

INSPECTION REPORT

Hawthorn County Primary School
Kettering

LEA area : Northamptonshire

Unique Reference Number : 121835

Headteacher : Mr R Hall

Reporting inspector : Mrs P A Simpson
1515

Dates of inspection : 4th-7th October 1999

Under OFSTED contract number: 707658

Inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school :	Infant and Junior
Type of control :	County
Age range of pupils :	4 to 11
Gender of pupils :	Mixed
School address :	Hawthorn Road Kettering Northants NN15 7HT
Telephone number :	01536 512204
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Appropriate authority :	Chair of Governors
Name of chair of governors :	Mr M Moloney
Date of previous inspection :	November 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs P Simpson, Registered Inspector	Science Art Special educational needs	Attainment & progress Teaching Leadership & management
Mr J Bayliss, Lay Inspector	Equal opportunities	Attitudes, behaviour and personal development Attendance Support, guidance & pupils' welfare Partnership with parents and the community Efficiency of the school
Dr D P Lowe	English Music Under fives	Curriculum & assessment
Mr P Collings	Maths Design & technology Physical education	Staffing, accommodation & learning resources
Mr R Bissell	Information technology History Geography Religious education	Pupils' spiritual, moral, social and cultural development

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REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

1 - 5

Characteristics of the school
Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

6 - 25

Attainment and progress
Attitudes, behaviour and personal development
Attendance

Quality of education provided

26 - 73

Teaching
The curriculum and assessment
Pupils' spiritual, moral, social and cultural development
Support, guidance and pupils' welfare
Partnership with parents and the community

The management and efficiency of the school

74 - 98

Leadership and management
Staffing, accommodation and learning resources
The efficiency of the school

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

99 - 107

English, mathematics and science

108 - 141

Other subjects or courses

142 - 193

PART C: INSPECTION DATA

Summary of inspection evidence

194

Data and indicators

Pages 43 - 45

MAIN FINDINGS

What the school does well

The overall quality of teaching is good.

- The approach to the National literacy and numeracy strategies is very positive.
- At the end of Key Stage 2 attainment is higher than average in English and science.
- The provision for pupils with special educational needs is very good.
- Very good attention is given to improving the environment for learning.
- The school is very successful in promoting the health and safety and well being of its pupils.
- Procedures for promoting discipline and good behaviour are most effective and enhance the quality of education provided.
- Enrichment through links with the community is good.

Where the school has weaknesses

- I. Standards in information technology are below the national expectation in both key stages and the rate of progress is unsatisfactory in elements of information technology.
- II. There is not a longer term school development plan.
- III. Formal schemes of work are not yet in place in some subjects and for the under fives in relation to desirable learning outcomes.
- IV. Curriculum co-ordinators are not sufficiently involved in monitoring the effectiveness of what does or does not work in lessons.
- V. An act of collective worship is not provided every day.
- VI. Not all statutory information is provided in the prospectus and the latest Governors' Annual Report to Parents.

The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent out to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made satisfactory progress in overcoming some of the issues identified in the last inspection report of 1995. Policies have been formulated for sex education, equal opportunities and most curriculum subjects. The formulation of some schemes of work have been completed but there are still some outstanding, as is a longer term school development plan. The school has the capacity to move forward at an improved pace now that it has implemented the National Literacy Strategy and the National Numeracy Strategy.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	<i>Key</i>	
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
			<i>average</i>	<i>C</i>
			<i>below average</i>	<i>D</i>
			<i>well below average</i>	<i>E</i>
English	C	D		
Mathematics	B	C		
Science	B	C		

The table above shows that in 1998 the school's test results in mathematics and science were above the national average in comparison with all schools and average in comparison with schools with similar characteristics. The results in English were average in comparison with all schools and below average when compared to similar schools.

In comparison with all schools in 1998, the pupils' end of Key Stage 1 test results were broadly in line with the national average in reading and writing and well below in mathematics. When compared with those schools with similar characteristics, the pupils' performance was well below the average in reading writing and mathematics.

The inspection findings are generally consistent with the school's most recent national test results, although (1999) comparative data is not yet available. By the end of Key Stage 1, the majority of pupils meet the national expectations in reading, writing, mathematics and science. The school's latest test results for Key Stage 1 (1999) show a small drop in the number of pupils reaching the expected level in reading. In 1999, more Key Stage 1 pupils reached or exceeded the expected levels in mathematics than in 1998. At the end of Key Stage 2, the great majority of pupils meet or exceed the expected levels in English, and science. In mathematics, pupils are attaining broadly in line with the national average. The youngest pupils make at least satisfactory progress towards the learning outcomes expected for five year olds; and their language, literacy and mathematical skills are developing satisfactorily for children of this age.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science	N/A	Satisfactory	Good
Information technology	N/A	Unsatisfactory	Unsatisfactory
Religious education	N/A	Good	Good
Other subjects	Good	Satisfactory	Good

The teaching observed is at least satisfactory in 99 per cent of lessons. In 58 per cent it is good or very good. Only one per cent of teaching is unsatisfactory. This is an overall improvement in the quality of teaching as reported in the last inspection. Those factors which account for effective teaching are, the management of pupils, which is conducive to the environment for learning and enables good progress to be made at all ages. The range of teaching strategies used is appropriate to the age and attainment of pupils. Time and available resources are used well. Careful attention is given to the learning strategies to be deployed for pupils with special educational needs.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good both inside and outside of the school.
Attendance	Satisfactory. Pupils like school.
Ethos*	The climate for learning is good. Pupils' attitudes are very good. Relationships are very good.
Leadership and management	Positive. The staff work well together as a team.
Curriculum	Satisfactory overall, with the exception of information technology. There is no whole school approach to using assessment.
Pupils with special educational needs	Very good overall provision. Individual educational plans are in place with clear targets set. Pupils are fully integrated in the life of the school. Policy details are omitted in the prospectus.
Spiritual, moral, social & cultural development	The provision for pupils/ moral and social development is good. Provision for spiritual and cultural development is satisfactory.
Staffing, resources and accommodation	Satisfactory. The accommodation is well used by the school and local community.
Value for money	Satisfactory. The school is moving forward towards higher levels of success since the last inspection.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>VII. Their children like school.</p> <p>VIII. The positive values and attitudes which the school promotes.</p> <p>IX. The children achieve a good standard of work.</p> <p>X. Teachers are approachable.</p> <p>XI. The high standards of good behaviour expected by the school.</p>	<p>XII. Some would like more information about</p> <p>XIII. The lack of provision for more able</p> <p>XIV. The way in which the school handles</p>

Inspectors' judgements support parents' positive views of the school. No direct evidence was available to judge the way in which the school handles complaints. The complaints procedure is documented in the school prospectus and a more detailed document is available to parents on request. A summary of the content of the curriculum is provided in the prospectus, and an end of year review is sent out to parents at the end of the summer term. Following the key issue raised in the last inspection report regarding the need to 'raise the challenge in the work of those pupils of above average ability', the school now identifies appropriately within its planning, extended work for higher attaining pupils. However, there are still some inconsistencies in the provision for higher attaining pupils.

KEY ISSUES FOR ACTION

In order to raise standards of attainment further and the quality of education provided, the governing body, head teacher and his staff should:

- *.improve standards of attainment and the progress made by pupils at both key stages in information technology, by fully implementing the National Curriculum programmes of study as planned, and by promoting the use of information technology as a resource for learning across the curriculum; and by continuing to improve teacher expertise through appropriate in-service training: (paragraph references 13, 28, 38,117, 140, 145, 147, 148, 149);

- *.strengthen the quality of school development planning by establishing a strategic development plan and share this with parents and the community: (paragraph references 75, 77, 90, 91);

- *.improve curriculum planning by:

 - devising a policy and scheme of work for the under fives that recognises the defined Desirable Learning Outcomes for Pupils entering Compulsory Education (1996): paragraph references 38, 42, 107);

 - continuing with the established programme for the development of schemes of work for all subjects, which are specific to the school's aims and organisation of the curriculum: (paragraph references 42, 79, 141, 149, 155, 163, 167, 174, 180);

 - developing the role of the curriculum co-ordinator as planned in the monitoring and evaluation of the curriculum and teaching, and the use of assessment to inform curriculum planning: (paragraph references 35, 43, 46, 76, 129, 141, 150, 155, 168, 181);

- *.provide an act of collective worship every day: (paragraph reference 52, 80);

- *.meet the full information requirements for school prospectus and Governors' Annual Reports to Parents in primary schools (paragraph references 66, 67, 80);

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- * consistently provide different tasks to extend and challenge more able pupils: (paragraph references 41, 42, 65, 114, 117, 124, 140, 186);

- * plan more activities through the curriculum and other activities to develop pupils' appreciation of the diversity and richness of other cultures: (paragraph references 56, 160)

INTRODUCTION

Characteristics of the school

- 1 The school is situated in a residential area close to the centre of the town of Kettering. There are 316 pupils on roll (180 girls and 136 boys) organised into eleven classes. At the time of the inspection 41 children were under 5. Pupils are admitted to a reception class at the beginning of the school year in which they become five. Most of the pupils live nearby and some travel from further afield. Four per cent of pupils are eligible for a free school meal, and this is below average for school of this type. Over ninety per cent of the pupils bring sandwiches to the school for their lunch and the other five per cent go home. The substantial majority of the pupils are from white ethnic backgrounds.
- 2 On entry to the school, the Northamptonshire Education Authority baseline assessment for language, literacy, mathematics and personal and social development show that the children's attainment is wide ranging. Strengths in speaking and listening reflect the well established system for induction. The majority of the new intake have attended the pre-school play group situated on the school premises and others have attended an Local Education Authority nursery. Levels of development in other areas indicate entry to the school is in line with the Northamptonshire County profile.
- 3 There are 26 pupils on the register for special educational needs. Seven pupils have a statement of special educational needs and another statemented pupil attends the school on a part-time basis.
- 4 The school has six aims which are to provide an attractive and stimulating learning environment, to offer a relevant curriculum which meets the needs of the individuals, to promote opportunities by which all children develop their potential, and are encouraged in self-confidence and independence, leading to responsible, motivated children, and to foster good personal relationships and care for each other, alongside encouraging parents to make an active and informed contribution to the education of their child.
- 5 Targets have been set for the Year 2000 in reading, writing and mathematics at the end of Key Stage 1.

Level 2 and above Reading – 82% Writing – 81% Maths – 81%

The targets for the next three years are as follows for Key Stage 2:

Level 4 and above	Year 2000	English – 76%	Maths – 82%
	Year 2001	English – 80%	Maths – 84%
	Year 2002	English – 79%	Maths – 79%

The targets are set according to specific factors relating to each year group.

Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1998	20	18	38
(1997)	(18)	(26)	(44)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils At NC Level 2 or above	Boys	14 (13)	15 (14)	14 (17)
	Girls	15 (23)	15 (25)	16 (24)
	Total	29 (36)	30 (39)	30 (41)
Percentage at NC Level 2 or above	School	76(81)	79 (88)	79 (93)
	National	80(78)	81(79)	84(82)

Teacher Assessments		English	Mathematics	Science
Number of pupils At NC Level 2 or above	Boys	15 (15)	16 (16)	18 (16)
	Girls	14 (23)	15 (26)	17 (25)
	Total	29 (38)	31 (42)	35 (41)
Percentage at NC Level 2 or above	School	76(86)	82(95)	92(93)
	National	81(76)	85(82)	86(84)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1998	30	19	49
(1997)	(30)	(27)	(57)

National Curriculum Test Results		English	Mathematics	Science
Number of pupils At NC Level 4 or above	Boys	22 (19)	26 (23)	26 (26)
	Girls	13 (23)	13 (19)	13 (21)
	Total	35 (42)	39 (42)	39 (47)
Percentage at NC Level 4 or above	School	71 (73)	80 (73)	80 (82)
	National	65(63)	59(62)	69(68)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	21 (n/a)	24 (n/a)	25 (n/a)
	Girls	13 (n/a)	10 (n/a)	12 (n/a)
	Total	34 (n/a)	34 (n/a)	37 (n/a)
Percentage at NC Level 4 or above	School	69 (63)	69 (64)	75 (69)
	National	65(63)	65(64)	72(69)

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	4.2
	National comparative data	5.7
Unauthorised Absence	School	0.1
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	1
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	6
Satisfactory or better	99
Less than satisfactory	1

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

- 1 The attainment levels of children entering the reception classes are generally as would be expected of children of this age. The great majority of the children make at least satisfactory or good progress, and by the time they are five generally meet or exceed the standards set out in the nationally agreed desirable outcomes for learning for children under five.
- 2 In the 1998 National Curriculum tests for pupils reaching the end of Key Stage 1, the proportion of the school's pupils attaining Level 2 or above was close to the national average in reading and writing, and well below the national average in mathematics. In science the teacher assessments for 1998, indicated that the proportion reaching national standards was high in comparison with the national average. The school's latest test results (1999) show a slight drop in the number of pupils reaching the expected level in reading. Slightly more Key Stage 1 pupils reached or exceeded the expected levels in mathematics in 1999 than in 1998.
- 3 In comparison with all schools in 1998, the pupils end of Key Stage 1 test results are broadly in line with the national average in reading and writing and well below in mathematics. When compared with those schools with similar characteristics, the pupils performance was well below the average in reading, writing and mathematics.
- 4 In the 1998 national tests for pupils reaching the end of Key Stage 2, the proportion of the schools' pupils reaching or exceeding the national standard Level 4 or higher was above the national average in English and science and well above in mathematics. In comparison with all schools, in the 1998 Key Stage 2 National Curriculum tests, pupils results were above the national average in mathematics and science and broadly average in English. When compared with schools with pupils from similar backgrounds, the schools' 1998 test results were average in mathematics and science but below the average for similar schools in English. The percentage of pupils reaching higher than expected levels was above the national average in science, close to it in mathematics, but below the national average in English for this same year.
- 5 National test results over the last three years (1996-1998) show the attainment of girls is, on average, better than that of boys at Key Stage 1, but this is not significantly different to the situation found nationally. There were no significant variations in attainment in terms of gender at Key Stage 2. Taking all three core subjects together, the performance of both girls and boys was above the national average over the same three year period.
- 6 The inspection findings are generally consistent with the schools' most recent (1999) end of Key Stage 1 and 2 National Curriculum assessments. Comparative national data is not yet available for 1999. By the end of Key Stage 1, the majority of pupils attain the national level in reading, writing, mathematics and science. At the end of Key Stage 2, the great majority meet or exceed the expected level in English and science, and in mathematics standards of attainment are broadly in line with the national average. The schools latest results show some improvement on its 1998 national test results with an increase in the proportion of pupils reaching the expected levels in mathematics at the end of Key Stage 1, and in English and science at Key Stage 2.
- 7 In Key Stage 1, the overall rate of progress is at least satisfactory in English, mathematics and science. In Key Stage 2 the rate of progress is good in English and science and it is at least satisfactory with some good examples in mathematics. Pupils with special educational needs in both key stages are well integrated and make good progress towards the targets set for them in their individual educational plans which are largely for basic literacy and numeracy skills development.
- 8 In information technology, the overall standards reached by pupils at the end of each key stage are below the national expectation and the rate of progress is unsatisfactory as pupils' skills are underdeveloped in elements of this core subject.

- 9 In religious education, standards at both key stages meet the expectation of the Local Agreed Syllabus, and pupils at all levels of attainment make satisfactory progress.
- 10 The great majority of pupils make at least satisfactory progress in all of the foundation subjects of the National Curriculum. Many pupils make good progress in geography in both key stages, and in history and physical education in Key Stage 2.
- 11 The strategies for literacy and more recently numeracy are having a positive impact on both teaching and learning. Between 1995, when the last inspection was conducted, and 1998, the proportion of pupils reaching the national levels or above in the National Curriculum assessments has largely been sustained in the three core subjects. Where there have been any differences in the levels attained by the school at the end of the key stages, such fluctuations are due to particular factors pertaining to each cohort, including the number of pupils on the special educational needs register.
- 12 The school is working towards meeting the targets set for the three years to the Year 2002 in English and mathematics. Formal monitoring of individual attainment is undertaken by the headteacher, this reflects both the national trends and the prior assessments of the pupils within each year group. Taking all the core subjects together in comparing the end of Key Stage 1 results for 1995 and the end of Key Stage 2 results for 1998 these indicate a steadily improving trend in attainment and progress at the age of eleven in comparison with the national averages.

Attitudes, behaviour and personal development

- 1 The positive quality of the pupils' attitudes, their standards of behaviour and the relationships that exist within the school found at the time of the previous inspection have been maintained. These factors, together with the good provision for pupils' personal development, allow teachers to concentrate on effective teaching, and this has a positive impact on the progress of all the pupils.
- 1 Throughout the school the pupils' attitudes to learning are very good. They enhance the quality of education delivered by the school. The pupils' enjoy their time at school. The school is successful in meeting its aim to encourage self-confidence and independence leading to responsible, motivated and well-mannered children. Positive attitudes are encouraged. Children under the age of five are already showing a readiness to learn and are establishing a positive attitude to their work. They are building upon the experience many have gained at the co-located playgroup and they are approaching new learning experiences with eagerness and enthusiasm. During lessons in both key stages, the pupils respond immediately to instructions from teachers. They work well together and individually; are keen to participate in question and answer sessions and do so in a sensible and mature way; show an interest in their work and a willingness to apply themselves to whatever task is presented to them. Parents are very supportive of the school's values and attitudes, which they feel have a positive effect on their children.
- 2 Throughout the inspection the level of behaviour, both in classrooms and elsewhere, which is underpinned by the school's clear code of behaviour and by teachers' effective behaviour management strategies, was good. There is an orderly and calm atmosphere at all times that promotes learning. School rules are well defined and are readily accepted by all the pupils who demonstrate a high level of self-discipline and show respect at all times. They are always polite and courteous and appear trustworthy. School displays are treated with care and respect. No instances of bullying were observed during the inspection.
- 3 Effective procedures are in place for monitoring any minor bullying that might occur and for ensuring that suitable action is taken. There has been only one recent instance of the school having to exclude a pupil for a fixed term. The view of parents that the school achieves a high standard of behaviour is supported by the inspection findings.

- 4 Much evidence was seen during the inspection of very good relationships existing between pupils of all ages and between the pupils and the rest of the school community and visitors. The pupils work well together in class and when undertaking group activities such as games or extra curricular activities. They readily take turns. At breaks and lunchtimes the pupils are lively, but well behaved. They mix and play well together and relate well to each other and to staff. Many examples were observed, during the inspection, of caring and sensitive support given by a number of the pupils to those less able than themselves. The pupils listen attentively to the opinions of others, all being equally valued. These relationships have a very positive effect on pupils' learning and personal development.
- 5 The pupils' personal development as they move through their school life is good. There is conscientious and effective informal monitoring by staff. Though formal opportunities are limited the pupils willingly accept opportunities to act as monitors when required and are happy to take responsibility for daily classroom routines. When a suitable occasion arises, for example, organising fund raising activities, or when older pupils accept responsibility for helping or supporting younger ones, the pupils demonstrate a mature attitude and a high level of personal initiative.

23 Attendance

- 6 The level of attendance for the 1997-98 school year, which is the most recent year for which national comparative statistics are available, was broadly in line with that achieved by similar schools nationally. The school's attendance has improved in the last year (1998-99). There is very little unauthorised absence and no evidence of truancy. Pupils enjoy school and do not stay away without good cause.
- 7 Arrival in the morning is generally punctual and during the day lessons begin and end on time. When lateness does occur it is minimal and it does not disrupt lessons.

QUALITY OF EDUCATION PROVIDED

Teaching

- 1 The overall quality of the teaching is good throughout the school. Of the lessons observed above half were good, six percent were very good and 40 percent satisfactory. Only one percent of lessons were unsatisfactory. The standard of teaching is particularly good during literacy and numeracy lessons, which on average account for nearly half of the teaching day.
- 2 For children under five the quality of teaching is good in all of their areas of learning. Teachers and support staff have a good understanding of the children's needs and the environment for learning is purposeful. Support staff are briefed well about the content and purposes of the lessons and this helps the great majority of children at all levels of attainment to progress at least satisfactorily, including those with special educational needs, who make good progress towards the desirable outcomes for learning.
- 3 Teaching is good in both key stages for English and mathematics, and in Key Stage 2 science. In Key Stage 1 the quality of the science teaching is satisfactory. In information technology where elements of the National Curriculum programmes of study are taught, the quality of the teaching is satisfactory, but the teaching does not cover the full range of study as is required in this core subject. In religious education the teaching is satisfactory in Key Stage 1 and good in Key Stage 2. In all of the other National Curriculum subjects the overall quality of the teaching is satisfactory in Key Stage 1, with the exception of physical education where it is good. In Key Stage 2, the teaching is good in geography, history, and physical education and it is satisfactory in art, design and technology, and music.
- 4 Effective management of pupils, by the teachers is conducive to learning and enables good progress to be made at all ages. The range of teaching strategies used are appropriate to the age and attainment of pupils. Time and available resources are used well. Careful attention is given to the learning strategies to be deployed

for pupils with special educational needs.

