from the uncertainty that this has caused. The school's leadership and management are now very good. The quality of teaching is good in the foundation stage and satisfactory in Key Stages 1 and 2. Behaviour is very good and pupils form very good relationships with each other and with staff. The 2000 National Curriculum test results show significant improvement in English, mathematics and science at Key Stage 1. The poor performance in national assessments at Key Stage 2, especially in mathematics and English, coupled with weaknesses in management prior to the recent headteacher appointment mean that the school currently provides unsatisfactory value for money.

What the school does well

- Promotes pupils' social and moral development effectively.
- Provides high quality teaching in the foundation stage and at the start of KS2.
- Promotes very good understanding of the multi-faith society in which we live.
- Promotes good behaviour of pupils in lessons and around the school.
- Develops pupils' self-confidence.
- Cares for its pupils very well.
- Encourages pupils to develop positive relationships with other pupils and with adults.
- Promotes good standards in religious education and information and communication technology.
- Provides well for pupils' special educational needs.
- Develops personal, social and health education effectively.

What could be improved

- The achievement of pupils in English, mathematics and science at the end of Key Stage 2, including the teaching of literacy and numeracy in years 5 and 6, and their use and application across the whole curriculum.
- The precision and use of assessments in order to plan for the differing needs of pupils.
- Consolidating and building upon the recent improvement in the leadership and management of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In the period from February 1997, when the school was last inspected, until the start of this school year there has been no real improvement. This has changed dramatically since September 2000 under the leadership of the new headteacher. Teaching has a similar profile to the previous inspection but with more lessons that are good and very good. At Key Stage 1 standards have improved in the most recent national tests and results are now well above the national average in writing and in line with the national average for reading and mathematics. This is an improvement on the previous inspection. At Key Stage 2 standards are now well below the national average in English and very low in science and mathematics. In these subjects standards have failed to keep pace with national improvements and the standards found in the previous inspection. Standards in information and communication technology have improved and are now good. Provision for special educational needs and pupils' spiritual and cultural development has improved. Pupils' personal and social development remains a strength. The key issues for action from the last inspection have been addressed with varying degrees of success due to past ineffective management. The school's capacity for further improvement under the leadership of the new headteacher is very good.

STANDARDS

The table shows the standards achieved by 11 year olds based on average points scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	E*	E	E
Mathematics	E	E	E*	E*
Science	E	D	E*	E*

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

On entry to the Foundation Stage class at age 4, standards of personal and social development are broadly average when compared to other Luton schools. In language and literacy and in mathematics standards are very low compared to the Luton average. Inspection judgements found that children's knowledge and understanding of the world and creative development are very low and their physical development is broadly average. By the time children move into Key Stage 1 they are beginning to catch up with the expectations for their age. Their standards in language and literacy, mathematics and understanding of the world are still well below average. Other areas of learning are broadly in line with the average at the end of this stage.

Standards have fluctuated since the last inspection, but improved substantially in Key Stage 1 during the last school year. In writing they are well above the national average, in reading and mathematics they are in line with the national average. In Key Stage 2 standards in end-of-key-stage tests have declined steadily over the last three years and are now well below the national average, and the average for similar schools, in English and very low when compared to the national average and the average for similar schools in mathematics and science. In mathematics and science these results place the school in the bottom 5 per cent of schools nationally. In mathematics, reading and writing the school exceeded the targets that it had set in Key Stage 1. In Key Stage 2, results were broadly in line with the school's own targets for reading, but well below in writing, science and mathematics. The achievement of boys is below that of girls and pupils in Key Stage 2 tests do not achieve higher levels. Inspection evidence suggests that standards are improving rapidly in Key Stage 1. In Key Stage 2 pupils numeracy skills and knowledge and understanding in science is also improving although this is not yet apparent in tests results. Key Stage 2 writing remains a weakness although reading test scores are in line with the national average. In each of the small Year 6 groups over the last three years there have been a significant minority of pupils with special educational needs and some pupils at an early stage of English

acquisition. These pupils make good and satisfactory progress respectively but achieve test results that are very low compared to national averages. The school also averages up to 20 per cent turnover of pupils each year, resulting in Key Stage 2 year groups that are often less than half the numbers in Key Stage 1 classes. This has a negative impact upon Key Stage 2 results.

Compared to the national expectation, standards in information and communication technology and art are above average at both key stages. Standards in religious education are above average in Key Stage 2 and in line with the average at Key Stage 1. Design and technology, music and physical education standards are in line with the national average at both key stages with very good standards in Key Stage 1 dance. History standards are in line with the average at Key Stage 1 but below average at Key Stage 2. There was insufficient evidence in geography to make a secure judgement about standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are good. Pupils like school. They have positive attitudes to their learning, their teachers and each other.
Behaviour, in and out of classrooms	Behaviour in and out of classrooms is good.
Personal development and relationships	Pupils' personal development is very good and is a strength of the school.
Attendance	Although below the national average attendance is satisfactory.

Pupils are eager to come to school and are quickly and positively involved in their learning. They behave well in and around the school and work constructively and co-operatively in groups. They enjoy learning and are keen to please teachers and rise to their expectations where these are appropriately challenging. Pupils' social and moral development is very good. Their understanding of the multi-faith and multi-cultural society in which we live is good. Pupils develop self-confidence and feel valued as individuals. Overall their attitudes, values and behaviour are good. They get on well with adults and each other. Attendance is satisfactory.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Satisfactory	Satisfactory

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

Ninety-three per cent of teaching was satisfactory or better with 26 per cent good, 18 per cent very good and 5 per cent excellent. All teaching in the foundation stage was satisfactory with almost a third being very good. In Key Stage 1, 94 per cent of teaching was satisfactory or better. In these lessons nearly a quarter were good or very good. Ninety per cent of teaching in Key Stage 2 was at least satisfactory with two out of every five lessons being very good or better. These tend to be in the lower end of Key Stage 2 where teaching is always very good with some examples of outstanding work in mathematics and music. In the upper end of Key Stage 2 teaching is more variable. Good and very good teaching occurs in information and communication technology and religious education. There are weaknesses in the teaching of mathematics, English and science, in Years 5 and 6, with one in four lessons being unsatisfactory because of a lack of subject knowledge and poorly matched work to pupils' needs.

The skills of literacy and numeracy are effectively taught in most classes. Teaching is less effective in Years 5 and 6 resulting in slower progress and development by the end of the key stage, which in turn

limits attainment in other subjects. The school's teaching is effective in meeting the needs of the majority of pupils, including those with SEN and EAL but not all those in Years 5 and 6.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Provision for pupils under five is good. The Key Stage 1 and 2 curriculum is broad and balanced, reflects the literacy and numeracy strategies, and meets the statutory requirements. There is a limited range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Individual education plans are used well to target learning and support, having a positive impact on the progress that pupils make.
Provision for pupils with English as an additional language (EAL)	EAL pupils are well integrated into the school. Those who are at an early stage of English language acquisition receive well-targeted support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Social and moral development is a strength. Pupils acquire an awareness and understanding of the spiritual beliefs of others, a very good understanding of the principles of right and wrong, and the need to respect and value all those within the community. This makes a positive contribution to the aims and ethos of the school.
How well the school cares for its pupils	The level of care and concern, which the school shows for all its pupils, is good and is a significant strength.

Surrey Street School is committed to working with its pupils' parents to ensure that each and every pupil enjoys the best possible education. The majority of parents believe that after a difficult and unsatisfactory period the school is now being very well managed but the legacy of past ineffectiveness is still apparent in some parents' views. The school takes good care of all its pupils supervising them closely throughout the school day. The school has maintained a broad and balanced curriculum since the last inspection. The quality and range of learning opportunities offered is good in the foundation stage class and satisfactory in Key Stage 1. There is very good provision at the lower end of Key Stage 2. Provision at the upper end of the key stage is more variable with good provision for religious education and information technology but unsatisfactory provision for English, mathematics, and science in some lessons. Currently there is limited provision for extra curricular activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher provides very good leadership and clear educational direction. She has won the confidence of the governors, staff and parents in a short time. Experienced teachers provide useful support for less experienced colleagues but curriculum co-ordinators do not yet contribute sufficiently to school improvement because they lack necessary management expertise.
How well the governors fulfil their responsibilities	Governors have shown great commitment to the school during a stressful time of change. Their appointment of a new headteacher and evolving management systems suggest the school's future is increasingly secure in their hands. Monitoring and evaluation need strengthening and governors need to develop further expertise in this area. Overall their effectiveness is satisfactory.
The school's evaluation of its performance	Following a rigorous evaluation of strengths and weaknesses, the governors and headteacher have successfully created a well prioritised school improvement plan that covers the key areas for development.
The strategic use of resources	Resources are generally satisfactory in quality and quantity. Decisions about purchasing have historically been unsystematic, with little subject co-ordinator involvement or strategic plan to guide them.

The quality of leadership provided by the acting headteacher is very good. She has worked closely with the newly appointed substantive headteacher, who will take charge of the school after the inspection. The measures she and the substantive headteacher have already put in place to bring about school improvement, in a very short time, are already beginning to have a positive impact upon the quality of teaching and the standards achieved. Improvements in leadership previously, and since 1997, have been indiscernible and unsustainable. The governing body provides increasingly effective strategic management of the school. The principles of best value are not fully embedded. The number, age and experience of staff provide a well-balanced team with some weaknesses in upper Key Stage 2. Teaching assistants and other support staff make a very valuable contribution. The accommodation is good. The building is very well maintained and in a good state of repair. There is an adequate supply of learning resources. The library is in need of a greater range of books and the foundation stage class has insufficient resources, particularly for outdoor play

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Parents feel comfortable about approaching the school with questions or a problem. • That the school expects children to work hard and achieve their best. • The friendly welcoming atmosphere of the school. 	<ul style="list-style-type: none"> • The amount of homework children are given. • How closely the school works with parents. • The interesting range of activities outside lessons. • Communication about the purposes of parents' evenings.

The inspection team agrees with the views of parents on both what pleases them and what they would like to see improved. The school is seeking to form a parent teacher association to communicate and work more closely with parents. There are plans to provide more out of school activities including drama taking advantage of a local dramatic society that has asked to use the school facilities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. On entry to the Foundation Stage class at age four, standards of personal and social development are broadly average when compared to other Luton schools. In language and literacy and in mathematics Surrey Street children are very low compared to the Luton average. There are no baseline tests in other areas of learning but inspection judgements found their knowledge and understanding of the world and creative development are very low and their physical development is broadly average. By the time children move into Key Stage 1 they are growing in confidence and competence and their English and mathematics skills are beginning to catch up with expectations for their age. This represents good progress resulting from good teaching. However standards in language and literacy, mathematics and knowledge and understanding of the world are still well below average. Standards in other areas of learning are broadly in line with the average at the end of this stage.

2. Standards in English have fluctuated since the last inspection but improved substantially in Key Stage 1 during the last school year. In the 2000 National Curriculum tests in reading, standards at the end of Key Stage 1 are in line with the national average and above average when compared to similar schools. In writing standards are well above the national average and well above the average for similar schools. In Key Stage 2 standards in end-of-key-stage tests have declined steadily over the last three years and are now well below national expectations for eleven-year-old pupils and well below when compared to similar schools. The school exceeded the targets that it had set in Key Stage 1, in reading and writing. In Key Stage 2, results were broadly in line with the school's own targets for reading with eighty per cent of pupils attaining Level 4 or above, but well below in writing with twenty seven per cent achieving Level 4 and above. Test results show that the achievement of boys in Key Stage 2 is below that of girls and that higher attainers underachieve in writing in Year 6.

3. In mathematics the results of the 2000 National Curriculum tests for seven-year-olds are broadly in line with the national average and above average for similar schools. Mathematics standards for eleven-year-olds are very low compared to the national average, with no pupils attaining the higher levels. When compared with similar schools these results are also very low. These Key Stage 2 results place Surrey Street in the bottom five per cent of schools both nationally and when compared to similar schools. This represents a serious decline in Key Stage 2 standards since the previous inspection. Taken over the period from 1997 to 2000, girls have progressively achieved higher scores than boys, but with the overall performance of both boys and girls in mathematics falling steadily further behind national averages. In Key Stage 2 the school has failed to keep pace with national improvements and is only now beginning to come to terms with the actions required to raise standards of mathematics. Standards have fallen far short of the 2000 target of sixty seven per cent, that the school set itself with just forty per cent, of pupils achieving Level 4 or above. This was largely due to a lack of monitoring and intervention by the schools' management.