- 5 At both key stages, the teaching of English during the literacy hour is generally good. The teaching clearly benefits from the structure of the National Literacy Strategy. Texts are carefully selected and they are presented very effectively to the pupils. The quality of explanation is good and focused questioning is also a strong feature of the best lessons. The use of differentiated tasks ensures that most pupils needs are met, but the tasks for higher attainers are not always sufficiently challenging. Information technology is insufficiently used to support literacy work.
- 1 The overall quality of the teaching of mathematics is good. Lessons are clearly structured and the teaching has clearly benefited from the introduction of the National Numeracy Strategy in both key stages. The management and control of pupils combined with the structure of the lessons, and clear introductions and explanations creates a climate for learning in which pupils can and do work without being distracted.
- 2 In science the overall quality of teaching is at least satisfactory in Key Stage 1, and it is good in Key Stage 2. Class management is good at all ages and generally promotes good behaviour. There is an appropriate balance between teacher exposition and pupil activities. Good use is made of demonstrations.
- 3 The teaching and support for pupils with special educational needs is a strength of the school's work. Support staff combine effectively with teachers to provide a good level of support for pupils with special educational needs, so as to meet the targets set out in their individual and detailed educational programmes.
- 4 Notable features of effective teaching in the other subjects are the brisk pace in religious education which keeps pupils interested and on task. Where information technology is used the pupils are organised appropriately and given appropriate guidance through demonstrations. In art, the teaching is most effective when there is a secure knowledge of the subject and attention is given to the teaching of skills and techniques. Sources of evidence are used well in history and the activities provided develop both historical skills as well as investigating the period of time being studied. Lively questioning, and the choice and use of resources are factors which help the pupils to develop their understanding of geography. Pupils are encouraged to evaluate their work in music, and the lessons are organised well. Lessons are prepared well in physical education, and pupils are encouraged to keep trying for improvement.
- 5 Assessment does not feature enough in the planning of future work. Information technology is not yet sufficiently promoted or used as a resource for teaching and learning across the school.
- 6 The school homework policy details the amount of homework to be set weekly for each age group. The homework that is set, extends and consolidates earlier work in particular for literacy, numeracy and research for projects such as science.
- 7 Since the last inspection there has been significant improvement in the quality and consistency of teaching. This has been brought about by the introduction of the national strategies for literacy and numeracy and the monitoring of the implementation of these initiatives by members of the senior management team supported by appropriate in-service training. The school gives good attention to the ongoing training of staff as a means of ensuring they are up-to-date in the areas of its work.

The curriculum and assessment

- 1 The curriculum is generally well balanced and broadly based, except in information technology. It meets statutory requirements to teach the subjects of the National Curriculum, religious education, personal and social education including health education, sex education and attention to drug misuse in Year 6, except in information technology where the full programmes of study are not taught. The available software programs are not sufficiently promoted or used in the other subjects of the curriculum. As a result, the overall impact on pupils' attainment and progress is unsatisfactory at both key stages in information technology, which is now a core subject of the National Curriculum. There is no policy or scheme of work that recognises the desirable learning outcomes for the under fives as defined in the publication: Desirable Learning Outcomes (1996 SCAA). At the time of the previous inspection in 1995, the curriculum met the statutory requirements in all subjects.

- 2 The organisation of the curriculum generally contributes appropriately to pupils' attainment, progress and response. It is taught in discrete subjects, except for history and geography, where a topic approach is used. Adequate time is made available for teaching the different components of the curriculum with the exception of information technology.
- 3 The curriculum provides equality of access and opportunity for pupils to learn and to make progress. It meets the curricular requirements of all pupils on the register of special educational needs. The overall provision for pupils with special educational needs is very good.
- 4 The school follows the National Literacy Strategy and the National Numeracy Strategy. The recently introduced numeracy strategy is developing at an appropriate pace. Both strategies are having a positive impact on standards and the quality of planning. Following the recommendations of the last inspection, a policy for health education, including sex education, and equal opportunities have been formulated. Schemes of work are in place now for physical education, and science, English and geography at Key Stage 2, but there are no schemes of work to enable the school to provide a progressive curriculum, specific to its circumstances and curriculum organisation in art and science at Key Stage 1. Similarly, although national schemes of work have been adopted for information technology, history and music, these have not been made specific to the school's context. The lack of focussed schemes of work, or insufficient teacher guidance has led in some subjects to inconsistent practices in meeting the needs of higher attainers. For example, making activities more relevant and challenging so as to enable pupils to develop higher order skills in their writing, and mathematics tasks.
- 5 Teacher's planning is satisfactory at Key Stage 1 and Key Stage 2, but not for the under fives, where it does not formally recognise the desirable learning outcomes, being based on the National Curriculum subject headings. A key issue for action at the last inspection was to improve the consistency of planning by developing detailed long, medium and short term planning. With regard to long term plans, this has been addressed in those subjects which have adequate schemes of work. Medium term plans have been developed. With the exception of literacy and numeracy, short term planning, recently introduced, gives insufficient recognition to how assessment might or has informed teaching on a day-to-day basis, and some teachers do not provide sufficiently challenging tasks to meet the needs of the high attainers. Attention was drawn to this in the last inspection report.
- 6 Curriculum co-ordinators are responsible for the overall development of specific subjects. At present, they are not sufficiently involved in formally monitoring, and evaluating the outcomes of planning. This was an area identified for action in the last inspection. In some instances, responsibility for a subject is shared by two co-ordinators, one at each key stage. During 1996-97, the senior management team were involved in close scrutiny of pupils' work, but this system was shelved because it was felt to be too time consuming and not 'cost' effective. The introduction of the Literacy Hour has been monitored in each class by the senior management team and, this term, a part-time teacher has been appointed to release subject co-ordinators in turn, in order that they may begin to monitor attainment and the quality of teaching and learning, teaching methods and organisational strategies employed in the subject for which they have a responsibility.

- 7 The curriculum is enriched by a range of extra-curricular activities, in sport. Thirty three percent of the pupils in Years 5 and 6 attend the football and netball clubs, which are open to them, and twenty seven percent of the pupils in Years 3 and 4 attend the country dancing club, which is open to them. Boy and girl morris dancing teams from the school, dance in the town each year to raise money for charity. The curriculum is also enriched by extra-curricular activities in music. The recorder group is open to anyone in Key Stages 1 and 2 and about 7 percent of pupils attend. Forty three percent of pupils eligible from Years 5 and 6 attend the senior choir and 37 percent of the eligible pupils from Years 3 and 4 attend the junior choir. Pupils from Key Stage 1 come together to form a choir for specific purposes at certain times of the year, such as Christmas. There are opportunities for pupils to learn to play the violin, cello, woodwind and brass instruments with visiting teachers from the Northamptonshire Music Service and this opportunity is taken up by 7 percent of the pupils in Key Stages 1 and 2. The school is a regular participant in the Kettering Schools' Music Festival and in 1998, the school performed "RATS" based on the Pied Piper of Hamelin at the Festival Theatre and plan a further production in the year 2000. The school participates in all local sporting activities. It organises residential visits for pupils in Years 4, 5 and 6. Week long visits to Lyme Regis and Scarborough were organised during 1999 and together with school visits and visitors to the school, help to enrich the curriculum. The school regularly contributes to a number of charitable organisations.
- 8 The adequacy of the accommodation for the effective delivery of the curriculum is good and resources for learning are adequate.
- 9 As at the last inspection, the school does not have a documented policy for assessment, recording and reporting. This leads to inconsistent practice across the school. On entry to the school, the Northamptonshire Education Authority baseline assessment for language, literacy, mathematics and personal and social development is used to plan pupils' individual work and classroom organisation. Assessment information is not used to sufficiently inform curriculum planning or teaching on a day-to-day basis, except in relation to special needs where it is very good. Although informal daily assessment does occur, assessment practices are not formalised particularly in the foundation subjects and are inconsistencies in the recording of the progress made by pupils. The statutory requirements for the assessment of English, mathematics and science are met.
- 10 Half termly tests take place in literacy, numeracy and science. Pupils in Years 3 and 5 have an annual reading test and Year 4 do the Qualification and Curriculum Authority optional tasks. Early years diaries are maintained, which detail the rate of progress and pupil profiles are maintained in Key Stages 1 and 2. There are some useful examples of annotated work in pupils' records, but their use by teachers is variable. Teachers are required to set individual targets by the autumn half term for all pupils. In all subjects, the policy is for informal assessment.
- 11 There is a whole school marking policy which aims to provide consistency of practice. The best practice offers oral and written constructive feedback, and strategies for pupils to improve their work.
- 12 Statutory requirements for the assessment, recording and reporting of pupils with special educational needs are met. The targets and progress of pupils with special educational needs are recorded appropriately. Termly progress meetings are held with parents.
- 49 **Pupils' spiritual, moral, social and cultural development**
- 13 The school's aims contain a clear commitment to the broader aspects of pupils' development and it makes good provision for pupils' moral and social development. Provision for spiritual and cultural development is satisfactory overall. A great deal of support is given to special needs pupils as they progress towards an understanding of a moral code and they develop social skills. All teachers are aware of the needs of these pupils and work hard to address them.

- 14 Provision for the spiritual development of pupils is satisfactory and is developed through a religious education curriculum, which is wide based and non-denominational, and presents opportunities for pupils to learn about religious traditions and reflect upon moral values.
- 15 Pupils take part in a daily class or whole school assembly but these present only brief opportunities for reflection upon the assembly theme, which, during the inspection week was “being a good neighbour”. The absence of an act of collective worship everyday means that the school does not fully comply with the statutory requirements.
- 16 There is good support for pupils’ moral development. The school has a clear discipline policy, supported by an efficient range of rewards and sanctions, which enable pupils to gain recognition for good work, effort and behaviour. Parents feel that high standards of behaviour are achieved as a result of this clear approach to moral development. Pupils have a well developed sense of right and wrong and respond positively to school rules. They move around the school in an orderly fashion, with care for each other and for corridor displays. Teachers, and non-teaching staff are very good role models and help to create a supportive environment in which all pupils can develop their own ideas, in circumstances where their skills and opinions are valued and respected.
- 17 There are good opportunities for pupils’ social development, which enables them from an early age to contribute in a positive way to the life of the school. From the early years onward, pupils are encouraged to take some responsibility for organising themselves in classrooms and for carrying out tasks. Pupils of all ages take part in fund raising schemes and are involved in local community charities and “bring and buy” sales. The extra-curricular provision, including sport contributes well to pupils’ personal and social development.
- 18 Relationships between teachers and pupils are very good, as are the relationships between pupils. Pupils frequently display an impressive ability to work together constructively in many areas of the curriculum.
- 19 The cultural development of pupils takes place through a range of activities including topic work in history, geography, music and religious education. Pupils participate in a range of visits and other extra-curricular activities, such as visits to the local church, museums and places of interest. The school enriches pupils’ experience of their own cultural traditions through its annual music and drama productions, and the “RATS” production was acclaimed by the whole community. There are however, insufficient planned activities so as to enable pupils to appreciate and enrich their understandings of the diversity of other cultures. This has changed little since the last inspection report.