4. Performance data for the school had until 1999 been restricted in access to the previous headteacher and no action had been taken to use the information to raise expectations and make staff aware of the school's poor performance. The deputy-headteacher, who last year taught the Year 2 class, on discovering this performance data was instrumental in setting targets for improvement for all classes and writing a school development plan to improve school effectiveness. However ineffective leadership by the previous headteacher did not allow the full implementation and monitoring of this work. The

significant improvements in end of Key Stage 1 results are a direct consequence of the way teaching concentrated on identified individual and group weaknesses providing appropriate experiences to ensure good progress. They are an indication of how the deputy-headteacher, now appointed substantive headteacher, has already begun to raise standards through more closely targeted teaching. This year the target setting process has been fully adopted and is beginning to have an effect throughout all classes in the school. Strategies to improve standards of lower attaining pupils in Key Stage 1 have included the provision of year round additional teaching, at the end of the school day, and greater involvement of parents in their children's learning. This has had a significant impact on raising standards and the school has begun to offer similar provision in Key Stage 2.

5. Against this background, however, the Key Stage 2 results should be treated with some caution. In the last three years small cohorts of 19, 15 and 17 pupils respectively took the tests. In each of these years there have been a significant proportion of pupils with special educational needs or English as an additional language. There were four in 1998, seven in 1999, with mainly language difficulties, and six in 2000. Three statemented pupils took the 2000 tests, and one statemented pupil took the 1999 tests. While these pupils achieved well given their level of special need or English language facility their performance had a profound effect upon the overall scores. These pupils were predominantly boys. The school experiences a high level of pupil mobility with twenty per cent turnover last year and more pupils leaving than entering. This results in smaller cohorts as pupils move through the school. There is some evidence that many of the pupils who are withdrawn are higher attainers. For instance in the last year, three pupils who achieved Level 3 in the Key Stage 1 tests did not move into Year 3. This somewhat invalidates comparisons with prior attainment, as the same pupils do not sit both tests and increasingly skews the range of attainment as pupils reach Year 6. This is one reason why previous targets have proved unreliable.

6. In other subjects pupils' attainment is often affected by their poor acquisition of skills, knowledge and understanding in literacy and numeracy. For instance in science, they make steady gains in scientific knowledge but have considerable ground to make up by the age of eleven. In 2000, although seventy three per cent of pupils attained or exceeded the expected Level 4 in the national science tests for eleven-year-olds, this figure was very low and in the bottom five per cent of schools nationally. In comparison with similar schools science attainment is also very low. These results are worse than in 1999, when attainment was in line with the national average for similar schools. Since the previous inspection, when standards were judged to be average this represents a decline in end-of-key-stage performance with girls achieving more highly than boys. When science standards across the school as a whole are taken into account it is clear that pupils make steady progress in their knowledge and understanding but this is not sufficiently consolidated and built upon in Years 5 and 6.

7. Between the ages of five and seven the majority of pupils acquire much of the scientific knowledge expected resulting in attainment in Key Stage 1 assessment that is in line with the national average. Significant numbers of pupils attain higher grades in the Key Stage 1 assessments and this is more in line with the national picture. For many pupils this represents good progress in science. Inspection evidence confirms this. In years 3 and 4 inspection evidence from lessons seen, work samples scrutinised and discussions with pupils shows there is a satisfactory level of knowledge and understanding but this is not sufficiently built upon at the end of the key stage.

Progress in English, mathematics and science is good in the Foundation Stage and in Years 3 and 4. It is satisfactory in Key Stage 1 and unsatisfactory in Years 5 and 6.

8. Only one art lesson was seen during the inspection, but other evidence from the range of work in displays and in portfolios indicates that standards in art are good in both key stages and that standards have been broadly maintained since the last inspection. The school has made steady improvements in design and technology since the last inspection and maintained the standards, noted in 1997, to be broadly in line with the national expectation by the end of Key Stage 2. Inspection evidence confirms that design and technology standards are in line with national expectations at the end of both key stages, and pupils have the knowledge and skills expected of the primary age group, making satisfactory progress that builds on the good start in the foundation stage. In geography there was insufficient evidence to support a secure judgement about standards. Pupils make satisfactory progress in history in Key Stage 1 and attain standards in line with national expectations by the time that they are seven. In Key Stage 2 pupils make good progress at the beginning of the key stage. Progress slows in the second half of the key stage and pupils' attainment is below national expectations by the time that they reach Year 6. This represents a decline in standards since the last inspection. Few lessons were seen in information and communication technology during the inspection but it is clear from work samples and discussions with pupils that standards have risen considerably since the previous inspection. In both key stages standards of attainment are above average compared to national expectations.

9. Only one lesson was seen in music, and music was also seen in the context of assemblies and dance. As in the previous inspection standards are broadly average. In physical education three lessons were observed in games and dance. Sound teaching at both key stages ensures pupils make satisfactory progress although there are instances of very good progress in dance in Year 2. Standards in physical education are therefore in line with national expectations in both key stages. This represents steady progress from the previous inspection. Only one religious education lesson was observed during the inspection, additional evidence from pupil's work and discussions with parents and pupils indicates that pupils throughout the school have a satisfactory and often good understanding of the subject. Standards are therefore judged to be in line with expectations at the end of Key Stage 1 and above average by the end of Key Stage 2 in relation to the locally agreed syllabus. Collective worship is used effectively to reinforce learning in religious education.

10. Pupils with special educational needs make good progress in all subjects of the national curriculum and in religious education. They achieve good standards given their various learning and behavioural difficulties although the majority achieve well below the national average overall. Pupils for whom English is an additional language make sound progress in all subjects and therefore achieve standards that are satisfactory with appropriate language support. However these pupils often achieve well below the national average.

Pupils' attitudes, values and personal development

11. Pupils' social development underpins the work in the Foundation Stage class. Children become increasingly independent of adults and have positive attitudes to their work, play and to others. They are confident and secure from an early stage and are willing to show initiative, for example they will often spontaneously help another child to solve a problem in a sympathetic manner.

12. The Surrey Street School is a happy place. It is a multi-racial community in which harmony and tolerance are the norm. Pupils enjoy their days in school and work hard. Many are capable of sustained concentration and are keen to learn. They are encouraged to take responsibility for themselves and others and contribute to the running of the school community through simple tasks such as taking it in turns to be attendance register and door monitors.

13. Pupils get on well with their teachers and the other adults who are in and around the school. They almost always are polite, open and friendly. They respect authority and naturally show care and concern for each other. In a physical education lesson, for example, a pupil who was upset was quickly but discretely comforted by his partner. In the playground older children look out for the younger ones. Pupils are thrilled by each other's achievements. In an assembly, which celebrated success and featured the award of a number of certificates for progress and achievements, the applause was long, loud and warm.

14. Overall standards of behaviour in class and around the school are very good. Any bad behaviour or bullying, which does occur, is dealt with fairly and supportively using a well-known system of rewards and sanctions. Codes of good conduct, to which pupils themselves have contributed, are posted around the school. Pupils know what to do if any problems do arise. During the last school year three pupils were excluded from the school. Attendance, although marginally below the national average, is satisfactory.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching in the foundation stage class is good with all lessons satisfactory and seventy two per cent being good or very good. In Key Stage 1, teaching in ninety five per cent of lessons was satisfactory or better with twenty five per cent of lessons being good and some very good teaching in physical education. In the lower end of Key Stage 2 teaching is always very good with some examples of excellent teaching in mathematics and music. In the upper end of Key Stage 2 teaching is more variable with good and very good teaching occurring in information and communication technology and religious education. There are weaknesses in the teaching of mathematics and English with one in four lessons being unsatisfactory in Years 5 and 6. However overall, ninety per cent of lessons were satisfactory, sixty one per cent of which were good. Twelve per cent of lessons were excellent.

16. The quality of teaching is clearly reflected in the progress that pupils make and the way in which they respond to lessons. Where teaching is good or very good, pupils are well motivated and work hard, and this has a positive impact on the progress that they make. Where weaknesses occur, many pupils, mainly boys, become bored and disinterested, take little part in the lessons, work at a slower rate and make little progress.

17. Most teachers have a secure knowledge of the subjects that they teach and of the literacy and numeracy strategies with some weaknesses in mathematics and English at the end of Key Stage 2. Teaching is most effective where good knowledge of the subject is combined with a deeply embedded understanding of the ways in which pupils learn, for example in the Foundation Stage class and the lower end of Key Stage 2, in religious education, in dance and information and communication technology. In these lessons learning intentions are precise and there is a carefully planned structure to lessons which supports learning by building on what is already known, and developing knowledge, skills and understanding to greater depth. Often these lessons are part of a well-structured series around a common theme and planned to give contextual meaning to studies, for example, 'leadership' in religious education. In the best lessons learning intentions are always shared with the pupils and referred to again at the end of lessons as a means of evaluating what has been learned. As a result, pupils see the purpose of the lesson and have a clear understanding of what is expected of them. High expectations are evident in teachers' use of stimulating and interesting explanations, which include subject specific and technical vocabulary. Questions encourage pupils to think for themselves and move learning on from a basic understanding of facts and procedural knowledge, to a deeper understanding through their application in new and different situations. An example of this is a Year 3/4-literacy

lesson in which pupils were first asked to describe what they had remembered about characters in a story. They then had to analyse the text for deeper meaning in the course of finding out what caused the characters to behave as they did. They applied this understanding to their own experiences of the ways in which people from different stations in life treat each other when they acted as the characters in a question and answer session. Finally they were asked to consider the rights and wrongs of the situation.

18. The most effective lessons feature a range of teaching methods. For example: books, photographs and role play were used to illustrate particular teaching points in history; pupils were actively and physically involved when they chanted the rap of the Little Red Hen in music; and they were given the opportunity to discuss and collaborate together in the course of writing and performing Bible stories in religious education. This gave a wide range of opportunities for pupils who learn in different ways to make progress.

19. Where weaknesses occurred in teaching in Key Stage 2 there was an over emphasis on instruction and control, and delivery of facts and procedural knowledge. Explanations were delivered in a flat tone of voice for over-long periods of time. Questions were limited to finding out what had been remembered and did not help pupils sufficiently to develop their ideas. There was insufficient opportunity for pupils to be actively involved in learning and for them to think for themselves.

20. Where weaknesses occurred in teaching in Key Stage 1 it was because of insecure management strategies during the group and individual sessions of the literacy hour. There is evidence of work not being sufficiently well matched to the differing needs of pupils in subjects other than English and mathematics, where there is an over emphasis on worksheets. In the main teachers use oral and written feedback and constructive ways to help pupils improve, however assessment methods in some classes are too imprecise to provide useful feedback and inform next steps in learning. Homework is generally well used to support learning but there is insufficient diagnostic feedback in home school record books for reading to help parents to work with their children.

21. Teaching has a similar profile to the previous inspection but with more lessons that are good and very good. Variations in teaching were a feature of the last inspection and, whilst the school has improved on the best features of teaching it has yet to develop this good practice consistently.

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

22. The school has maintained a broad and balanced curriculum since the last inspection. The quality and range of learning opportunities offered within school time is good in the foundation stage class and satisfactory in Key Stage 1 and Key Stage 2. Currently there is limited provision for extra curricular activities with just one after school club available. The new headteacher has initiated a drama club and there are plans to introduce a broader range of educational and sporting clubs as part of the school development plan.

23. There is a well-balanced curriculum for the under fives which meets the requirements of Foundation Stage guidance. There is appropriate emphasis on pupils' personal and social development and the acquisition of early literacy and numeracy skills. A wide range of well-planned purposeful, interesting and practical experiences, appropriate to the age and stage of pupils' development enrich the quality of the curriculum. There is good balance between child initiated and teacher directed tasks. Very effective use is made of some poor quality resources to promote learning.

24. The Key Stage 1 and 2 curriculum is appropriately planned over a two and four-year cycle to ensure a broad experience through coverage of all subjects in line with National Curriculum statutory requirements. The national literacy and numeracy strategies have been generally well implemented except at the end of Key Stage 2. The time allocated to subjects is reflected in medium term plans and ensures an appropriate balance between subjects with an emphasis on the basic skills of numeracy and literacy. Religious education is taught in all classes in accordance with the Bedfordshire agreed syllabus. Teachers planning for history, music, art and religious education includes some effective links between these subjects in some classes. The curriculum has not yet been sufficiently modified to meet the particular needs of all individuals; in particular higher attainers and older boys although the school has recently purchased a range of good quality books designed to appeal to boys. This is because systems for assessment are not sufficiently precise to inform accurate target setting and consequent planning for pupils' differing needs. The curriculum for special educational need pupils is closely linked to their individual education plans, particularly in English. EAL pupils receive appropriate provision to help them develop their English language skills. Equal opportunities are promoted very effectively and the school ensures all pupils have equal access to the curriculum. This is particularly seen in the way pupils from minority ethnic groups and diverse cultures are managed. The one exception is at the end of Key Stage 2 where higher attainers and some boys do not receive sufficiently differentiated experiences to meet their learning needs.

25. The quality of provision for personal, social and health education is very good and a strength of the school. The school places a particular emphasis on the development of personal and social skills. The active encouragement of positive relationships with others is a fundamental part of the ethos of the school. This is reflected in other subjects of the curriculum such as English, when pupils are encouraged to understand situations from the point of view of others. It is also true in art, where they are encouraged to look at photographs to try and understand the nature of the relationships that exist between two people depicted. In addition there is an appropriate programme of personal and social education, which includes sex education, drugs awareness and health education.