56 **Support, guidance and pupils' welfare**

- 20 The school’s overall provision for pupils’ support, guidance and welfare is good. The positive findings of the previous report have been maintained. The school has properly addressed the key issues found at the time of the previous inspection and now has formal policies in place for sex education and for monitoring the quality of education provided and the standards achieved.
- 21 The school is successful in achieving its aim to foster good personal relationships and care for each other at all ages. Relationships are such that both pupils and parents feel confident in approaching any member of staff with their concerns and worries. Staff are very supportive and caring. The provision for pupils with special educational needs and those in need of additional support is well organised and the extra support and guidance, together with the appropriate links with external agencies, has a positive impact on the educational support provided. Inspection evidence supports the view of parents that the school’s arrangements for pastoral care are good. There is a happy atmosphere within the school that is conducive to learning.

- 22 The school actively promotes pupils' well being through efficient attention to welfare, health and safety matters. Teachers readily accept responsibility for the health, safety and welfare of their pupils. The pupils are treated with care and attention by all staff, both teaching and non-teaching, who adopt a very supportive attitude that promotes the pupils' well being, health and safety. Supervision at lunchtime is satisfactory. Health and safety procedures are very good and they are supported by detailed policies, which are school specific. First aid arrangements are good. Those for fire safety are sound with all relevant procedures well understood. The school's procedures for dealing with pupils who become ill or suffer accidents are secure. No health and safety hazards were observed during the inspection.
- 23 The school has good procedures, both formal and informal, for monitoring pupils' personal development. The teachers know their pupils well as individuals, and this knowledge is supported by comprehensive personal record files which are maintained for each pupil. The progress of pupils with special educational needs is carefully monitored through regular meetings, where individual needs and progress are discussed, and through reviews of the result of assessment. Clear records are kept.
- 24 The measures that are in place to promote discipline and good behaviour, are good and are understood and accepted by the pupils. They allow the pupils to take full advantage of the opportunities presented to them. Members of staff, both teaching and non-teaching, set a good example and by putting an emphasis on high standards of behaviour and mutual respect an orderly atmosphere in classrooms and elsewhere is promoted that encourages learning. Parents are very supportive of the school's efforts.
- 25 The school's procedures for monitoring and promoting good attendance are satisfactory. Registration procedures are efficient. The school's records of attendance are properly maintained and comply with statutory requirements. Effective liaison with parents is maintained.
- 26 The school's child protection arrangements are satisfactory. They comply with local child protection procedures. The designated person has a secure understanding of procedures and has received appropriate training. Effective liaison is maintained with all relevant support agencies. All staff are aware of the school's policy and are clear about the need to be attentive and conscientious in their support of the pupils in their charge.
- 27 The school's arrangements for induction, and for transfer to secondary school, are well organised and ensure that pupils settle quickly and happily into their new environment.

Partnership with parents and the community

- 28 The school's partnership with parents and the community is satisfactory. It makes a positive contribution to the quality of learning provided by the school. The generally positive links with parents reported at the time of the previous inspection have been maintained. Parents report themselves generally satisfied with the work done by the school and with the information that it provides. However, a small number of parents have concerns about the way in which the school handles complaints, the lack of information about what is taught and the lack of provision for higher attaining pupils. The inspection found no direct evidence to support the concerns of these parents with regard to complaints. Information on about what is taught is provided in the prospectus and an end of year review is sent out at the end of the summer term. There are still some inconsistencies in provision for higher attainers, but within some of the teaching extended work is identified for the more able pupils.
- 29 The quality and range of information provided to parents varies. Whilst much of it is good overall there are a number of statutory omissions in the prospectus and governors' Annual Report to parents.

- 30 The school prospectus is a well produced document that gives clear advice and guidance to parents about school activities. However, it fails to provide parents with details about its admissions policy, absence statistics, national curriculum assessment results and it is not specific about its policy for pupils with special educational needs. Letters that are sent to parents are informative and ensure that parents are aware of events and educational developments in school. The Governors' Annual Report to Parents is a very well produced document that is clearly the result of much thought. It contains a lot of useful information, including photographs of pupil activities, and is presented in a user-friendly style. Nevertheless, it does not meet statutory reporting requirements, as it does not report fully on the professional development of staff, does not give national comparisons for assessment results at Key Stage 1, and has only a very brief reference to the school's progress on implementing its post-inspection action plan.
- 31 Pupils' annual reports are of high quality. Parents who attended the pre-inspection meeting were unanimous that the reports as now presented show a significant improvement over those that were provided at the time of the previous inspection. The use of computer generated reports at Key Stage 2 has been abandoned since the previous inspection and the reports are now individual and clearly the result of much thought by teachers. They provide parents with very good information about what has been taught and what has been achieved. They fully comply with statutory reporting requirements.
- 32 Parents are welcome to help the work of the school. They are encouraged to do so, although the good provision of classroom assistants means that the need for parental help is less than might otherwise be the case. However, the involvement of the parents that do help, in direct classroom support and other activities, makes a significant contribution to pupil's learning and is much appreciated by the school.
- 33 There are regular opportunities, both formal and informal, for liaison with teachers to discuss attainment, progress and the curriculum. The headteacher makes himself available at any time and class teachers are very ready to meet parents whenever they can, subject to teaching commitments. Most parents feel that it is easy to approach the school when they need to discuss problems or have questions to do with their children.
- 34 Parents of pupils with special educational needs are provided with specific arrangements for parental consultation. They are dealt with sensitively and they are encouraged to play their full part in the annual reviews and individual educational planning.
- 35 The school benefits greatly from the effective fundraising activities of the very well organised and enthusiastic parents' association. It makes a valuable, and valued, contribution to pupils' learning by supporting building developments, and providing materials and equipment that broaden pupils' learning experiences.
- 36 Links with the local community and the world of work are good. Good use is made of the local community and of educational and social trips to support the curriculum, and the school is successful in bringing visitors into school to extend pupils' experiences. Links with business are satisfactory and they are well used to provide pupils with an opportunity to gain an awareness of the world of work and their place within it.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

- 1 The headteacher, staff with management responsibilities and the governing body contribute positively to the quality of education provided by the school and the standards achieved by its pupils. The school's six aims permeate its work. The school has focussed on the realisation of its aim to improve the environment for learning. In this it has been very successful, with a number of accommodation initiatives having been completed some relatively recently. The well established internal relationships and those with the wider community are a strength of the school.

- 2 The school's governors are committed and well informed about the school. In addition to maintaining an overview of local and national initiative matters they contribute effectively as members of committees charged with specific responsibilities as well as attending training courses for governors and regular briefings with the headteacher. There are designated governors for literacy, numeracy, special educational needs and health and safety. The last inspection reported that the governing body had insufficient involvement in planning for the strategic direction of the school, this has in practice improved but the school still does not have a formally determined strategic development plan which documents the school's longer term future planning. There are plans in place from 1998 for the development of the buildings and grounds of which they have been met successfully. The curriculum areas of literacy, science and early years resources were identified appropriately as areas for development in 1998. From 1999 the main areas for curriculum development are numeracy and information technology. Development plans are not in place for the rest of the National Curriculum subjects or religious education. Although success criteria are listed against the specified curriculum areas, a formal review has not yet been conducted to establish if they have been met and their impact on standards of attainment and the quality of education provided.
- 3 Some monitoring of the implementation of the National Literacy Strategy has taken place and plans are in place to monitor the implementation of the National Numeracy Strategy. The head teacher and literacy coordinator have visited classrooms and observed teaching. The planning of the curriculum is monitored on a half-termly basis by the headteacher and subject coordinators. Subject coordinators have not been involved in evaluations of the teaching as a part of school self- review but it is planned to begin this process this term on a rota basis. Monitoring of attainment, including that by gender, is undertaken at senior management level. This information is being used to measure the rate of progress and calculate the value that is added to individual pupils' attainment by the time they leave the school for the next stage of their education.
- 4 Although some improvements have been completed satisfactorily since the last inspection in 1995, some of the other areas identified for action are only partially completed or have not yet been carried out. The post inspection action plan lists the key issues and the proposed areas for improvement but the timescale for the proposed actions, the persons responsible for taking action on each item in the plan, and the criteria for measuring how far the action plan is met are not identified. A statement was made in the 1996/7 governors' annual Report to Parents about how the school has built on its strengths and worked to eradicate its weaknesses in teaching and management, but no subsequent details have been given in the latter years as to the progress in implementing those outstanding areas for action, including the identified curriculum areas.
- 5 The provision for special educational needs is very good and generally meets the requirements of the Code of Practice, but information about the school's policy on providing for children with special educational needs both with and without statements is omitted from the prospectus. Individual education plans are formulated as required and reviewed on a regular basis so as to measure progress accurately. The impact of the arrangements for special educational needs where individuals are withdrawn from their mainstream lessons for half an hour sessions are not formally monitored or evaluated. The school has created a good ethos for learning which reflects the school's concerns for both the academic and personal welfare of its pupils.
- 6 Since the last inspection policies have been formulated for sex education, equal opportunities and some curriculum subjects, but the formulation of schemes of work as raised in the 1995 inspection report for art, and Key Stage 1 science are still outstanding. The school has the capacity to move forward at a better pace now that it has embarked on implementing the National Numeracy Strategy and the National Literacy Strategy, supported by clear guidelines for all staff on these national initiatives.
- 7 Some of the statutory requirements are omitted from the school prospectus: a summary of the school's and National Curriculum assessment results, information about admissions, and pupil absence rates. The last governors' Annual Report to Parents does not provide information about the professional development of staff, and the most recent national comparative data corresponding to the school's Key Stage 1 data is not given. The school does not provide an act of collective worship every day as is required.