26. The school follows the national literacy and numeracy strategy guidance appropriately. In the best lessons basic word level and computational skills are taught in practical and interesting ways, which actively involve children in learning and deepen understanding. Good support by teaching assistants ensures that pupils with special educational needs have access to the whole curriculum. Centrally funded support assistants

and a teacher from a central base, work alongside pupils who have English as an additional language effectively and liaise closely with teachers to ensure full access to the curriculum. The headteacher has implemented a full programme of curriculum monitoring to provide teachers with feedback on the quality of teaching and standards pupils are achieving. This has already had a significant impact on the quality of teaching and is leading to better informed decisions about staff development and training.

27. Links with partner schools are satisfactory. As part of the Top Sport scheme the school shares PE equipment with a local group of schools. The school works effectively with the local secondary school as pupils transfer. There are other examples of effective links with the local community, for example, art in the underpass project, and links with the local church. A range of speakers regularly visit the school. However, more could be done to develop links with other groups within the community, particularly those representing ethnic minorities.

28. Provision for pupils' moral and social development is very good and is a strength of the school. Provision for cultural development is good and for spiritual development is satisfactory. Overall this represents an improvement from the previous inspection. A good example of social development was seen when children in Years 3 and 4 enacted the story of the Rainbow People in assembly. They could explain the importance of working together and sharing strengths, as opposed to working in isolation and competing for scarce resources. There are effective opportunities for pupils to take responsibility for themselves and to support new or younger members of the school community. There are a number of examples of pupils doing this spontaneously, for example, a pupil newly arrived from Zimbabwe was quickly befriended and helped to find her way around the school and adjust to its routines. Opportunities for pupils to develop a deeper understanding of their own feelings and the feelings of others and of the feelings involved in relationships between old and young, brothers and sisters, rich and poor, are developed throughout the curriculum, but particularly in art, history and religious education. Drama and role-play are particularly well used in this regard.

29. Provision for spiritual development is satisfactory. The school fully meets the requirement to provide a daily act of worship. There is a range of effective and well planned opportunities to reflect on experiences beyond the here and now in English, history, religious education, and music, and to develop spiritual awareness and self knowing through circle time, acts of worship and assemblies. The curriculum provides effective opportunities for pupils to develop knowledge and insights into their own values and beliefs and to understand the values and beliefs of others. This results in mutual respect between pupils, for example, there is genuine respect shown to a child who always says her prayers before eating her lunch and for pupils whose religious beliefs require them to dress in particular ways or observe customs.

30. Provision for moral development is very good. There are very good opportunities for pupils to develop their understanding of right from wrong and this has a significant impact on the progress that they make and the standards that they attain. The moral framework that is central to the school's ethos is well embedded. Pupils use their knowledge and skills to support each other in difficult situations, for example, an older boy was observed intervening in an argument between two younger pupils in the playground and helping them to find a solution to their differences.

31. Provision for cultural development is good. Good teaching helps pupils to appreciate their own cultural traditions and to respect those of others in the school. A range of traditional celebrations is part of the school curriculum. Pupils from different cultures are encouraged to share their traditions with others, for example, one pupil was encouraged to show other

children how to play the Indian drums. There is scope to extend these opportunities and experiences further through a greater representation of work from the ethnic minority cultures in art, music and literature.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. Surrey Street School takes good care of all its pupils and supervision is good. Registration and attendance monitoring systems are good and there are well-established systems for dealing with any attendance and punctuality problems, which do occur. Child protection procedures are well established. All staff have received training and there are close links with the appropriate agencies.

33. The general standard of behaviour of Surrey Street's pupils is good. There are anti-bullying and behaviour codes, with which pupils are very familiar, and to which they have contributed. There are posters, throughout the school, which remind pupils of how they are expected to behave. An effective, well-established system of sanctions and rewards is used to deal with pupils who break the codes.

34. A minority of parents is concerned that bullying is an issue in the school but during the course of the inspection no major problems were observed. One relatively minor incident, which came to the inspection team's attention, was dealt with promptly, fairly and supportively. The offenders were left in no doubt, by their teacher and friends, about the unacceptability of their anti-social behaviour and how they should behave in the future. They accepted the criticism, expressed regret and agreed to modify their behaviour.

35. Teachers know their pupils' personalities, strengths and weaknesses and encourage success by rewarding and celebrating their pupils' achievements. They use praise and a variety of reward systems involving stickers, badges and certificates for such things as good behaviour, trying really hard, and homework. Outstanding achievements are recognised through special certificate award ceremonies, which are held during whole school assemblies. At these ceremonies pupils happily and readily praise the award winners.

36. The last inspection found major weaknesses in the school's assessment and monitoring systems. Although there have been some attempts to improve matters, procedures for assessing pupil attainment and progress are still not consistently applied. The deputy headteacher, now appointed substantive headteacher, made very good use of assessments to target weaknesses in Year 2 last year. Since September good use has begun to be made of the results from the variety of formal and informal assessments. For instance, good use has recently been made of national test analysis for Year 6 and this is being used to target weaknesses in teaching. Pupils have targets for core subjects which are increasingly related to this analysis of strengths and weaknesses. The progress of Special Educational Needs pupils is closely monitored although there is insufficient information on the performance of EAL pupils to ensure they make the progress of which they are capable.

37. Teachers do keep records of pupils' attainment especially in English and mathematics, but systems vary from class to class. These assessments have in the past, seldom been used to modify plans and identify strengths and weaknesses in learning. The link between these assessments and planning for future learning has been weak. There is therefore a need for the whole school approach to assessment currently being developed to better measure the progress and meet the learning needs of pupils, to be fully implemented. This would also help to track the performance of different groups within the school more effectively, for instance boys, higher attainers, and minority ethnic groups. The headteacher, teachers and governors are well aware of this problem and since the start of the current year

it has been given the highest possible priority in the school's improvement plan. So far the outcomes of this work have been improved targets for all pupils, better monitoring of assessment and its contribution to medium term planning, and the raising of expectations of teachers. It has also resulted in significant improvements in Key Stage 1 test results.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The school is committed to working with its parents to ensure that each and every pupil enjoys the best possible education. Parents believe that, after a difficult and unsatisfactory period, the school is now being very well managed. They are committed to the school and are very keen to see the recent improvements continue, in for example, the way that issues they raise are dealt with.

39. Parents confirm that Surrey Street is a caring community and that their children like coming to the school. They find the head teacher's and staff's "come and talk to us" attitude very helpful and reassuring. They are made to feel welcome and very much a part of the school community. They regularly attend assemblies and are always invited to award ceremonies, which feature their own children. They appreciate the After School club which provides a valuable service for those who cannot collect their children immediately after the end of the school day.

40. Parents are kept informed formally of their children's progress through a reading diary and a comprehensive end of year report that records attainment, progress and the future targets the school has set for each pupil. There are also two meetings per year, the first, a "meet the teacher" evening in the autumn and the second, an update on progress over the year so far, in the spring. These are attended by more than ninety per cent of parents. Class teachers make special arrangements to see those parents who are unable to come along on the night. The school works hard to ensure that the parents of those children who have special educational needs contribute to individual educational plans and are kept informed of their child's progress.

41. Some parents however, are critical of the quality of the formal arrangements; citing for example inconsistency in the quantity and quality of information from teachers and the nature of the autumn meeting because its purpose is unclear. They would also like more information on the curriculum and better advice on how best to support reading and other homework. The school is aware of these criticisms and, with past success of meetings about the literacy and numeracy strategies very much in mind, is planning to deal with them. The quality of information for parents is generally good with regular newsletters, a comprehensive governor's annual report and user friendly prospectus that has been recently rewritten. However as parents have this perception, the school should take steps to do all it can to inform parents of its policies and practices.

42. Parents of both past and present pupils are employed in support roles in and around the school. They are very committed to their work, which they clearly enjoy. They work to high standards and get on well with the teaching staff and children. Historically the level of voluntary support during the school day has been rather variable. The school is now keen to improve this situation and also, having very recently had a positive response from parents, is in the first stages of setting up a Parent Teacher Association, the previous Parents' Association having been disbanded to ensure greater involvement of both parents and teachers. The previous inspection noted the supportive nature of parents. This has continued with the majority of parents showing great concern for the welfare and progress of their own child. The good work with charities and local elderly continues to feature strongly.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The quality of leadership provided by the acting headteacher is very good. She has worked closely with the newly appointed substantive headteacher, who will take charge of the school after the inspection. This partnership has resulted in a strong leadership team. The measures she and the substantive headteacher have already put in place to bring about school improvement in a very short time are already beginning to have a positive impact upon the quality of teaching and the standards achieved. Improvements in leadership between 1997 and September 2000 have been indiscernible and unsustainable. Since the last inspection changes of any kind have been limited, with individual teachers often taking initiatives in an unco-ordinated way as they have struggled to maintain standards. However, since September 2000, the new headteacher has determinedly led the school's development and it is now very well placed to move forward. The weaknesses in management that were identified in the last inspection report no longer exist, standards are again rising and the school is far more effective than it was. To the school's credit it accepted the criticisms made in the last report and set about addressing the issues but to little lasting effect. The school has appointed two newly qualified teachers recently and this has led to a disproportionate subject co-ordinator load falling on the three more experienced teachers. Most subject co-ordinator roles are therefore under-developed, with co-ordinators having little overview of standards in the subjects they are responsible for as yet and some subjects such as music and history having no named person. Teachers who have management responsibilities have played their part in improving the school and the team spirit that exists within the staff and governing body is very strong. The management of the school is becoming a strength.

44. The ineffectiveness of past leadership, coupled with periods of illness for both the headteacher and deputy, has caused disruption and discontinuity. Other senior teachers have effectively supported the local authority adviser placed in the school to lead and manage through this period of difficulty. Indeed the interim measures have provided a useful springboard to help the school's longer term development. The responsibilities, other than for subjects, delegated by the headteacher to other members of staff are appropriate and co-ordinators manage these aspects satisfactorily. The implementation of the national literacy and numeracy strategies has been less effective than it should have been, due to staff changes and lack of commitment from the former leadership. Both strategies are only now becoming firmly established and the impact of their further development needs to be carefully monitored. The management of special educational needs provision is good and the weakness, in adopting the Code of Practice found during the last inspection has been eradicated. The funds made available to the school for special educational needs are used efficiently for the maximum benefit of the pupils.

45. The school has clear aims and values, which are reflected in its day to day work and in the harmonious relationships that exist between the pupils and all the adults who work in the school. The sense of belonging and self-confidence that the school actively promotes is particularly important to all pupils and especially the significant number of pupils from different minority ethnic groups.

46. The school now has very effective systems in place for monitoring teaching and learning and this is one of the significant improvements brought about by the new headteacher. There has been little systematic staff development and only now is a carefully structured training programme being combined with rigorous evaluations, by the headteacher, of the impact of teaching on pupils' achievements. The school has yet to adopt a performance management policy to supercede its former arrangements for staff appraisal. These arrangements had largely become ineffective in meeting teacher and school needs.

The new management regime is beginning to implement a programme of annual meetings between the headteacher and each teacher to evaluate the progress they have made towards their individual targets and to assess future personal development needs. The principles of performance management are yet to be embedded although the management is now firmly committed to the establishment of a more effective system of staff development. All staff have job descriptions although many need updating to recognise their current responsibilities.

47. The data the school accumulates through its assessment procedures has not been used, over the last three years, to shape the strategic management of improvements, with teachers and governors kept in ignorance of the significant weaknesses at the end of Key Stage 2. Targets arising from teacher's assessment have historically received no recognition from management. The school's PANDA and the Autumn Package were never shown to teachers, the deputy-headteacher or governors. This was another example of the ineffectiveness of the previous leadership. However, the new headteacher has systematically analysed recent performance and used this information to ensure core subject planning is designed to meet needs in a more careful and precise way. This has already meant targets for pupils' performance in the national tests are more realistic yet appropriately challenging. Currently these targets are set some time in advance and because this is an improving school, may prove inaccurate when the pupils eventually sit the tests.

48. The way in which the governing body performs its duty as a critical friend of the school is good. A balance of new and experienced members, led by an enthusiastic and committed chair of governors, provide an effective core to the governing body. Currently a number of unfilled vacancies exist despite strenuous efforts by the school to fill them. A number of governors have occupational skills that they use effectively to the benefit of the school. Governors work closely with the staff and many are regular visitors to the school. With recent changes, the literacy and numeracy governor role has fallen to one individual. In order to make the necessary improvements in these areas the roles should be separated as soon as possible. The SEN governor has a good overview of provision, although the previous management restricted involvement. The chair of governors has regular discussions with the headteacher, at least weekly and is fully involved and committed to school improvement, with a clear idea of what needs to be done to bring about such improvement. In the last few months the governing body has put in place a programme of meetings and other structures to become more pro-active in monitoring and evaluating quality and standards. Through this involvement the governors now keep themselves informed and in a position to influence the school's strategic decision making. They play an active part in developing and implementing the school's extensive and ambitious improvement plan. The current plan extends over three years and is very well prioritised and structured with clear criteria to evaluate outcomes. These criteria make judging the level of success of the different initiatives a straightforward matter if it is carefully implemented and evaluated.

49. The governing body fulfils the majority of its statutory duties well and has managed over the last few years to turn around a budget deficit with careful financial decisions. In the last year there was an underspend of £28,000. This was due to a lack of strategic direction and decision making caused by the retirement of the previous headteacher. Financial administration and management arrangements are good. The governors' finance committee, works effectively to ensure that available finances are used to maximum effect with clearer links now apparent to the newly established school improvement plan. Grants received have not always been used well, with ineffective systems in place historically to ensure that money spent was carefully targeted at raising standards.

50. The administrative assistant plays a pivotal role in the liaison that exists between governors and the staff. She supports the headteacher and staff in routine duties, enabling

them to focus on other aspects of their work. Finances are maintained efficiently but some routine procedures need development. In the latest audit report of the school's financial administration procedures, a considerable number of minor technical points drew recommendations and need addressing; these have been included as priorities in the finance section of the school improvement plan.

51. Pupils are taught well in the foundation stage and satisfactorily in Key Stages 1 and 2. They make progress both academically and personally as they move through the school. However, performance in the end of Key Stage 2 national tests over the last three years has been very low. Despite the recent significant improvements in Key Stage 1 tests, the relatively high costs of educating pupils at Surrey Street, means that the school currently provides unsatisfactory value for money.

52. The school has successfully introduced new technology into its practices. Computers and communication systems have improved the routine work of the office, with new skills being developed and new responsibilities accepted. These skills are not yet as established in other areas of the school. For example, the special educational needs administration has yet to benefit from the introduction of computer software. Teachers' information technology skills, enabling them to take full advantage of the potential offered by computers, are improving but not yet fully developed.

53. The number, age and experience of staff in the school provide a well-balanced team with good subject knowledge but there are weaknesses at the end of Key Stage 2, particularly in the understanding and skills required to teach literacy and numeracy. Teachers are well qualified to meet the demands of the primary curriculum. Since the last inspection, there have been two newly qualified teacher appointments. The local induction programme has provided effective induction for these staff. There is a need for more experienced colleagues to share their teaching expertise with others if inexperienced colleagues are to make their full contribution to raising standards. An appropriate number of enthusiastic and well-trained support staff cater for the needs of pupils and those who require extra help with their learning.

54. The accommodation provides a good environment for pupils to learn in. It is spacious, with some large classrooms and the bonus of two halls, two libraries, a developing computer suite and spare room which will become part of the foundation stage classroom once minor works are completed. The building is very well maintained and in a good state of repair. Movement sensitive energy saving measures have been set so that the lights regularly switch off when pupils are still in a room. This currently detracts from learning with constant interruptions while lights are switched on again. The school is kept tidy and clean, and the caretaker takes great pride in maintaining the floor surfaces in a polished state. This adds to the high quality learning environment. Staff make appropriate use of pupils' work for display purposes, using two and three dimensional works of art to enhance the environment and promote pupils' visual and cultural awareness. A strong team of teacher assistants and support staff play a key role in the life of the school. Outside there are plentiful hard play areas, some parts of which have been enhanced by the addition of plants and seating that pupils of all ages enjoy. There is a secure separate area for children under five, and there is an enclosed grassed area for outdoor games. Furniture for some of the oldest pupils is inappropriate and the tallest girls have already outgrown it.

55. The school has an adequate supply of learning resources that allow the curriculum to be taught effectively to the number of pupils currently on roll. It makes good use of available local resources when pupils are studying specific topics and also uses the local community and environment well in order to enhance pupils' learning. The library is in need of a greater range of titles and the foundation stage class has insufficient resources. Resources for

science and design and technology are poorly stored and inaccessible. Classroom resources are invariably well kept, readily available and neatly labelled for pupils to access.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. The governors, headteacher and staff should:

1. Raise achievement in English, mathematics and science by the end of Key Stage 2, including the teaching of literacy and numeracy in Years 5 and 6 and their use and application across the whole curriculum by:

- *Improving the quality of teaching and learning at the end of the key stage through professional development to improve teacher knowledge, focusing upon weaknesses observed in monitoring.*
- *Sharing the school's existing best practices in teaching and learning more widely.*
- *Extending the range of teaching methods employed especially those that involve boys and higher attainers more actively in their own learning.*

(paragraphs 2, 3, 6, 7, 24, 44, 65, 77 & 91)

2. Improve the precision and use of assessments in order to plan for the differing needs of pupils by:

- *Continuing to improve the quality and use of data about the attainment and progress of different groups of pupils, eg EAL, boys, girls.*
- *Updating and fully implementing the school's assessment policy.*
- *Ensuring targets set for pupils are realistic but sufficiently challenging.*

(paragraphs 36, 37, 47 & 75)

3. Consolidate and build upon the recent improvement in the leadership and management of the school by:

- *Involving governors and co-ordinators in monitoring and evaluating standards of attainment and the quality of teaching and learning.*
- *Ensuring school improvement plan priorities are systematically costed, implemented, monitored, and evaluated.*
- *Ensuring systems for financial management and recommendations from the latest audit report are carried out, including fully applying the principles of best value.*

(paragraphs 43, 48, 49 & 50)

Minor issues

- Improve the range and quality of resources in the foundation stage and library. (paragraphs 55, 57 & 75).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	18	26	44	7	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	132
Number of full-time pupils eligible for free school meals	N/A	44

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	29

English as an additional language	No of pupils
Number of pupils with English as an additional language	20

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence	per cent	Unauthorised absence	per cent
School data	6.5	School data	0.0
National comparative data	5.4	National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	7	12	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	5	7
	Girls	12	12	12
	Total	16	17	19
Percentage of pupils at NC level 2 or above	School	84 (72)	89 (72)	100 (72)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	7	5
	Girls	12	12	12
	Total	16	19	17
Percentage of pupils at NC level 2 or above	School	84 (78)	100 (72)	89 (83)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	6	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	2	7
	Girls	5	4	4
	Total	9	6	11
Percentage of pupils at NC level 4 or above	School	60 (39)	40 (61)	73 (83)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	2	7
	Girls	5	4	4
	Total	9	6	11
Percentage of pupils at NC level 4 or above	School	66 (50)	40 (72)	80 (82)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	31
Black – African heritage	1
Black – other	0
Indian	4
Pakistani	7
Bangladeshi	4
Chinese	0
White	84
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	3	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	22
Average class size	26.4

Education support staff: YR-Y6

Total number of education support staff	6
Total aggregate hours worked per week	97

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	295716
Total expenditure	283374
Expenditure per pupil	2010
Balance brought forward from previous year	16153
Balance carried forward to next year	28495

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	132
Number of questionnaires returned	28

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	39		4	
My child is making good progress in school.	32	54	11	4	
Behaviour in the school is good.	25	64	7		4
My child gets the right amount of work to do at home.	25	46	25	4	
The teaching is good.	25	68	4	4	
I am kept well informed about how my child is getting on.	29	50	14	4	4
I would feel comfortable about approaching the school with questions or a problem.	50	46	4		
The school expects my child to work hard and achieve his or her best.	36	61		4	
The school works closely with parents.	25	32	29	7	7
The school is well led and managed.	21	57	7	7	7
The school is helping my child become mature and responsible.	29	57	11		4
The school provides an interesting range of activities outside lessons.	18	18	18	18	29

Other issues raised by parents

Parents commented on the significant improvements in management since September. A number felt that the school's size and caring ethos was why they chose to educate their child at Surrey Street. Matters brought to the school's attention are now promptly dealt with.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57. Children enter Surrey Street School on a full-time basis when they are four in three intakes in the autumn, spring and summer. When they start school their knowledge and skills are very low compared to the average. The Luton baseline assessments in language and literacy and mathematics confirm this. Their personal and social development is broadly in line with the Luton average but other Early Learning Goals are not assessed in the Luton scheme. Children settle quickly into the school and make consistently good progress in their learning as a result of the high quality teaching and adult support. At the end of their reception year some children achieve the nationally recommended Early Learning Goals while, the majority of children are still working towards those goals. Despite good teaching which supports the children to make good progress, most children enter Key Stage 1 with well below average attainment. The strengths that were noted in the previous inspection have been maintained and the weakness in outdoor provision has been addressed. Overall however, resources to support pupils' learning through play require supplementing and remain a weakness. Provision for children who are under the age of five is good. This is an improvement since the last inspection and good teaching in the foundation stage class is a strength of the school. Adults have good knowledge of the Early Learning Goals, plan experiences effectively and ensure children receive a good balance of directed and self-initiated activities.

Personal and social development

58. Pupils' personal and social development underpins the work in the foundation stage class. Children become increasingly independent from adults and gain the skills and dispositions to enable them to become competent learners. They are confident and secure from an early stage, are willing to take the initiative and develop positive attitudes to learning. They relate well to each other and adults make thoughtful selections of resources they need to use, and contribute with increasing confidence and fluency to discussions. When working together pupils share resources and concentrate and persevere for sustained periods of time over the activities in which they are engaged. They show respect for the beliefs of others and develop an early understanding of right from wrong. The teacher and nursery nurses provide a good range of activities especially designed to develop literacy and speaking and listening skills. Routines and procedures are well established and children clearly know what is expected of them.

Language and literacy

59. When pupils who are under the age of five enter the school, the majority lack confidence and their speaking and listening skills are very poor. They have little understanding that sounds in words link to letters, and that print carries meaning. Very few pupils have sufficient pencil control to enable them to form letters. These limitations are quickly addressed by effective teaching. Pupils become confident and secure at an early stage and good progress is made. Most pupils improve their speaking skills in the course of working with skilled adults and other children in a range of well-organised activities, which are well planned and appropriately resourced to promote language development. For example, children engage in conversation in the role play area which has been set up as a shoe shop, and negotiate roles and responsibilities in the course of their play. They discuss the patterns that are made when marbles covered in paint are rolled across paper. Pupils enjoy listening to stories and poems and sharing them with each other in the book corner. They also share

'big books' with the teacher. They particularly enjoy joining in with actions to illustrate a story, for example, in miming and making the noises of the instruments which finally gave mum 'The Headache' in the story of that name. They develop the skills of listening for contextual clues and of using picture clues to predict when they were to 'play' their imaginary instruments. They respond well to the teacher's questions and ask their own relevant questions. They quickly develop their understanding and articulation of the sounds that letters make through a range of practical, original and stimulating learning experiences, for example, imitating the sound that an inflated swimming ring makes as the air is let out for 'f'. While good progress is made by all children, the standard of language and literacy is still well below average. The majority of children however, are in line to achieve the Early Learning Goals for language and literacy by the end of the Foundation Stage.

Mathematics

60. On entry to the Foundation Stage class at age four years standards in mathematics are very low when compared to Luton baseline assessment results. Children make good progress in mathematics developing appropriate language skills, as they become more familiar with the vocabulary needed. In getting ready for school lunch, for example, they use and respond to words such as first, second, third, through to last. Younger children develop their understanding of number through a range of opportunities to sort, match and order toys and natural objects. In their water and sand work they are able to experiment with weight, volume and capacity. Television programmes are used well to encourage counting. They interest and instruct pupils in basic recognition of numbers and their order. Some children can count accurately up to ten and sometimes beyond, and correctly identify the number of objects in a set and match them to the correct number. They can use a number washing line to locate numbers and count systematically. They can identify two-dimensional and three-dimensional shapes and use the correct vocabulary to identify key features of shapes. By the age of five the majority of children are in line to achieve the Early Learning Goals for mathematics.

Knowledge and understanding of the world

61. The children's knowledge and understanding of the world is very low on entry to the school. However, the provision of practical experiences, such as working in the role play area, observing the growth of cuttings, listening to the sounds that bottles and jars make when they are tapped or blown across, and then filled with varying amounts of water, helps develop this understanding. They make close observations when watching bubbles float into the air and when investigating the effect of pressing and moulding play dough. When working with the nursery nurse they discussed the smells of everyday materials such as coffee and chocolate and were able to distinguish these materials by their smell when they were covered up. They are often able to say what they think will happen and then test out their ideas independently to find out if they are right. They communicate their observations by talking and demonstrating their findings to adults and other children. They are fully involved in their work and proud of what they find out. Children enjoy using a range of materials to make imaginary constructions and representations of the real world. They readily use computers to practise and consolidate skills such as counting and mouse control. However by the end of the foundation stage despite their increased understanding, the majority achieve standards that are well below national expectations.