80 **Staffing, accommodation and learning resources**

- 8 All teachers are qualified and each teacher has responsibility for a curriculum area. Teachers are not necessarily qualified in these curriculum areas but the allocations have been made in the light of their experience and their willingness to take on such responsibilities. At present the headteacher is looking after design and technology but it is hoped to appoint a co-ordinator in the near future.
- 9 Some classes have two part time teachers rather than a full time teacher. There is close liaison between these class teachers and the arrangement works well. Appropriate induction arrangements for newly qualified teachers are in place. The quality of mentoring for the newly qualified teacher is good.
- 10 There are seven learning support assistants working with pupils who have special educational needs. They are effective in contributing to the good progress made by these pupils. The quality of relationships is significant in contributing to the improving standards, accomplished by pupils with special educational needs.
- 11 The arrangements for teacher appraisal are on-going and used in part to decide the priorities for staff development. The school has a commitment to in-service training and although the developmental needs of the school take priority, consideration is given to the personal professional development of teachers. The school plans to spend in excess of the monies allocated for in-service training during this year.
- 12 The three new classrooms for reception and Year 1, have considerably improved the environment for learning and teaching. They are well furnished and colourful. The covered outdoor area for younger pupils is well provided with small play equipment, wheeled vehicles and climbing apparatus. No pupils are now housed in mobile classrooms. The one mobile classroom left is used as a community playgroup. The school expressed satisfaction about having a playgroup on the school site and provides help and advice where necessary. All other classrooms are maintained and furnished appropriately and are of a reasonable size. Teachers have organised them to make the best use of space and storage.
- 13 Despite its age, the building is very well looked after by the site supervisor and cleaning staff. The school also has an outdoor heated learner swimming pool with changing rooms. It is used appropriately as a part of the physical education provision in the summer term. As a consequence of this and other external facilities, the majority of pupils can swim to the expected standard by the end of Key Stage 2.
- 14 The school has a good system for ordering resources. As a consequence of the well organised procedures for the management and ordering of resources the school is generally well resourced in all areas.
- 15 Playground space is adequate and attractive as it has been enhanced by the addition of trees, tubs, flowers and garden furniture. In the outside area there is a pond and a greenhouse. The school plans to develop this area and it will make a valuable resource for the science curriculum. There is no playing field but the pupils have easy access to the grounds of a nearby secondary school, for sports activities.
- 16 Other resources include a new community room, special needs room, resources room, hall and library. All are well used and the local community have access to the community room. The overall quality of the accommodation makes a significant contribution to the teaching and learning environment of the school.

89 **The efficiency of the school**

- 17 The overall efficiency of the school, in terms of its financial planning and control, use of staff and learning resources, and administrative and financial control, is good. It has improved since the previous inspection although the key issue found at that time, to improve financial and school development planning, has not been consistently achieved.

- 18 The quality of financial planning is good despite the absence of a properly detailed strategic development plan. The current budget has been thoroughly thought through and the strategy adopted is based on sound planning and a secure knowledge of present, and anticipated, spending needs and likely income levels. Budget forecasting makes use of sound techniques that ensure that financial decisions are based on the best information available. Governors receive regular reports from the headteacher and elsewhere that enable them to properly perform their monitoring duties.
- 19 The governing body is committed to the school. It has a clear understanding of its duties and responsibilities for financial management, which it performs with care. Governors work closely with the headteacher to ensure that they fulfil their duty to plan, control and monitor the management of the school. They benefit from the professional expertise and commitment of the Finance Committee and the support provided by the school's Bursar. Budget monitoring is very efficient and governors have effective formal and informal strategies that allow them to monitor the impact of spending decisions on pupils' attainment and progress.
- 20 In order to meet the school's priorities, expenditure per pupil has recently been higher than income, with a consequent reduction in accumulated reserves. Governors, advised by the headteacher, have proper regard for the use of reserves. They are well aware of the implications of their decisions in this respect. Expenditure has been targeted to directly benefit pupils' attainment and progress by providing additional learning resources and creating an improved working environment.
- 21 The governors' decisions on the use of specific funds for pupils with special educational needs, which are supplemented by additional monies from the school's own resources, are based on sound principles and are well targeted to have a positive impact on learning and progress.
- 22 The school's use of its teaching and support staff is good. The overall deployment of teachers is good and the school benefits from their commitment. Support staff are very well used and they contribute positively to pupils' social and academic progress. Supervisory staff perform their duties appropriately and the site supervisor makes a valuable contribution to the efficiency of the school and to the quality of school life.
- 23 The school's use of the accommodation and learning resources available to it has improved since the previous inspection and is now good overall. Classrooms are well managed by teachers who make effective use of the available space. However, there is insufficient use made by teachers of the school's information technology resources which is an inefficient use of these facilities.
- 24 The school's day-to-day financial control and administration is very good. Staff are well qualified and committed to undertake their responsibilities. The duties are performed unobtrusively and conscientiously providing very good support to the school as a whole. The school's most recent audit report found no financial control weaknesses and its few minor recommendations have been properly addressed.
- 25 In terms of the educational standards achieved by the school, the overall quality of education provided in relation to the school's income and context it provides satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

- 1 Children enter school in the September of the academic year during which they have their fifth birthday. They attend part-time for the early part of the term. At the time of the inspection forty one children were under five. Most of the children have attended the community playschool, which functions in a building on the school site. The children are offered a gentle transition into school life. During the summer term, prior to entry to the school, the children make three visits and the Key Stage 1 co-ordinator visits the home of each child to meet and liaise with the parents. Classrooms, with associated work areas and covered outdoor play area are situated in a new, purpose built building. On entry to the school, children are assessed in language, literacy, mathematics and personal and social development, using the Northamptonshire Education Authority baseline assessment. This shows that the attainment of the four year olds, when they start school is broadly as would be expected for this age.

Language and literacy

- 2 By the time they are five, the children's attainment is at least in line with the standard expected nationally in this area of their learning and progress is at least satisfactory. All aspects of language and literacy are appropriately developed and the four elements of speaking, listening, reading and writing are successfully promoted across the curriculum. Children listen intently to stories, songs and rhymes. They talk about their experiences, for example, birthday parties, use increasing vocabulary to express their thoughts and explore meanings, and make up their own stories and take part in role play. The children know that pictures and words have meaning, that pages turn, text reads from left to right and from top to bottom on a page, and can recognise their own names and some familiar words, for example, red, blue, green and yellow and characters from their story books, such as Billy, Johnny and Jennifer. By the time they are five, they recognise letters of the alphabet by shape and sound, associate sounds with patterns in rhymes and use pictures, symbols, familiar words and letters in their writing to communicate meaning. They write their names with appropriate use of upper and lower case letters.

Mathematics

- 3 Children are provided with many opportunities to promote mathematical development. By the age of five, most of the children have developed satisfactory numeracy skills and the rate of progress is at least satisfactory. They use a good range of mathematical language and use terms such as 'longer' and 'shorter' with both confidence and accuracy. Children recognise and name circles and triangles, which they sort into shapes and, along with other objects, into sizes and colours. They can compare, sort, match, order, sequence and count, using everyday objects with accuracy and they are familiar with many number rhymes, counting games, songs and stories, which are performed with obvious enjoyment. Children recognise and write numbers up to ten with increasingly correct orientation. During the inspection, they matched numbers to houses, counted, read and wrote numbers to ten, compare three objects, use polydrons and make a house for a bear using nets of pyramids, cubes and triangular prisms. On a walk around the local area, the children looked at shapes and named, squares, rectangles, circles and triangles accurately; and demonstrated a secure knowledge and understanding of the parts of a house, such as door, window, and roof.

Knowledge and Understanding of the World

- 4 The children demonstrate satisfactory skills in this area of their curriculum. They are beginning to understand the difference between 'then' and 'now'. On studying the locality, there is an understanding of the concept of old and new, for example, in comparing aspects of the old and new part of the school, i.e. bricks, drainpipes, windows, doors and roofs. They learnt what 'terraced' means, in terms of housing; also 'semi-detached' and 'bungalow', and know where the post office, bakery, florist, butcher and the church are. The children recognise similarities, differences and when things change. They begin to understand the concept of a map and a route; use a range of materials, tools, techniques and media to make simple things and investigate how different things can be joined together. When making 'junk' model houses, this was carried out with enthusiasm using

materials brought from home. Skills such as cutting, joining, folding and building, are developing well.

Physical Development

- 5 The last inspection drew attention to the fact that the lack of opportunities for developing children's gross motor control through regular access to a secure outside play environment with wheeled vehicles and climbing equipment, restricted pupils' physical achievements. This has been addressed appropriately. Next to the reception area, the covered play area, with wheeled vehicles and climbing apparatus, provides adequate opportunity for physical development. Children move confidently, with increasing control, co-ordination and an awareness of space and of others. They use a range of large and small equipment with increasing skill. Physical education lessons in the hall, as well as the outdoor play area, allow children to balance, climb and run freely. In a lesson in the hall, they developed a response to a rhythmic pulse, responding quickly to starting and stopping. They handle appropriate tools, objects, construction and malleable materials safely and with increasing control. All aspects of this desirable learning outcome are met, although they are not formally planned to. The overall standard of attainment and progress are good in this desirable learning outcome.

Creative Development

- 6 At the time of the last inspection, children's creative expression was under-developed. This has been addressed satisfactorily. In the creative area of their learning, the children make good progress overall. They now have opportunities to explore colour, texture, shape, space and form in two and three dimensions, e.g. painting large scale pictures of their own bodies and learning the main parts. The children respond in a variety of ways to what they see and hear and talk confidently about autumn, the weather and things which are familiar to them. They are beginning to communicate their feelings creatively, and use a range of materials to draw, paint, make models, e.g. houses and explore sand and water. They express their feelings and ideas in imaginative play. Children enjoy singing, particularly familiar songs and nursery rhymes, and are developing a sense of rhythm and they enjoy playing simple accompaniments on percussion instruments.

Personal and social development

- 7 The children have settled into school well. Relationships are well established between the pupils themselves and to adults. The children are happy and participate fully in all activities, listen attentively and do what they are asked to do. Their response and behaviour is good; answers are volunteered eagerly and most children join in discussions. They work independently and co-operate with each other, and show a respect for the learning environment and for resources. The environment and property is treated with respect. Personal independence skills are progressing well, for example, when dressing for physical education activities.
- 8 Overall, the quality of teaching is good for the under fives. The management of pupils, methods and organisation and the use of time and resources are good. Expectations of the children and the use of homework, mainly reading, is satisfactory. Classroom assistants and other adult helpers are well-briefed about the content, purpose and expected outcomes of each lesson. The learning environment is purposeful and good relationships are achieved.
- 9 The school does not have a policy or scheme of work that recognises the desirable learning outcomes for pupils who are under five and the planning and recording is not to the desirable learning outcomes as required, but to the National Curriculum subject headings. Assessment procedures are generally satisfactory, but the use of assessment to inform curriculum planning and future teaching is underdeveloped, in that it does not ensure continuity and progression towards the achievement of these goals. The last inspection report also drew attention to weaknesses related to the use of assessment, and the lack of a policy to guide the practice of the early years. However, due to teaching which is always satisfactory and is generally good, the breadth, balance and relevance of the whole curriculum is satisfactory, there is equality of access and opportunity for all pupils and the provision for pupils with special educational needs is very good, in enabling them to make good progress overall.