Physical development

62. On entry to the school, children's physical development is in line with the average for

their age. The majority of children make good progress in developing their fine motor skills. They quickly learn to put on and zip up coats and turn sleeves the correct way round. They use scissors carefully, and develop increasing accuracy when using glue and paint brushes in creative work. They develop good control of pencils and other markers in their written work and in mathematics. Children are given the opportunity to develop specific physical skills using the gymnastics and games equipment in the hall. They develop increasingly good co-ordination and control of their physical movements as they move on and off the apparatus. They learn to use the equipment correctly with due care and attention to health and safety requirements. They respond well to the sequencing of instructions, pay due attention to their own movements in relation to others and share and take turns on the equipment. They are keen to explore their environment, running, jumping and climbing competently when given the opportunity. They demonstrate understanding of the technical language of movement and space. They make under or over movements with associated body control according to instructions. They are starting to evaluate their own and others' work. Standards in physical development at age five are in line with national expectations.

Creative development

63. Children make good progress in their creative development. Starting from a very low baseline they develop the skills and knowledge to mix paints and then use the colour that they have made with care in creating an imaginative picture or a representation of something they have observed. They compose pictures and prints using a range of resources such as paper and fabric. They enjoy exploring the texture and the malleability of clay in the course of making 'hedgehogs', and of playdough when they make three-dimensional models in the course of imaginative play or in response to direct teaching. Children have access to a range of musical instruments to develop their creative skills musically. They compose sound effects and enjoy taking part in performances for others. Other creative activities include the opportunity to participate in imaginative role-play. They also act out stories in the course of sharing books during literacy time. This adds up to very effective teaching that helps the majority of the children to achieve standards that are in line with national expectations the age of five.

ENGLISH

64. Standards in English have fluctuated since the last inspection but improved substantially in Key Stage 1 during the last school year. In reading standards are in line with those expected for seven-year-olds when compared to the national average. This improvement is reflected in the results of national tests in 2000, which are above the average for similar schools with eighty four per cent achieving the national expectation of Level 2 or above. In writing standards are also broadly in line with the national average but above average when compared to similar schools with eighty nine per cent achieving Level 2 or better. The school exceeded the targets that it had set in Key Stage 1 because of carefully focused and effectively planned teaching designed to meet individual needs.

65. In Key Stage 2 standards have remained very low and are well below national and similar school averages as shown in national tests for eleven-year-old pupils in the last three consecutive years. Results of national tests were broadly in line with the school's own targets for reading with eighty per cent of pupils attaining Level 4 or above, but well below in writing with twenty seven per cent achieving Level 4 and above. Test results show that the achievement of boys in Key Stage 2 is below that of girls and that higher attainers achieve less well in writing. Inspection findings broadly reflect these results although they should be treated with some caution. For instance last year the Year 6 cohort consisted of seventeen pupils. A third of this group had special educational needs or English as an additional

language, with three statemented pupils. Three pupils entered or left the class mid year. Inspection evidence suggests this pupil profile is not atypical of recent years. With each pupil representing almost seven per cent these mitigating circumstances provide the background against which these results should be set.

66. Whilst the majority of pupils enter Key Stage 1 with average skills in speaking and listening, the skills of a significant minority are well below average. Included within this number is a high proportion of pupils whose first language is not English. The majority of pupils make satisfactory progress and are now attaining standards in line with national expectations by the end of the key stage. However a significant minority remain well below average due to their competence in English. Twenty-two per cent of pupils are on the register of special educational needs, predominantly for language and literacy. These pupils make good progress in Key Stage 1 although by the age of seven, inspection evidence suggests that many are achieving well below the national average.

67. Pupils' attitudes to learning are good. In the course of sharing a 'big book' on bookmaking for example, the majority of pupils responded appropriately to the teacher's questions and suggested a range of ideas confidently and clearly. Higher attainers were particularly skilful in explaining written tasks to their classmates. Pupils make very good progress in their speaking and listening skills in the lower end of Key Stage 2 as a result of some very good teaching. For example, children identify the main points for discussion about characters in a story set at the beginning of the reign of Queen Victoria, they make good use of vocabulary and meaning in their replies and questions about how the characters feel in the course of role play. Progress in speaking and listening slows in the upper end of Key Stage 2, where pupils sit and listen passively for overlong periods of time. For example, in a lesson which was to result in pupils writing a summary of an extract from 'Oliver Twist', they sat and listened to their teacher's explanations and instructions for nearly an hour, with little opportunity to interact prior to engaging in the task. Attainment in speaking and listening for these pupils by the end of Key Stage 2 is below national expectations. However, given the very low language and English skills that the majority of pupils bring to school at the start of Key Stage 1, they make satisfactory progress overall.

68. Most pupils enter Key Stage 1 able to form letters correctly and write their name. Some can write simple phrases and sentences independently. The achievement of a significant minority of pupils in writing on entry to Key Stage 1 is very low in comparison with national expectations. They make steady progress in the course of lessons and attainment although below national expectations by the end of the Key Stage, is a reflection of the sound teaching they receive. Additional targeted support throughout the last academic year for children working on the borderline between National Curriculum Levels 1 and 2 has resulted in good progress for these children. An emphasis on developing pupils' spelling skills, and extending the range of writing genres has also had a positive impact on standards of writing throughout the key stage. The attainment for a significant minority of pupils is impeded by their limited range of English oral and written vocabulary. This is especially true for EAL pupils. Progress in writing is good in the lower end of Key Stage 2. Attainment in writing in the 2000 end-of-key-stage tests shows significant difference to attainment in reading. While eighty per cent achieved the national average, which is broadly in line with that average for reading, only twenty seven per cent achieved this level for writing, which is very low. This is a measure of the progress the majority of pupils make in English language development and the effectiveness of the teaching of reading. Vocabulary skills are enhanced and developed through effective reference to shared texts, and pupils are given an opportunity to use their newly acquired vocabulary in the course of discussion and role play as a precursor to writing. Pupils work demonstrates an increasing ability to write in a range of styles, a knowledge of word families, an ability to use dictionaries to check the spelling of new words, accurate use of a range of basic punctuation and grammar, and the development of more complex

sentences. Progress in writing slows down in the upper end of Key Stage 2 as skills in developing their writing in lively and interesting ways are insufficiently exploited. Their use of a more adventurous vocabulary is not sufficiently developed. Pupils make good use of IT to word process their writing and create attractive titles and borders for displays of English work.

69. Most pupils enter Key Stage 1 with an understanding of the links between sounds and written letters and many can use their knowledge of the sounds that the first letters of words make to help them with their reading. Pupils enjoy listening to stories and join in spontaneously when sharing 'big books' in the whole class session of the literacy hour. They demonstrate a knowledge of more complex phonemes such as 'ap' and 'sh', in the course of their word level work and, with the encouragement of the teacher use this knowledge to help with new words that they encounter during the course of guided reading sessions. They continue to make progress in Year 2. Many can read simple texts with understanding and accuracy. They enjoy talking about the main events of a story and express their ideas about why things happen and how they might be resolved. They use contextual, picture and phonic clues to help decode new words. Good progress in reading is a feature of the lower end of Key Stage 2 where pupils read an increasing range of texts fluently and accurately. They demonstrate an ability to analyse text in detail when searching for hidden meaning, for example when discussing the reasons for people of different backgrounds behaving in particular ways towards each other. The progress of EAL pupils and some with SEN slows down in the upper end of Key Stage 2 while most other pupils begin to work at levels in line with national expectations. A significant minority of these pupils lack a deeper understanding of ideas, themes, events and characters and find it difficult to infer and deduce deeper meanings from the texts that they read because of the limitations of their English or language development and the teaching they receive. Inspection evidence confirms that by the end of the key stage attainment is below national expectations.

70. Pupils with special educational needs make good progress in relation to prior achievement in the foundation stage and in Key Stages 1 and 2, although their attainment remains well below the national average. They have well-structured individual education plans which are followed carefully. They are well supported by teaching assistants who work closely with teachers. The evidence of the inspection is that there is no significant difference between boys and girls until the upper end of Key Stage 2. Boys respond less positively than girls in the course of lessons and consequently make less progress.

71. In the main pupils' achievements parallel the quality of teaching in English. Teaching is good in the foundation stage, and very good in the lower end of Key Stage 2. In Key Stage 1 teaching is satisfactory. The weaknesses in teaching in the upper end of Key Stage 2 make it unsatisfactory.

72. Teaching in both key stages follows the recommendations of the National Literacy Strategy with a daily literacy hour. Secure subject knowledge is evident in careful planning and preparation of resources for each part of the literacy hour and learning objectives are shared with pupils. Work is set at appropriate levels for the majority of pupils in the class. 'Big books', for example, 'The Very Hungry Caterpillar', are used effectively to encourage pupils to read with expression and to illustrate how to use punctuation. Plenary sessions are used appropriately to review and evaluate learning. Most pupils are engaged and work hard for the majority of time. Where weaknesses occur it is because of insecure management of behaviour during the group and independent working element of the lesson, and when there is insufficiently challenging work for higher attaining pupils. There is an over predominance of worksheets in portfolios of pupils' work. Additional literacy teaching, for pupils working on the borderline between Levels 1 and 2, has been very effective in raising standards.

73. High expectations of work and behaviour are a feature of the very good teaching in the lower end of Key Stage 2. Good subject knowledge is evident in the use of a wide range of stimulating and exciting teaching methods, which are effective in engaging pupils' attention. Stories are read with enthusiasm and humour and pupils are encouraged to take an active role in the reading of shared text. There is skilful use of questioning, which takes pupils beyond the surface comprehension of the text to the deeper analysis of meanings within it. In the upper end of Key Stage 2 the weaknesses in teaching limit progress and achievement. Evidence from books shows that expectation of the National Curriculum levels at which pupils should be working is often too low. Approaches to the teaching of English are too often restricted to formal instruction and control for extended periods of time in which there are limited opportunities for pupils to engage in practical and meaningful tasks, debate and discussion. Work is not sufficiently matched to the differing needs of EAL and SEN pupils and there is a particular lack of challenge for higher attainers. An over reliance on worksheets and insufficient use of skilful questioning and constructive feedback to help pupils develop their ideas and deepen their understanding in the course of lessons, indicates a lack of confidence and subject knowledge.

74. Where teaching is good there are effective opportunities for pupils to apply and develop their knowledge, skills and understanding of English in other subjects of the curriculum. For example, pupils develop their speaking and listening skills in the course of the work to develop a rap about the Little Red Hen in music. They develop their skills of negotiation and debate in the course of discussions and drama presentations in religious education.

75. The school has made insufficient progress in developing the role of the English co-ordinator since the last inspection. Until the appointment of the new headteacher, there has been little attempt to monitor and observe lessons to support improvements and share good practice. However, since September the new headteacher has undertaken a full programme of classroom observations providing critical feedback. She now has a secure understanding of the strengths and weaknesses in English teaching and needs to develop the role of the English co-ordinator to build on this work. The school meets the statutory requirements for English and the National Literacy Strategy is in place throughout the school. There is evidence that it has had a positive impact on raising standards in Key Stage 1 and the lower end of Key Stage 2. It has as yet, had little effect on standards in the upper end of Key Stage 2. There has been some useful analysis of test and assessment results to identify the areas that are needed for improvement and support systems for upper Key Stage 2 are being put in place to address weaknesses in teaching. In Key Stage 1 the actions taken to improve the progress and attainment of pupils have resulted in a rapid rise in standards. Assessment systems throughout the school are not sufficiently precise to inform planning for the differing needs of pupils and to set precise individual pupil targets over the shorter term. There was little use of the library during the inspection and the range of books in the library is unsatisfactory. There is a limited range of books representing the range of cultural backgrounds of pupils within the school and many are more than twenty years old. The school makes good use of the school's library service to augment stocks and has recently purchased an excellent range of 'big books' and associated sets of books to promote guided reading and shared text work.

76. Reports to parents give a satisfactory picture of pupils' strengths and weaknesses in English. All classes have homework, however, parents report that they are not always sure what is expected of them. The home school record book is a useful contact but comments by teachers are insufficiently diagnostic to help parents to support children with their reading.

MATHEMATICS

77. The results of the 2000 National Curriculum tests for eleven-year-olds are very low when compared to the national average with no pupils attaining the higher levels of the National Curriculum. When compared with similar schools these results are also very low. This represents a regression in Key Stage 2 standards since the previous inspection. However the high proportion of EAL pupils in the comparatively small cohort of fifteen pupils last year coupled with the number of SEN pupils has been a factor in this poor attainment. Despite the undoubted progress these pupils make their attainment remains well below the national average. Taken over the period from 1997 to 2000, a similar picture emerges. However, girls have progressively achieved higher scores than boys with the overall performance of both boys and girls in mathematics falling steadily further behind national averages. Inactivity, by the previous management failed to halt this trend with staff and governors not kept informed of its extent. Since September the new headteacher has taken decisive action to analyse results and intervene to improve teaching. The headteacher has implemented a programme of classroom observations and work sampling that has highlighted areas for development. As a result the mathematics co-ordinator now takes Years 5 and 6 for mental arithmetic and this has had a dramatic effect on standards of mental calculation skills and the bank of known facts that pupils can now call upon. Inspection judgements confirm this improvement with written calculation skills also beginning to show improvement.

78. The school took part in the pilot phase of the National Numeracy Project and the legacy of this training is still apparent in some very effective numeracy teaching in Key Stage 2. However, changes of staff and poor management since 1997 have meant the school failed to build on the headstart this training gave them. During this term the school has started receiving intensive support from the Luton National Numeracy Strategy consultant team. As a central plank of the school improvement plan this training needs to continue to raise standards in mathematics by ensuring teaching particularly at the top of Key Stage 2 focuses on pupils' individual learning needs, especially for EAL and SEN pupils. In Key Stage 1 and Years 3 and 4, improvements are already becoming apparent. In these classes, the performance of boys has already benefited from the new teaching approaches with greater emphasis on oral and mental work enabling them to make similar progress to girls. However these gains are not sufficiently built upon in Years 5 and 6 where teaching does not match the range of learning needs nor extend and challenge the higher attaining pupils. In Key Stage 2 the school has failed to keep pace with national improvements and is only now beginning to come to terms with the actions required to raise standards of mathematics.

79. Pupils at the end of Key Stage 1 in the 2000 national tests achieved results that were broadly in line with the national average but well above average for similar schools. Standards at Key Stage 1 have improved considerably and now exceed those found in the previous inspection having dipped in the intervening years. The numbers achieving higher levels are broadly in line with the national average. In lessons observed during the inspection and in the pupils' work, standards in mathematics are now in line with those found nationally with boys functioning at the same level as girls. The inspection evidence confirms the gradual upward trend in standards and progress made from the Foundation Stage to Year 6. Scrutiny of work indicates that pupils are developing an awareness of calculation strategies and an increasing understanding of how these might be recorded in informal jottings. They have covered a range of number, shape, measures and data topics with understanding. The approaches adopted are having a positive influence on raising standards in all classes. Overall, Key Stage 1 has maintained pace with the standards found in the last inspection remaining broadly in line with national averages.

80. Pupils currently at the end of Key Stage 1 have increasing awareness of the number system, and are developing a repertoire of calculation strategies. They are learning to use

different approaches for different numbers and becoming confident in doubling and halving appropriately. Higher attaining pupils partition numbers to make calculations more manageable. Pupils know odd and even numbers and have learned a sophisticated 'pairing' test to help them say whether a number is odd or even. They combine domino dots quickly in sorting odd and even totals and higher attaining pupils understand why one-million-and-one is odd. They order numbers to twenty and can apply the concepts of 'greater than' and 'less than' accurately in a simple investigation. The majority also successfully counts in 2's, 3's, 5's and 10's. They know how to use a number line to count on and back accurately and resourceful pupils use a number square to 100 devising their own informal jottings to record their working. Most pupils are becoming secure in number bonds to ten. All pupils, including those with SEN cover similar ground and make good progress. In the best lessons work is carefully extended or simplified to challenge all the abilities present in the class. Pupils learn correct mathematical vocabulary and use it confidently in their work. Some pupils have extensive knowledge of specialist vocabulary such as inverse operations and use it in appropriate situations. Those who have English as an additional language make sound progress often with adult support from a teacher assistant who works alongside groups and individuals modeling correct responses and discussing problems. These pupils are encouraged to talk about their thinking and explain their solutions through thoughtful prompting. EAL support from a local authority consultant for Pakistani and Kashmiri children is well organised to supplement English language and vocabulary development using their mother tongue as appropriate.

81. Inspection judgements find that as they move through Key Stage 2, pupils build effectively on the sound foundation laid in the two previous stages. They are regularly challenged in daily oral and mental sessions to recall number facts and develop their range of mental calculation strategies. They count up and down in 2's going spontaneously beyond zero showing good understanding of negative numbers. Pupils use previous knowledge effectively predicting that doubling the 2's pattern will give the 4's pattern. They pose the hypothesis that doubling this again will give the eight times table then continue the pattern. Higher attaining pupils extend this sequence to 256 and can go well beyond. Pupils know that adding two odd numbers will give an even number and use and apply this knowledge in new situations to investigate all other possibilities. Activities are simplified for SEN and EAL pupils who receive good support from very competent teacher assistants to for instance play a game to identify two digit odd or even numbers. These pupils cover the same objectives as other learners with their special needs taken into account to match the degree of challenge and support required precisely. In the best instances, skilled use of open-ended questions and carefully funneled questioning techniques encourage high level mathematical thinking. This teaching empowers pupils by providing the scaffolding for learning to help and instruct just enough to initiate deeper thinking and investigation. Pupils respond well to this, offering extended explanations and confidently using correct mathematical language. Their attainments in lessons is almost always in line with National Curriculum levels for their age, and for many pupils, well above. They are in line to achieve at or above national averages by the end of the key stage and higher attainers have the potential to achieve Level 5 by the end of the key stage. The targets set for the end of the key stage will bring the school in line with the standards expected of similar schools. Pupils in Key Stage 2 are progressing well towards these targets although progress slows towards the end of the key stage and despite the progress that they make SEN pupils and EAL pupils attainment is well below national averages.

82. By the end of Key Stage 2 few pupils have previously made the improvement in their mathematical knowledge, skills and understanding that may have been anticipated. Inspection evidence in lessons, from discussions with pupils, and recent work seen confirms that in number, shape and space and data handling are increasingly effectively taught. Standards are rising because of the more effective teaching methods now being used.

Didactic teaching approaches are usually employed effectively although in Years 5 and 6 they are often overly concerned with control and behaviour management restricting learning rather than facilitating it. Planning suggests that activities are usually well chosen to promote learning and in the best instances provide some extension or simplification to meet all needs. However, in some lessons seen activities were aimed at those with average attainment in the class. In these lessons, teaching techniques need developing to use both closed and open questions, to involve and interest all and to ensure that lessons move at faster pace.

83. The progress made by pupils in most lessons observed at both key stages was sound, with their attainment often in line with that expected for their age. Progress in the pupils' past work was also satisfactory with the exception of pupils in Years 5 and 6. This improvement for most pupils reflects the way the daily mathematics lesson is beginning to have an impact on learning. The provision for pupils with special educational needs is good and the high quality support they receive allows them to make good progress although this slows at the end of the key stage. Tasks are very clearly linked to the individual needs of these pupils, supported by some very effective additional adult support from the school's teacher assistants.

84. Other subjects make a positive contribution to the development of numeracy skills, such as measurement in technology, height and speed in physical education and investigation of which category objects belong to in science. However the lack of numeracy skills in general hampers pupils when they are unable to measure accurately or recall number facts and tables in technology or science work. The lack of understanding of recurring figures confused some pupils in an ICT lesson.

85. The teaching of mathematics was satisfactory at Key Stage 1. In Years 3 and 4 teaching was excellent while in Years 5 and 6 some was unsatisfactory. Teachers plan thoroughly for their lessons, using the national framework, and in most classes set appropriate tasks that promote learning of the chosen objectives. Pupils make most progress when work is well matched to their stage of understanding and needs building effectively on their previous learning. Most teachers develop a brisk pace to their lessons through effective mental and oral sessions. The main focus for lessons is clearly explained to pupils by teachers who use their subject knowledge well. During lessons pupils are well supported by a range of quality resources. Plenary sessions at the end of lessons are used well to reinforce learning and introduce new work. This teaching involves all pupils in the lesson with the result that pupils in most classes make sound progress. All pupils have a good attitude to mathematics and they show interest in their work. They work productively with enthusiasm and sustained effort. Behaviour in lessons is always very good and relationships between pupils and adults are very good. Mathematics teaching makes a significant contribution to pupils' social and personal development because of the paired and group work encouraged by most teachers.

86. Teachers have recognised the need to assess pupils' learning regularly so that they can make sure that pupils have work that is matched to their needs. Currently this is a weak though improving aspect of mathematics provision. The monitoring of progress has this term become effective although marking of pupils' work does not always make clear what pupils need to do next in order to improve their work. The school has set Individual pupil targets and these have begun to raise standards. Historically there is little evidence that these have been effective in raising standards by the end of Key Stage 2 with pupils failing to reach the targets set but recent innovations have proved far more effective. The school has taken measured approaches in developing mathematics assessment to ensure appropriate materials are adopted that are in line with the national framework. This is now a priority and coupled with the analysis of national test performance should provide richer management information to set better targets, devise more precise programmes and plan more effective lessons in

mathematics.

87. A helpful policy statement for numeracy has been updated this year to inform practice. This suggests the use of a daily mathematics lesson of 45 minutes in Key Stage 1 extending to 50 minutes in Key Stage 2. Resources for the daily lesson are satisfactory, being readily available in classrooms. Information and communication technology is being used to actively support pupils' learning in numeracy with a developing range of appropriate software. However, the use of calculators to support pupils' understanding of numbers and the number system is under-developed with few pupils systematically experiencing their use as a learning device.

88. Mathematics has been identified by the school as a priority area for development within the school's improvement plan. The current focus needs to continue to concentrate on the observation of mathematics teaching as part of overall school performance management. The subject is led by an enthusiastic co-ordinator, whose role has previously been restricted by poor senior management. She now needs to share her considerable expertise more widely. She is beginning to be allowed access to a range of assessment data and, through detailed analysis of pupils' strengths and weaknesses in previous national assessment papers, is aware of areas for improvement. Although the previous headteacher monitored daily numeracy lessons across the school there is no evidence of feedback resulting in improvement, and analysis of assessment data was not used to consider the school's effectiveness. The new headteacher has made a major contribution in monitoring teaching, learning and standards in mathematics discussing her findings fully with the mathematics co-ordinator. She in turn has had little opportunity at this stage to observe or influence practice across the school but has, however, a good understanding of strengths and weaknesses through other monitoring activities. The link governor for numeracy holds a dual role for both numeracy and literacy. This is laudable but it would help the school's cause in raising standards if these roles were separated.

SCIENCE

89. Children's knowledge and understanding of the world is well below average upon entry to the Foundation Stage class. They make steady gains in scientific knowledge but have considerable ground to make up by the age of eleven. In 2000, although seventy three per cent of pupils attained or exceeded the expected Level 4 in the national science tests for eleven-year-olds, this figure was in the bottom five per cent of schools nationally. In comparison with similar schools to attainment is very low. These results are worse than in 1999 when attainment was in line with the national average for similar schools. Since the previous inspection when standards were judged to be average this represents a decline in end-of-key-stage performance with girls consistently achieving more highly than boys. When science standards across the school as a whole are taken into account it is clear that pupils make steady progress in their knowledge and understanding but this is not sufficiently consolidated and built upon in Years 5 and 6. This is in part because of their poor reading and writing skills. Pupils have positive attitudes to their science work particularly the practical and experimental aspects and this helps boys to be successful. This is not, however reflected in National Curriculum test scores over recent years.

90. Between the ages of five and seven the majority of pupils acquire much of the scientific knowledge expected resulting in attainment in end of Key Stage 1 assessment that is broadly in line with the national average. Significant numbers of pupils attain higher grades in the Key Stage 1 assessments and this is more in line with the national picture. When compared with similar schools these results are above the national average. For many pupils this represents good progress in science. By the age of seven, for example, most pupils can name the main external parts of the body and understand that humans need food and water to stay alive. They are aware that we eat different types of food and that some foods are healthier for us than others. They also know that humans produce babies and about human growth and development.

91. Inspection evidence finds that standards across the whole of Key Stage 2 are now more in line with national expectations. In the 2000 national curriculum tests pupils' results were very low in science both compared to the national average and similar schools. The same factors that limited attainment in English and mathematics played a part in these results. There was a high proportion of EAL pupils whose attainment was low. The SEN pupils despite the undoubted progress they had made attained very low scores.

92. Key Stage 2 pupils can identify different materials and categorise them according to various criteria, they describe the reasons for their decisions and develop understanding of the characteristics of natural and man made materials. This knowledge is built upon at the top of Key Stage 2. Eleven-year-olds, for example, know that when a liquid turns into a gas it evaporates and that the opposite effect is called condensation. Experiments allow them to prove these changes of state and are carefully recorded in well-labelled diagrammatic form. Written explanations are often thin in content and reflect the poor literacy competence of many pupils. Despite this limitation pupils know a number of scientific facts from their study, for instance they know that water boils at 100° C and the relationship between melting and freezing. They also know how the water cycle operates and can apply their knowledge of changes of state to the processes involved. These pupils have undertaken useful investigations; for example, using wet material samples, testing them under different circumstances to see which conditions best speed drying. They have good awareness of the need for fair testing. There is a mismatch between the quality of some of this work and pupils' undoubted knowledge and their poor performance in national tests. EAL pupils show good understanding in science but are less successful at recording their thoughts. Teacher assistants provide useful guidance to help with recording. SEN pupils similarly have sound understanding and developing knowledge but their attainment remains very low.