ENGLISH, MATHEMATICS AND SCIENCE

107 English

- 10 In the 1998 National Curriculum tests for pupils reaching the end of Key Stage 1, the proportion of the school's pupils reaching the national standard in reading and writing was close to the national average, but lower than in 1997. The school's overall performance, based on the proportion of pupils attaining various levels in the end of Key Stage tests, was broadly in line with the national average in comparison with all schools, but well below the average when compared to similar schools.
- 11 In the 1998 National Curriculum tests for pupils reaching the end of Key Stage 2, the proportion of pupils reaching the national standard of level 4 or higher was above that found nationally, but the percentage exceeding level 5 or above was below the national average. The school's overall performance was broadly in line with the national average in comparison with all schools, but below the average for similar schools.
- 12 National test results for the three years (1996-1998) reveal that the performance of girls in reading and writing, at Key Stage 1, was better than that of the boys. At Key Stage 2, over the same period the performance of boys was above the national average, with girls slightly exceeding the national average. No significant differences between the attainment of boys and girls was noted, during the inspection.
- 13 The inspection findings are generally consistent with the national test results at Key Stage 1, in that the majority of pupils attain national standards in reading and writing. A small number exceed expectations in reading and writing. At Key Stage 2, the attainment of the majority of pupils is at least consistent with the national expectation, and a significant minority exceed the national standard. These findings show an improvement on the 1998 test results at Key Stage 2 and are confirmed by the school's recent (1999) test results, although comparative national information is not yet available. At the end of Key Stage 1, the 1999 school test results show that the attainment of pupils in writing is similar to the standards attained in 1998, but the overall attainment of pupils in reading has dropped by six per cent, although there is some improvement on 1998, in the percentage of pupils who reached a higher than expected level in their reading. The most important factor in bringing about those improvements in pupils' attainment is the successful implementation of the National Literacy Strategy. At Key Stage 1, pupils of all levels of attainment, make at least satisfactory progress and pupils with special educational needs make good progress in the literacy work. At Key Stage 2, pupils at all levels of prior attainment make good progress.
- 14 At both key stages, the majority of pupils make good progress in extending their skills in speaking and listening. Pupils at Key Stage 1 talk confidently and listen carefully with increasing awareness and understanding. These skills are particularly apparent during the whole-class elements of the literacy hour when pupils respond to questions arising from the text being studied and explain their ideas clearly, using appropriate vocabulary. This was well illustrated in a lesson in Year 2 where, together with the teacher, pupils made up a sequence story about a hungry caterpillar. As pupils progress through the school they show an increasing awareness of audience, varying the use of vocabulary and amount of detail in their contributions to discussions. They enjoy the discussions that form part of the introduction in geography, history and science lessons, as well as in English lessons. The quality of discussion in Year 6, where pupils discussed the significance of Samuel Pepys' diary in helping them to know about the Great Fire of London and other events, was of a particularly high standard. The pupils respect the views of others and draw on general knowledge to convey their own thoughts and ideas. The rate of progress in speaking and listening is sustained throughout the school and this is reflected in the quality of discussions at all levels, for example in Years 3 and 4, where pupils discuss the differences between playscripts and prose. Pupils talk and listen confidently in a wide range of contexts which include whole school assemblies, whole class and group settings. They benefit from opportunities to join in class plays. Their ability to vary vocabulary and expression in order to gain the interest of the listener is a feature of their learning, as is their attention to what others have to say.

- 15 The inspection findings show that standards of reading are generally satisfactory at Key Stage 1; about one third of pupils read very well. The great majority of pupils make good progress during their time in school. Younger pupils learn quickly and many read a variety of simple texts. Many parents give valuable support by reading with their children at home and introducing them to the local library. Children with special needs receive good support and most make consistent progress. Most pupils have a good understanding of the differences between fiction and non-fiction books and know how to locate them in a library. By the end of Key Stage 1, most pupils have a good knowledge of phonics, and use an appropriate range of strategies to help them to read unfamiliar and increasingly challenging texts. A significant proportion read fluently, showing a good understanding of what they read. They are able to explain their preferences. The older pupils in Key Stage 2 read with confidence, fluency and accuracy and many read widely. They read expressively a range of stories, plays and poems. They are competent in using the school library and many of them belong to the public library. The great majority of pupils reach standards which are at least consistent with national expectations. The higher attaining pupils read novels of their own choice and many enjoy children's classics. They can confidently discuss the plot, the characters and the style of the books; can predict what might happen; enjoy reading and have strong preferences.
- 16 Although standards in writing meet the national expectations at both key stages, they are not as high as those in speaking and listening. A key issue for action at the last inspection was to raise the standard of pupils' achievements in writing. The school has worked hard to improve standards in writing and the National Literacy Strategy has had a positive impact on this in particular in Key Stage 2. The majority of pupils make satisfactory progress during their time in Key Stage 1 and pupils in Year 2 made good progress in the literacy hour, for example, in constructing a story linked to the life cycle of a butterfly, which they were studying in science. By the end of the Key Stage 1, most pupils are able to write in a sequence of sentences, making appropriate use of capital letters and full stops and generally spelling simple words correctly. A few of the higher attainers write in an imaginative way, taking into account the purpose of their writing and showing skill in the use of more complex words. However, insufficient attention is paid to the needs of the higher attainers in planning and significant opportunities are missed for making writing activities more relevant and challenging. Although all pupils are introduced to cursive handwriting in Key Stage 1, few have a good grasp of the necessary skills and this is a factor in restricting the number of pupils exceeding national expectations in writing. By the end of Key Stage 2, pupils' writing is often imaginative and thoughtful. The implementation of the literacy hour is having a positive aspect on standards and this is reflected in the most recent national test results. The pupils generally use an appropriate range of punctuation with accuracy and understand how to write paragraphs. Consistent practice in planning stories, with regard to the beginning, middle and the end has positive results. Many demonstrate good skills in producing well-structured narrative writing. They need the opportunity to consolidate and extend these skills through the use of information technology. However, the higher attainers are seldom given tasks that challenge them and enable them to develop the higher order skills. In a Year 6 lesson, higher attainers were challenged by being encouraged to use a journalistic style. The school's handwriting policy is not implemented consistently but, where it is, handwriting is neat, legible and consistent
- 17 At Key Stage 1, the overall rate of progress in the literacy lessons is satisfactory and, at Key Stage 2, it is good, with clear evidence of pupils extending their skills in reading and spelling and their understanding of grammar. Progress for pupils with special educational needs is good at both key stages. Pupils generally make good use of their speaking and listening and writing skills across the curriculum. Although there are some good examples of writing skills being developed effectively through other subjects, such as science, this is not done systematically and opportunities for pupils to extend their writing skills are lost. In some subjects, the use of worksheets often limits opportunities for pupils to write at any length.
- 18 Pupils' response is good in most lessons. They enjoy the structure of the literacy hour. They often make perceptive contributions during the whole-class text work and they draw effectively on prior learning to inform their answers. Pupils work independently and they cooperate well when required to work in pairs, or in groups. They answer questions, volunteer answers and join in discussions with confidence. They respect the contribution of others to the discussion. They sustain concentration in oral and written work. They are motivated to achieve success. Their behaviour is good and they are courteous and polite. They form positive relationships with the teacher, other adults and with each other.

- 19 In both key stages, the quality of the teaching during the literacy hour is generally good and teaching standards are consistently high at the end of Key Stage 2. The teaching benefits greatly from the clear structure set out in the National Literacy Strategy. Planning is effective in identifying precise learning objectives and is set out on a weekly basis, thereby lending continuity to the approach. The recent introduction of daily lesson planning sheets helps teachers to be confident and secure in their subject knowledge and their aims and contributes to high expectations of pupils. Texts are carefully selected and their presentation is very effective at both key stages. Care is taken to ensure that all pupils can see clearly by the use of flipchart boards. High quality explanations and focussed questioning are strong features in the best lessons. Management of pupils and methods and organisation are consistently good. Lessons are well organised to achieve an appropriate balance between all the elements of the literacy hour. Time and resources are used well. The use of homework to support and extend earlier learning is satisfactory. The use of different types of tasks ensures that the needs of most pupils are met, but the extension tasks for the higher attainers are not always sufficiently challenging. Information technology is seldom used to support learning. The use of information technology is not sufficiently promoted or used in the literacy hour, so as to extend pupils information technology skills as well as enhancing their language skills. The quality and use of day-to-day assessment to inform future planning is unsatisfactory.
- 20 Resources are good and are used appropriately. Approximately 150-200 non-fiction books are on loan from the County Library Service and these are changed every half term. Similarly, a number of fiction books are on loan; these are changed twice a year. Recently, the school has received a grant from the Hollowell Steam and Heavy Horse Show, which will be used to develop the reading centre. A number of visitors to the school enrich the curriculum, for example, a story-teller from Kettering Library, who kept pupils in Key Stage 2 enthralled for a whole morning, the Covington puppets and the Venture Productions Drama Company.

118 **Mathematics**

- 21 In the 1998 National Curriculum tests the proportion of pupils attaining the national expectation of level 2 or above, at the end of Key Stage 1, was well below the national average.
- 22 In comparison with similar schools and all schools, attainment at Key Stage 1 in 1998 was well below the national average. In this most recent year (1999) attainment has improved and the percentage of pupils reaching or exceeding the expected standard has increased by six per cent to 85 per cent reaching level 2 or above. The percentage of pupils attaining higher than expected levels (level 3 and above) has increased in Key Stage 1 this year. Inspection findings are generally consistent with this position, with most pupils reaching the national average for this age.
- 23 By the end of Key Stage 1 pupils show a general competence in mathematics. Attainment is most secure in number and place value. Pupils can solve simple mathematical problems and can use the mental recall of number facts to aid their work. Pupils confidently use the place value of tens and units and can apply these to practical situations. Mathematical language is used with understanding to explain their work and effective use is made of a wide range of resources.
- 24 In the 1998 national tests for pupils reaching the end of Key Stage 2, the proportion of the pupils attaining the expected levels or above was higher than the national average. The overall performance was above the national average when compared with all schools, and broadly in line with the average for similar schools. In 1999 there has been a fall in the school's overall National Curriculum test results for level 4 or above, but slightly more pupils have exceeded the expected standard than in 1998. Inspection evidence indicates that standards overall are broadly in line with the national average by the end of Key Stage 2.
- 25 At the end of Key Stage 2 pupil's have experienced wide exposure to the different strands of mathematics. They have a secure understanding of place value and the emphasis on mental work is beginning to expand the strategies needed to apply this to other mathematical areas. In one class pupils were able to demonstrate and explain patterns in equivalent fractions and the higher attainers were able to record this in a logical sequence. Pupils are confident in data handling and know how to present data in different ways.