93. In the previous inspection teaching was noted to be generally sound. Inspection evidence from lessons seen in Years 1 to 4 finds this still to be true. Teaching is satisfactory in Key Stage 1 and very good in Years 3 and 4. No teaching was seen at the end of the key stage although other inspection evidence suggests that, ongoing assessment and the teaching of basic skills limits attainment. Homework makes a useful contribution when it is set. Learning is sound. In the examples of very good teaching in Years 3 and 4 interesting opportunities are provided for pupils to investigate and explore materials, rocks and soils. Strengths currently in teaching include very clear planning, generally sound subject knowledge and effective use of time and resources. Good support is provided for pupils with special educational needs and they make good progress as a consequence. For those who speak English as an additional language support is adequate. This enables these pupils to make the same progress in the acquisition of scientific knowledge and understanding as other pupils.

94. The science policy has not been updated since 1996 with practice well ahead of the existing statement. There are sufficient resources to meet current science provision although these are poorly stored and inaccessible. The co-ordinator needs to audit and match resources to the needs of the newly adopted nationally produced schemes of work and improve accessibility. The use of the national schemes ensures full coverage of the programmes of study. In most classes teachers make effective use of the opportunities science presents for pupils to use and extend their literacy and numeracy skills. They are encouraged to use books and other reading matter to find information. They are taught to write the information gained from their observations and inquiries, often using a standard worksheet. However there is no consistency in the way pupils are asked to record their investigations, and this important opportunity, to strengthen pupils' understanding of the steps they should be taking, is missed.

95. Science features as a priority in the school improvement plan in autumn 2001 and the co-ordinator anticipates that time will be made available for further monitoring and evaluation work. There is also a need to improve the quality and use of ongoing assessment to plan for pupils' needs. Given the discrepancies between test scores and teacher assessments in end of Key Stage 2 assessment the school needs to take some steps immediately to improve their accuracy. The co-ordinator has little overview of standards across the school.

ART

96. Only one art lesson was seen during the inspection, but evidence from the range of work in display and in portfolios indicates that standards in art are good in both Key Stages 1 and 2 and that standards have been broadly maintained since the last inspection. The school has maintained the position seen at that time and art continues to be a strength of the school.

97. Work in Key Stage 1 indicates that pupils respond to a range of stimulus to make observational drawings and paintings and to develop their own imaginative ideas. They develop their skills in using a range of media to represent their ideas, including paint, pencil, pastel, fabric and clay. 'Teddy Bear studies' in paint and pastel are carefully composed. Pupils' observational skills, and their knowledge of how to mix paint and use different brush techniques, are evident in the detailed attention to the colour and texture of the fur, facial expression and proportions of the limbs. A range of techniques, including drawing, painting and printing is evident on detailed and thoughtfully designed representations of Muslim prayer mats.

98. In Key Stage 2 pupils at the lower end of the key stage have developed their understanding of the work of famous artists and looked at portraits through the ages. They are improving their understanding of how artists develop their work involving people through the study of photographs, which illustrate different kinds of relationships that exist between people. Older pupils use a range of painting techniques, such as dabbing, trailing, and wash, in their art work and produce a range of imaginative work stimulated by listening to music.

99. Sketchbooks are used throughout the school to encourage pupils to explore ideas and collect information to help them develop their work. The school was given an award for their artwork in the community, when they contributed to mural in one of the town's underpasses.

100. Pupils are proud of their work in art and keen to talk about it. They make thoughtful decisions and choices about the media they use and work hard to ensure that their work reflects their original intentions. They respond with interest to the work of famous artists and can ask interesting and thoughtful questions to deepen their understanding. For example, in their work on Monet, Key Stage 1 pupils pose thoughtful questions to a life-size model of the artist that they have made themselves. This work also links well with their work in English. Conversations that they have had with the artist have been taped and scripted and developed into discussions and writing about his garden.

101. The subject meets the statutory requirements. The new headteacher has taken on the role of co-ordinator and has a particular expertise in the subject. She has clear plans for future development. The current policy requires updating and there has been insufficient monitoring and evaluation of the subject. Assessment systems are not fully secure to ensure consistency between classes. There is satisfactory range of resources to support the pupils' work although books and artefacts which represent the traditions of other cultures are under represented.

DESIGN AND TECHNOLOGY

102. The school has maintained the standards noted in 1997, to be broadly in line with the national expectation by the time the pupils reach the end of Key Stage 2. All elements of the National Curriculum are taught and pupils receive regular design and technology lessons. As a consequence, inspection evidence confirms that standards are in line with this expectation at the end of both key stages and pupils have the knowledge and skills expected of the primary age group. They make satisfactory progress, building on the good start in the Foundation Stage.

103. Pupils' understanding of how to construct and use designs develops systematically as they progress through the school. By the time they are eleven pupils have a clear understanding of what is involved, how they have to select the materials to suit the purpose and what level planning is necessary before they start to construct. They are aware that someone using the same sort of approach has designed the products around them, such as the furniture in the room. Pupils are taught how simple mechanisms work. Year 2 pupils can make a winding device that enables small toys to be hoisted up and they know how teeth on cogs intermesh to turn in wind up toys. Pupils of all ages can make, assemble and construct effectively using a range of materials including card, textiles and food ingredients. Most pupils can evaluate what they have made and, as they get older, begin to realise that this is the way in which improvements are brought about.

104. It was only possible to see one lesson in Key Stage 1. The lesson observed was good. From this lesson and other work and plans seen teaching is generally at least satisfactory and judging from pupils' work from other classes, typical of the school as a whole. Pupils are provided with work which generates a high level of interest and encourages

them to take a pride in what they produce. In Year 2 pupils investigate pulleys and cogs. They examine a set of wind up toys and discuss how these might work. Teachers provide suitable texts for pupils to research and consider their ideas, and work in pairs encourages all levels, SEN pupils and those for whom English is an additional language too make good progress in their understanding. Pupils record their thoughts in quadrants on a chart, naming the parts of their carefully observed diagrams. Higher-attaining pupils draw complex designs to represent how they think the mechanisms work and talk extensively about their designs. These diagrams are useful in illustrating mechanisms and prove helpful in the plenary as pupils share their discoveries. A simple model exemplifies the pulley and pupils consider how similar this model is to the transparent lifts in the local shopping centre. In this work, and other samples seen pupils are taught good techniques and then given sufficient time to practice them for themselves. This approach is productive and enables the pupils to gain new skills at a good rate. Teachers give regular advice, encouragement and praise while pupils are working, helping to keep pupils focused and to raise their self-esteem. In Year 5 and Year 6 pupils make excellent models of moving carts. They have highly developed skills to cut, shape and join different materials. Their knowledge allows them to secure moving wheels to a buggy and they plan to fix electric motors to their models solving the problems that this will create through investigation of alternative techniques and evaluating these.

105. The co-ordinator has only recently taken charge. He has a secure understanding of the requirements of the subject and supports its development well. The subject is continuing to improve across the school and the co-ordinator has clear plans for future development based on discussions with colleagues and observations of displayed work. The school has a range of resources and tools for design and technology although these are poorly stored and inaccessible. There has been little attempt to assess the subject at this stage and there is a need to familiarise staff with the level descriptions from the new statutory orders.

GEOGRAPHY

106. No geography lessons were seen during the inspection, but evidence from long term planning and pupils work indicates that the school is meeting the statutory requirements for the subject.

107. There is insufficient evidence to support a secure judgement about teaching, learning and standards. Pupils work and informal interviews indicates that pupils in Key Stage 1 can produce maps of imaginary islands and mark on them the main features. They can identify the main features of the immediate area, through their work about their journeys to school, and are encouraged to be observant in noticing the different kinds of homes in the locality. They can describe the main features of the area in which they live and compare these to places in Africa. In Key Stage 2 pupils make satisfactory use of their mapping skills in their work in history. They track the journey from England to St. Lucia, draw maps of the Nile and locate ancient civilisations such as the Greeks and the Egyptians. They also identify the area in which the Aztecs lived on maps of the world. In talking with pupils they can identify some of the main cities of England and of countries in Europe. Pupils who have visited places beyond the United Kingdom or who have relatives in different parts of the world have a good understanding of the climate and way of life in these countries. Pupils work shows that they know something about the water cycle and some of the effects of rain landing on different types of surfaces on the earth and the effects that it can have on the landscape. Pupils written work in Key Stage 2 is variable. At the end of the key stage pupils have a limited geographical vocabulary and there is little evidence of the skills in geographical enquiry and fieldwork. Work in geography is not sufficiently differentiated for the differing needs of pupils and there is little evidence of the use of assessment to inform planning.

108. The management of geography is poor. There is currently no co-ordinator. There has been no monitoring and evaluation of the subject since the last inspection and consequently no over view of how progression and consistency in teaching and learning is developed across the school and where the strengths and weaknesses in the subject lie. Resources for the subject are generally adequate with a range of maps and globes to support learning in each classroom. Although many of the books in the library are old and outdated, the school makes good use of the school library service to augment stocks. Classes make occasional use of the local area and have made field trips in the past

HISTORY

109. Pupils make satisfactory progress in Key Stage 1 and attain standards in line with national expectations by the time that they are seven. In Key Stage 2 pupils make good progress at the beginning of the key stage. Progress slows in the second half of the key Stage however and pupils' attainment is below national expectations by the time that they reach Year 6. These represent a decline in standards since the last inspection.

110. Pupils in Key Stage 1 recognise the differences between past and present in their own lives through consideration of the toys they play with. They can employ common phrases associated with the passing of time and use photographs, books and artefacts to find out about the way of life in past times. In their work on the Great Fire of London children can give reasons why people who were living there at the time acted as they did. They ask and answer questions about the past; for example, they identify reasons why the new City of London was built in the way that it was.

111. Pupils in the lower end of Key Stage 2 can talk knowledgeably about some of the differences between rich and poor in Tudor times. They demonstrate an understanding of chronology and events such as the Roman invasions and the reign of Queen Victoria, and the life of Henry VIII within an historical time line. They have a satisfactory awareness of some of the ways in which we can find out about the past, including historical films and stories, history books, photographs and portraits. They know some of the facts about Henry VIII and his wives. They find out about the past through using information books and portraits in their work on the Tudors, and can identify some of the contrasting features of the lives of rich and poor people who lived in those times. Pupils in the upper end of Key Stage 2 know something about the ways in which archaeologists find out about the past in their studies of the ancient world. They can describe some of the characteristics of past societies, for example the Aztecs and the ancient Egyptians. Their ability to give reasons for and results of main events and changes and to select and combine information from different sources, and their use of an historical vocabulary are not sufficiently developed.

112. From the few lessons seen and from evidence of pupils work, teaching in history is satisfactory in both Key Stage 1 and Key Stage 2. There is some very good teaching in the lower end of Key Stage 2. Sound subject knowledge is evident throughout the school. Learning intentions are shared with the pupils at the beginning of the lesson and this has a positive impact on their understanding of the nature and purpose of the lessons. In the best lessons a real enthusiasm for the subject is communicated to the pupils. Lively and stimulating debates and discussions, for example, about rich and poor in Tudor times, involve the children in asking questions about the past and suggesting their own ideas for the way in which people behave. The teacher effectively challenges the children to substantiate some of their arguments and assumptions, for example, when a child stated that that rich people in Tudor times were happy and poor people sad, he was asked, 'Is that true?' 'How do you know?' Other children were encouraged to join in a lively debate, which resulted in a deepened understanding of the differences between facts and assumptions. A range of

interesting ways of working, for example, drama, discussion, collaborative work and individual enquiry, engage pupils and motivate learning in the most effective teaching. Weaknesses in teaching are evident in some lessons where work is insufficiently matched to the differing needs of the pupils, including higher attainers.

113. The curriculum meets the statutory requirements. There is an appropriate long-term plan to secure the coverage of the subject. There are insufficient opportunities for pupils at the upper end of Key Stage 2 to work at levels commensurate to their age and ability and to develop their skills of historical enquiry to a greater depth. Assessment and record keeping varies between classes and is insufficiently precise to inform planning for pupil's different needs. The management of the subject is poor. There is currently no co-ordinator for the subject and there has been insufficient monitoring and evaluation to enable the school to know the strengths and weaknesses in the subject, to check the effectiveness of its policy and scheme, and to help teachers improve. Resources for the subject are generally adequate, although many books in the library are old and out of date. Good use is made the school library service to augment stocks.

INFORMATION AND COMMUNICATION TECHNOLOGY

114. Few lessons were seen during the inspection but it is clear from work samples and discussions with pupils that standards have risen considerably since the previous inspection. At both key stages, standards of attainment are above average when compared to national expectations. Pupils leave at the age of eleven with the expected skills and knowledge in most aspects of information technology. They have very positive attitudes to the subject. This is a stronger position than in the previous inspection, when standards were judged to be below national expectations and progress slow. Most Year 2 pupils can use a word processing program confidently, operate the mouse accurately and quickly and are becoming increasingly familiar with keyboard functions. In a Year 2 lesson pupils worked enthusiastically in pairs writing their names, editing using the space bar, shift key and punctuating with a full stop. They could print out their work and took great pride in their achievements. In this lesson pupils worked co-operatively together and behaved very well. Teaching demonstrated good levels of subject knowledge and problems were quickly solved. SEN pupils are well supported by teacher assistants and make good progress. All pupils cover similar work and the level of support enables them to make good progress. By the end of the Key Stage 2 pupils can use ICT to organise and classify information. They enter and retrieve work, interpret tables and charts and are beginning to give simple instructions to make things happen, describing the effects.

115. In a Year 6 lesson the teacher explained the use of a spreadsheet and how to enter a simple formula to sum and average a column of test scores. Pupils listened attentively and questioning helped all to understand the process. The teacher modeled an example, and in a later session, a group was withdrawn by a part-time teacher with considerable expertise in ICT, to extend this work. This allowed all pupils to practise summing and averaging. Careful attention was drawn to punctuation and a good explanation of how the computer processes instructions helped all pupils to master the new skill. Pupils clearly understand that the quality of the outcome was only as good as the quality of the information and inputs. This was cleverly extended to demonstrate how changing one variable would affect the final total. Pupils were confident to work with these ideas and made very good progress until one outcome became a recurring figure. Year 6 pupils' lack of numeracy skills left them unsure what they were seeing and why. By the end of the key stage most pupils can understand the need for such care in framing questions or interrogating for information. They can interpret their findings and present information in a variety of ways. Provision overall is currently good but, as yet, pupils do not have access to the Internet at school. This is the main weakness in

ICT and needs addressing to bring the subject provision up to a very good level and allow pupils to cover the full programme of study.

116. Scrutiny of work indicates that pupils can use a clip art program to find information, for instance about amphibians and habitats. They can word process sentences and describe in detail how they go about making pictures with an art package. They are not as sure about how to write instructions to control devices. Most Year 6 pupils have improving word processing skills, which are hampered by their lack of literacy skills. They produce interesting work, combining text and graphics. They are very competent with simple data handling, developing skills using art packages, and are good at finding information on CD-ROM disks. They have had less opportunity to use simulation software, where they have to make decisions about on screen situations, which model real events. They also do not have sufficient opportunity to use the computer in geography and science for the measuring and analysing of data. Simplified programs are used for SEN pupils or EAL pupils although these tend to cover the same objectives for learning.

117. Pupils make satisfactory progress at Key Stage 1 and this accelerates at Key Stage 2. This is because of the good teaching they receive and the expertise of the co-ordinator. These rates of development are fully reflected in the progress made by pupils with special educational needs. Those who speak English as an additional language make satisfactory progress. Each strand introduced in Key Stage 1 is developed at a higher level in successive years. Teachers use the five newly grouped computers in the computer suite effectively. This sometimes means that classes have to be divided or pupils have to sit in a group at a computer. Although not ideal this works satisfactorily because the pupils are interested and well behaved. At times the discussion that takes place is particularly valuable, as it makes their ideas clearer, and enables them to debate solutions and follow them up. Following a determined programme of staff in service training the teachers' expertise has improved significantly since the last inspection. Teachers give clear instructions and explanations, so that pupils know what they have to do and how to do it. Pupils listen well, and when they have heard the instructions they are able to proceed to practise in their groups. The classroom computers are used regularly and effectively so that pupils become familiar with using information technology as an aid to their learning and become comfortable in its use.

118. Good teaching at Key Stage 1 ensures that basic skills are put in place as early as possible. Good teaching at Key Stage 2 provides regular opportunities where pupils can make choices and do much of the thinking for themselves. Teachers select software well so that it not only develops the basic skills of information technology, but also extends learning in some other subjects. For instance, good use was seen in mathematics in Year 6. This learning is written down in useful information technology books or folders, so that pupils can note their own impressions, refer back to what they have done and create a record for teachers' assessments. Reports contain appropriate references to pupils' developing knowledge and skills in ICT.

119. The subject is effectively co-ordinated and the co-ordinator can see the progression in skills from anecdotal and displayed evidence, but has had no opportunity to monitor teaching or standards systematically. Teachers use the guidance from the local authority, together with a new commercial scheme of work, effectively to ensure that the National Curriculum programmes of study are covered fully in their planning, and to track the development of pupils' skills as they get older. Information technology now has a secure place on the timetable. The school's action plan is a comprehensive map of how hardware and software and further training are to be extended to continue the subject's development over the next three years. The school has an adequate number of computers and sound plans to increase the facilities in the computer suite. Practice has outgrown the policy that was written in 1997 and as yet does not incorporate the current resources and new scheme of work.

MUSIC

120. Only one music lesson was seen, and although music was also seen in the context of assemblies and dance, there is insufficient evidence to form a secure judgement for teaching. However standards of attainment were broadly in line with national expectations which was the finding of the previous inspection. Long term planning indicates that the subject is being appropriately covered and that the school meets the statutory requirements for the subject.

121. Pupils in the lower end of Key Stage 2 learn to control sounds when using their voices to chant and sing hymns. For example, when they use their whole bodies as well as their voices to demonstrate the mood of the Little Red Hen varying the rhythm and pitch of their voices in the course of chanting a rap. They recognised the ways in which sounds could be combined and used expressively when they improvised repeated patterns of rhythms, combining several layers of sound, in accompaniment to the Little Red Hen Rap. A pupil with special educational needs, who rarely spoke or joined in lessons, participated enthusiastically in the chant and made very good progress. Pupils can accurately copy complex rhythms using their hands and percussion instruments in response to instructions and demonstrations. Pupils in Year 2 create imaginative patterns of physical movement in response to sounds and rhythms. Pupils listen to music as they enter and leave assembly and show by their movements and expressions that they are aware of the rhythms and moods that are being expressed.

122. Teaching in the one music lesson seen was outstanding. Good subject knowledge was evident in confident teaching which matched the learning objectives to the differing needs and abilities within the class through well targeted questions and a range of open ended tasks. Lively and stimulating demonstrations encouraged and motivated all pupils, but especially those who were less confident, to use the instruments and develop good expression their voices and body gestures in the course of the rap and imaginative dance movements. Pupils responded well to this. They worked hard to practise and improve their performance. They performed the final piece with confidence and enjoyment and were clearly proud of their work.

123. Peripatetic tuition in the playing of stringed instruments is provided for pupils requiring it although this work was not seen during the inspection.

124. The management of the subject is poor, as there is currently no co-ordinator. Systems for monitoring and evaluation are not yet in place and assessment procedures are not fully secure. Resources are generally adequate and of good quality. Instruments and music representing the range of cultural traditions present in the school are under represented.

PHYSICAL EDUCATION

125. Only three lessons were observed in games and dance. Sound teaching at both key stages ensures pupils make satisfactory progress, although there are instances of very good teaching in dance in Year 2. Standards in physical education are therefore satisfactory at the end of both key stages. This represents steady progress from the previous inspection.

126. Pupils are agile and, by the end of their time in school, many are competent games players who use space safely and effectively. Ball skills are well developed through a structured programme of lessons where pupils have progressive activities that develop

throwing, catching and striking. In Years 3 and 4 pupils improve in their hockey skills using TOPS materials and equipment from the Top Sport scheme. Teaching, in these lessons though preoccupied with control, enables pupils to learn, practise and consolidate the skills involved in dribbling a ball through pairs of cones and shooting at a target. Opportunities for pupils to work in pairs, observing and evaluating a partner's performance, were insufficiently used. Some parts of lessons where there is not enough equipment for all pupils to have, for instance their own hockey stick, see pupils observing, while waiting for a turn, but not called upon to comment. Individual practise is well developed into a small-sided game where some tactical awareness is beginning to be encouraged. However pupils are not made sufficiently aware through reflection and evaluation of what their role might be in a small team. Pupils' attitudes are always good, they co-operate well and enjoy their lessons in PE. All pupils change into appropriate kit quickly and take a full and active part in lessons.

127. In Year 2, warm up and cool down sessions are very well used to initiate and conclude lessons, prepare pupils for the learning and activity that follows and calming them at the end of the lesson. Pupils use space well and are eager to answer well-framed questions. They move imaginatively to rhythms that they create with claps, stamps and jumps. The patterns that emerge are skilfully linked to work in literacy. Behaviour is very good and most pupils perform at Level 3 in the National Curriculum. The teacher has excellent knowledge of this area and uses it very effectively to make teaching points and encourage skill development. She makes good use of personal demonstration.

128. The teaching of physical education is satisfactory at both key stages. Teachers plan sound learning opportunities, where pupils are challenged to improve their previous best performance. They identify precise lesson objectives that reflect the teaching of skills contained in the scheme and on pupils' achievements in earlier lessons. Teachers focus on basic skills well. Consequently, pupils' specific skills in dance or with implement and ball show progress, with better technique year by year. Lessons are generally well organised and pupils are well managed. In most lessons teachers give clear and relevant instructions. On a few occasions the instructions are too complicated and lead to confusion. Pupils do not get sufficient opportunities to talk and plan their work themselves, which puts limits on the intellectual and creative effort they can employ. Teachers stress the importance of safe actions carefully and raise health issues appropriately. They are enthusiastic about their teaching, and pupils usually respond well with good behaviour and positive attitudes. Teachers seldom assess pupils' performance on an ongoing basis and therefore are unable to use any analysis to give pupils advice and guidance as they are performing. Assessment, record keeping and reporting in PE is rudimentary. Pupils receive a balance of experiences reflecting all aspects of physical education including provision for swimming. The co-ordinator, has made a useful contribution to development in PE by successfully introducing the TOPS programme. He reported that only fifty per cent of Year 6 pupils leave school able to swim twenty five metres which is unsatisfactory and below the national expectation for eleven-year-olds. Pupils with special educational needs and those who speak English as an additional language are given full access to the broad physical education curriculum and make good and satisfactory progress respectively in the different aspects of the subject although opportunities to develop language are at times missed.

RELIGIOUS EDUCATION

129. Only one religious education lesson was observed during the course of the inspection. Additional evidence from pupil's work and discussions with parents and pupils indicates that pupils throughout the school have a satisfactory and often good understanding of the subject. Standards are therefore judged to be in line with expectations at the end of Key Stage 1 and above average by the end of Key Stage 2 in relation to the locally agreed syllabus. Collective worship is used effectively to reinforce learning in religious education.

130. Key Stage 2 work includes a range of relevant topics to encourage thoughtful reflection about the ways in which religious belief can effect people's lives and the way that they live. They then apply this understanding to their own lives. For example, pupils understand something about the life of Moses and the story of the Ten Commandments. They then use this knowledge and understanding to develop their own five commandments for today. In the course of their work on leadership, pupils reflect on why Martin Luther King wanted to help black people and extend their studies to the issues surrounding segregation. Pupils have a good knowledge of the richness and diversity of religion. For example in Key Stage 1, pupils have some understanding of Buddhism and the symbols that are associated with it. In their studies of Islam, pupils have made their own designs for prayer mats using their knowledge of the symbolism of Islamic art.

131. In the one lesson observed, in the upper end of Key Stage 2, the teacher displayed very good knowledge of the subject. Clear learning intentions were shared with the children and the lesson was well planned and carefully structured to build on previous work and move understanding on to a deeper level. There were lively explanations and good use of thought provoking questions to encourage pupils to think about the qualities of leadership and to apply this understanding to the way that Jesus led his life and was often challenging to those around Him. Ethical and moral issues of right and wrong were sensitively handled, for example, "Is it right to challenge those in authority, as Jesus did with the Jewish leaders and Roman government of the day?" There were clear and very high expectations of work and behaviour. Well-established routines and procedures contributed to a well-paced lesson in which good use was made of all the time available for teaching. A good range of teaching methods, including collaborative discussions, Bible reading and drama effectively involved pupils in learning. For example, pupils had to read extracts from the Bible and then act it out to demonstrate the leadership qualities shown. They responded well to this and worked hard throughout. They respected each other's work and ideas and responded with thoughtful questions and comments.

132. Pupils respond well, to their work in religious education. They are interested, listen with respect to the ideas of others and respond thoughtfully when discussing and writing about issues such as 'using our hands wisely'; 'special writing' and 'what is charity?' Parents report a high degree of mutual respect and understanding between the pupils of different religions in the school. Pupils are encouraged to share their own beliefs and traditions with each other and this makes a significant contribution to the religious education curriculum and the whole school ethos.

133. The subject meets the requirements of the Bedfordshire Agreed Syllabus. There is an adequate range of resources including a small collection of artefacts and library books to support teaching about the range of religions. There are good links with the local Anglican Church. There is scope to develop the links with other religious groups in the area more formally. Systems for assessment are not fully secure. There is no co-ordinator at present and the subject has not been adequately managed to ensure consistency of provision.