- 26 At both key stages progress is consistently satisfactory in all groups of pupils with a few examples of good progress. Lessons follow a scheme which provides a methodical approach to the subject and progress is steady. Pupils work on broader aspects of the subject and these are often linked to work of a practical and investigative nature. Applications of numeracy were seen in science, geography and design technology. Pupils of middle and higher attaining levels are not always extended as they are sometimes doing work which has already been understood rather than more challenging tasks. Special needs pupils receive appropriate work and make good progress towards the targets set by their teachers in individual education plans.
- 27 Attitudes towards learning are good in both key stages. Pupils listen very well. They take care in their work and strive for accuracy. Presentation is good and pupils take pride in this. The majority of pupils sustain their concentration throughout lessons even when these are relatively long. Behaviour is good. Pupils relate well to each other and are happy to co-operate either in pairs or in groups. Notable was the fact that in oral sessions, most pupils do not call out but are willing to wait their turn to speak. By the end of Key Stage 1, pupils are beginning to organise their own work and at the end of Key Stage 2 pupils can largely organise their own work without reference to their teacher.
- 28 In both key stages the overall quality of the teaching is good. Teachers have good expectations of behaviour and classes are well managed. Lessons are clearly structured with work set for pupils of different levels of attainment. The control in classes is also good. This control combined with the clear lesson structure creates a climate of learning in which pupils can work without being distracted. Good teaching involved clear introductions and explanations, questions that helped the pupil to find an answer and an end of lesson review which reinforced the learning.
- 29 Detailed daily lesson plans have clear objectives and the half termly plans are also very clear about the expected learning outcomes. Day-to-day assessment of pupil's attainment is not evident, although assessment by means of tests and records gives a reasonable guidance for measuring progress and attainment.
- 30 The school has, since the beginning of the Autumn term, adopted the National Numeracy Strategy as a scheme of work. The outline lesson, particularly the oral elements is already having a positive effect. Pupils are being given the opportunity to learn about and to practice mental calculations. Teachers make efforts to involve pupils of all abilities in these sessions and pupils are beginning to apply these strategies to written calculations. The National Numeracy Strategy is supported by a well organised policy and schemes of work for both key stages. This is supplemented by two commercial schemes of work and a number of work sheets both teacher generated and drawn from external sources.
- 31 The co-ordinator is newly appointed and has the responsibility for ensuring the National Numeracy Strategy is implemented as the school has planned across the whole school. As yet, there is no formal system for monitoring or evaluating the curriculum and the teaching. Half-termly plans are monitored by the co-ordinator and the school will shortly be providing release time so that the subject can be directly monitored in the classroom.
- 32 A good development plan running from the summer term 1999 has been published. It includes an evaluation of planning and assessment procedures and there are plans to implement a record keeping system in the pupil profiles. These would then be passed on to the next teacher, as a means of monitoring curriculum continuity and progression of learning.
- 33 Most teaching takes place within the classroom but when possible the school makes use of its external resources in furthering the subject. There is an acceptable range of resources kept in the classrooms and in the resource room. Resources are used effectively. The budget allocated is able to replenish as needed and buy further necessary resources.

- 1 In the 1998 National Curriculum tests for pupils reaching the end of Key Stage 2, the proportion reaching the national standard was above the national average. The school's overall performance was above the national average for all schools and broadly in line with that for similar schools. Teacher assessment for 1998 at the end of Key Stage 1, showed that the proportion of pupils reaching the national standard was above average in comparison to that found nationally. The school's most recent (1999) National Curriculum tests show that it has maintained similar standards to its 1998 levels by the end of Key Stage 2, and by the end of Key Stage 1 teacher assessment indicates that the levels achieved are broadly average. No comparative national data is available at this time. The fluctuation in the levels achieved in Key Stage 1, are partly due to a reduction in the teaching time now available for science.
- 2 Key Stage 2 test results for the last three years (1996-1998) reveal trends which show a rate of improvement which is above the national average. The performance of boys and girls show no significant variations in their attainment, both being above the national average for their age group.
- 3 The inspection findings indicate that the attainment of a substantial majority of pupils meets the national expectation at the end of Key Stage 1, and the great majority meet or exceed the national expectations at the end of Key Stage 2. These results indicate an improvement at Key Stage 2 in the standards reported during the last inspection.
- 4 Pupils at all levels of attainment make at least satisfactory progress in relation to their prior achievement in Key Stage 1 and in Key Stage 2 it is good. Pupils with special educational needs generally make good progress in relation to their earlier learning, their progress is enhanced by the good support they receive from teaching and non-teaching staff. Progress is apparent in all of the attainment targets including the good acquisition of skills in the investigative and experimental aspects of science.
- 5 The youngest pupils make progress when talking and describing the similarities and differences of materials and are developing an appropriate knowledge of the objects that are made from them. They know that animals and humans need food and water, and their work on the garden, demonstrates a good understanding of the local environment and of the plants and animals that live there. Older pupils in Key Stage 1, expressed their views as to their favourite foods and could explain clearly the outcomes of the recorded class survey. Findings are communicated appropriately for example in writing, drawings and charts.
- 6 In Key Stage 2, pupils steadily build on their earlier learning and make good overall progress by extending their scientific knowledge and understanding across the four attainment targets. For example, Year 3 and 4, can recall the order of an experiment and are developing a clear understanding of the investigative process including using vocabulary such as 'predict', 'plan' and 'record'. They make accurate predictions, and can give reasons for them and from their completed work draw simple comparisons. Older pupils in Key Stage 2, have a curiosity about the sun, earth and moon. Their understanding of periodic changes is developing well. They can construct simple electric circuits and represent them accurately in their drawings and diagrams. Most pupils understand the importance of classification and scientific vocabulary is used confidently when describing or explaining the actions or behaviour of materials, living things and processes.
- 7 Work in science is making an appropriate contribution towards the development of pupils' literacy skills. They are extending their reading through researching information both from reference books and when using information technology. In some lessons there is an over reliance on the completion of work-sheets, which often require only short answers. There are better opportunities for extended writing in the upper end of Key Stage 2.

8 Pupils overall response to this work is good. They are generally attentive listeners. When their predictions are accurate they are proud of what they have learnt and willingly share their ideas with others. Higher attainers ask perceptive questions, and some pupils offer their own theories or queries. Relationships overall are very good. The presentation of some pupils' work is high quality but there are variations in presentation within and across the key stages.

1 The overall quality of the teaching is at least satisfactory in Key Stage 1, and it is good in Key Stage 2. This is a similar position to the last inspection. Class management is good at all ages and generally promotes good behaviour. There is an appropriate balance between teacher exposition and pupil activities. Good use is made of demonstrations. Lesson planning gives learning objectives and teacher and pupils activities, but formal assessment on a day-to-day basis to inform future planning, including for higher attaining pupils, is not sufficiently recognised or used. This was an issue raised at the last inspection in 1995. Time and available resources are used appropriately. The use of information technology is not sufficiently promoted as a resource for both teaching and learning.

2 The practice of planning and teaching science alongside other subjects often under a common theme has not yet been monitored or evaluated. The last inspection reported too that the coordinator had insufficient time to monitor teaching and learning. The school now has a policy and substantial scheme of work for Key Stage 2, but there is not yet one in place for Key Stage 1, the school is aware that this is in need of formulation and plans to base it on the nationally produced scheme for science.

141 **OTHER SUBJECTS OR COURSES**

141 **Information technology**

3 As elements of this core subject are not implemented information technology is at an early stage of development. During the week of the inspection only a small amount of discrete teaching of information technology was available to be observed. Judgements have been made on the basis of observations in these lessons, scrutiny of pupils' work, analysis of teachers' planning and discussions with staff and pupils.

4 Standards of attainment by the end of both key stages are below the national expectations. Whilst computer software is available in each classroom it is generally underused. Pupils have limited opportunity to develop their skills, knowledge and understanding in the use of information technology. Progress in both Key Stage 1 and 2 overall is unsatisfactory and pupils are not building upon existing skills as they move through the school. They have too few opportunities to use information technology to support learning in other subjects, including for those with special educational needs.

5 When opportunities are given to use information technology some progress is made. By the end of Key Stage 1, Year 2 pupils are able to write text to accompany pictures and drawings and are able to correct mistakes. More able pupils can save information and recover their work. Younger pupils use the mouse with confidence to create images using Colour Magic, add captions and print their work. They are able to select a programme from a menu, as for example, selecting simple routes from "Which Way Home?".

6 By the end of Key Stage 2 pupils are able to write text, edit and print their work. Pupils in Year 6 are confident in entering information onto a simple database and are able to present a variety of graphs to show their results. Higher attaining pupils are able to select their own format to achieve this but the majority need support from their teacher. Pupils in Year 4 enter the weights of litter they have collected onto a spreadsheet in their lessons on recycling and show an understanding of how to change the size of columns and rows to help record their work. There is little evidence, however, that the pupils themselves are yet able to create graphs from spreadsheet evidence or search a database using information technology.

- 7 Pupils' attitudes towards information technology are good. Younger pupils show their initiative in selecting games to develop their sense of number and work well together in pairs, sharing and taking turns to operate the keyboard and mouse. Pupils in Year 4 listen carefully to instructions on how to set up a spreadsheet and enter information and Year 6 pupils work with sustained interest and enjoyment on a Roman discovery CD Rom game in their history lesson. Pupils of all abilities co-operate well when using computers and willingly share knowledge and understanding when discussing their work with each other and with adults.
- 8 The teaching does not cover the full range of the programmes of study as is required. Where information technology is used, pupils are organised appropriately and given guidance through demonstrations to help their learning. Some teachers lack knowledge of information technology and their capability skills are in need of development, particularly in the use of data handling and research based software. As a consequence opportunities for pupils to develop these skills are often overlooked. The use of information technology to support pupils learning across the subjects is not sufficiently developed with too few opportunities planned.
- 9 The school is resourced well with software to develop pupils' knowledge and understanding in communicating and handling information at both Key Stages and a wide range of CD Roms is available, together with access to the internet to develop their research skills. However, the lack of suitable software to enable pupils to develop their use of control technology and to model and explore their environment is preventing pupils, particularly at Key Stage 2, from experiencing all aspects of the information technology curriculum.
- 10 The previous inspection reported that a curriculum map, outlining a key stage plan for information technology, showed the potential for progression and continuity. This has yet to be developed into a scheme of work fully planned to match information technology activities across different parts of the curriculum, as well as ensuring that the full requirements are implemented in what is now a core subject of the National Curriculum.
- 11 The school is aware that immediate action is needed to bring overall standards into line with the national expectations by the end of both key stages. This action is to include a list of skills to be developed alongside teacher guidance related to planning and training needs, so as to ensure that all the teachers are aware of and understand all aspects of information technology. The school recognises the importance of introducing procedures for monitoring the quality of teaching and learning including the promotion and use of information technology in other subjects. Assessment and its use to inform day-to-day planning is not sufficiently advanced.

150 **Religious education**

- 12 At the end of Key stage 2 the attainment of pupils is in line with the expectation of the Locally Agreed Syllabus. No religious education lessons were timetabled at Key Stage 1 during the inspection. However, the inspection of pupils' work, scrutiny of planning and discussions with teachers indicates that the attainment at the end of Key Stage 1 is in line with the expectation of the Local Agreed Syllabus. All pupils, including those with special educational needs, make satisfactory progress.
- 13 By the end of Key Stage 1, pupils develop their understanding of Christianity and other world religions through lessons on festivals and special times. Year 2 pupils read stories about Jesus and talk about what it means to be a friend. In Key Stage 2 pupils extend their knowledge and understanding and explore their own attitudes, values and beliefs. Pupils in Year 3 develop their understanding of Christianity through the story of St Columba. They are able to talk of Jesus as a special person and the importance of St Columba, as a missionary, spreading his word. In their lessons exploring the conversion of Paul, Year 5 pupils recognise the importance of the symbol of light as a Christian image, and their discussions show a growing awareness about the symbolism of blindness and sight.

- 14 Pupils' responses to religious education are good overall. They enjoy their lessons and work well together, showing respect to their peers and their teachers. They are keen to contribute to class discussions and are confident that their contributions will be valued. They think carefully about their teachers' questions and offer interesting answers. For example, in Year 6, pupils were able to speak about their feelings of darkness and of the Christian imagery of a candle.
- 15 The quality of teaching in religious education is satisfactory in Key Stage 1 and good in Key Stage 2. In the best lessons teachers are very clear about what they want pupils to learn, and provide an appropriate range of activities. Lessons have a brisk pace which keeps pupils interested and on task and there are usually opportunities provided for pupils to reflect upon religious and moral issues.
- 16 A new commercially published curriculum scheme is in the process of being adopted and this is broad and balanced and follows the Northamptonshire Agreed Syllabus. However, a detailed scheme of work has not yet been developed from this that meets the school's circumstances and organisational arrangements. The half termly plans do not consistently address opportunities to reflect upon religious issues, or to develop understanding of religious concepts and symbolism. The curriculum and teaching is not monitored formally so as to provide effective support for teaching staff, at co-ordinator level. The school recognises the need to develop appropriate processes for pupil assessment and to ensure that the evidence from this is used to inform teaching and support curriculum development.
- 1 Since the last inspection the school has acquired a suitable range of pictures, videos and artefacts to support pupils' learning. However, these have only recently been purchased to support the new commercial scheme and many remain as yet unused. The last inspection reported that 'the time available for religious education is not clearly defined in all classes' and these inconsistencies in teachers' planning for religious education lessons still remain, both in terms of time allocated and the use of time for class assemblies and pupils' personal and social development through religious education.

156 Art

- 1 In art pupils including those with special educational needs are making satisfactory progress. Their overall rate of progress is better in investigating and making than in their knowledge and understanding of the work of artists, crafts people and designers. Pupils explore and use 2 dimensional and in some contexts 3 dimensional media.
- 2 Pupils in Key Stage 1, observe and record their ideas of the natural and made environment, using paint, pastels, and textiles. They experiment with techniques and explore a range of materials for example in Year 2, using cloth, wood and paper to produce a collage and they have made clay models. Observations of fruit were drawn to scale and modifications took place as the work progressed. Some pupils are able to review what they have done. The work of Cezanne demonstrated a sound understanding of the use of brush strokes and colour.
- 3 In Key Stage 2, the earlier work is consolidated as the pupils gain an increased awareness of the need to look for clarity and observe carefully before beginning to draw and paint. In Years 3 and 4 pupils have an increased knowledge of the techniques of mixing colours as a result of direct skills teaching. Some pupils recognise that when representing facial features their colours may vary in different lights. A Year 4 group demonstrated an increased understanding of perspective in their observational drawings of every-day objects. Pupils' skill levels progress at a satisfactory rate. Older pupils are beginning to assess the quality of their own work by comparison with that achieved by others, and some can describe how their work could be improved. Year 6 recognised the ways in which designs reflect time, for example, from the Bayeux tapestry to Millennium tapestry designs.
- 4 Although studies have taken place of Western artists, including William Morris and Picasso, in both key stages pupils overall knowledge and understanding is not sufficiently well developed with regard to the variety of genres and styles in particular of non-Western artists and crafts people. Pupils with special educational needs are integrated well and their rate of progress is increased when supported by non-teaching staff. Good use is made of drawings and diagrams in other subject work.

- 5 The pupils have good attitudes to their work and take pride in what they do. Concentration levels are good and pupils make changes and improvements to their work. Behaviour and relationships are very good at all ages, the pupils understand the routines of the room and clear up carefully. There is a pride in the completed work and the finished work presented in the form of individual portfolios is of a high quality for example as seen in Years 1 and 2.
- 6 The overall quality of the teaching is generally satisfactory, and on occasion it is very good. This is a similar position to that reported on in the last inspection. Where the teaching is most effective it is due to a secure knowledge of the subject and the teaching of skills and techniques; including how colour is applied. Not all pupils in Key Stage 2 have a sketchbook for the recording of information and their ideas. Assessment does not feature enough in the planning of future work. There is some use of graphic art, but information technology is not yet sufficiently promoted or used as a resource for teaching and learning across the school.
- 7 The policy for art is very outdated and does not represent the National Curriculum attainment targets or programmes of study. There is no scheme of work for art and assessment is not used formally to inform planning and teaching. These were identified as areas for development in the last inspection. Although the school's action plan did recognise the need to produce a scheme of work it has not been developed. Resources for the teaching and learning about artists and their work is still limited. The coordinator is aware of the need to address these issues and has attended in- service training for art coordinators, and on the production of schemes of work.

163 **Design and technology**

- 8 Due to the timing of the inspection and the timetabling arrangements, only two lessons were observed in Key Stage 1. Examination of planning and pupil's previous work in the form of models, plans, artefacts and current work, and scrutiny of teachers' planning indicate that when opportunities are provided progress including that of those with special educational needs is satisfactory.
- 9 Pupils understand the importance of planning before launching into the making an article. Pupils were able to discuss how they had evolved their plans and a number were able to build in modifications when practical difficulties ensued. They can use tools carefully, for example when cutting card. Good links are made with numeracy work, for example, the use of measurement and number. Scrutiny of work revealed that pupils had planned and built model adventure playgrounds, had converted designs into clay casts, built rockets and designed musical instruments satisfactorily.
- 10 The teaching is generally sound. Lessons are well prepared. Pupils are given opportunity to input their own ideas and this they do. Specialist vocabulary is used well, and pupils are encouraged to make ongoing improvements as they work on their designs.
- 11 The school has a satisfactory policy backed up by a scheme of work for both key stages. It is comprehensive and has all the elements necessary for a whole school scheme but the elements are only in outline and do not give enough detailed guidance for staff members. The scheme is interesting and lays a clear emphasis on the importance of design linked to making activities.
- 12 The subject is in transition and there is inconsistency in the work provided within and across the key stages. A balanced provision is yet to be achieved. There is no process in place to monitor the quality of teaching and continuity of learning.

168

Geography

- 13 Due to the time tabling arrangements and the timing of the inspection geography lessons were only observed in Key Stage 2. However, scrutiny of pupils' work and discussion with teachers indicate that pupils in Key Stage 1 make good progress. In Key Stage 2 pupils show good recall of their previous lessons, use their knowledge well and make good progress. Pupils with special educational needs make good progress.

- 14 At Key Stage 1, younger pupils take part in walks along Hawthorn Road and develop skills in observation. They recognise that buildings have different uses and are introduced to geographical words and directions. Older pupils develop skills in drawing maps and plans and recording information through fieldwork investigations around their school and in nearby roads and parks. Pupils in Year 2 observe and record weather conditions at different seasons of the year, from which they are able to draw graphs and make comparisons. They take part in visits to farms, where they accurately record the use of the fields on maps, and visit Hunstanton, where they are able to compare and contrast the seaside town landscape and land use to that of Kettering.
- 15 Pupils at Key Stage 2 show a growing knowledge of environmental issues. Year 4 pupils investigate the effects of litter in the environment and carefully present the information from their investigations on spreadsheets using information technology. Their discussions around the need to recycle materials in order to look after the environment show a concern for looking after their surroundings. Pupils in Year 5 are able to appreciate the effect of the weather on the Masai people of Africa, and they talk knowledgeably about the differences in lifestyle between communities in Kenya and their own. By the end of Key Stage 2, pupils are able to use aerial photographs and maps of a variety of scales to support their learning. Year 6 pupils carry out fieldwork to record land use in Kettering town centre, and through their residential visit to Scarborough make comparisons and contrasts between the two places. They investigate how rivers and glaciers can shape the landscape and carry out practical experiments to show how the speed and flow of water can transport material.
- 16 Pupils' attitudes to learning in geography are good. They listen attentively and are enthusiastic to answer questions. In all lessons observed pupils' work supportively together in groups, take pride in their work and sustain their enthusiasm throughout lessons.
- 17 The quality of teaching is good. All teachers demonstrate a good knowledge and understanding of geography through their effective choice and use of resources and lively questioning, which strongly influence pupils' attitudes towards their learning. Teachers have a good relationship with their pupils and value their contributions in discussion, which helps them develop their understanding.
- 18 Since the last inspection the subject co-ordinator has developed a geography policy and introduced the Northamptonshire Local Authority Advisory Service scheme of work for Key Stage 2. These, together with the addition of a wide variety of resources, including atlases, study packs of different parts of the world, videos and a variety of maps and aerial photographs are bringing about a development in pupils' geographical skills and understanding. A recently introduced national scheme of work from the Qualifications and Curriculum Authority has yet to be adapted to the school's own needs. At present there is no process of assessing and recording pupils' achievements, nor of formally monitoring and evaluating the quality of the teaching and pupils' learning in geography.

174

History

- 19 No history lessons were timetabled for Key Stage 1 during the days of the inspection. However, scrutiny of pupils' work, scrutiny of teachers' planning and discussion with teachers and pupils, indicate that pupils are making satisfactory progress at Key Stage 1. Pupils in Year 1 take part in walks around school and are able to recognise and describe the differences between old and new buildings. They compare toys of today with those of the past, accurately describing the effects of the passing of time. By the end of the Key Stage, Year 2 pupils begin to understand why people in the past, such as Florence Nightingale and Guy Fawkes, acted as they did, and the effect their lives had on history. Pupils develop a sense of period in their investigations into family life in Victorian times.
- 20 Pupils in Key Stage 2 make good progress. They develop a good understanding of historical periods. Year 3 pupils develop a clear understanding of the events leading up to the battle of Hastings through a drama re-enactment of this period of history and use a reproduction of the Bayeux Tapestry to find evidence about the battle and the death of King Harold.

- 21 By the end of Key Stage 2, pupils are developing the ability to use a variety of sources of evidence to draw conclusions and report them. Pupils in Year 6 use a range of resources to describe aspects of life in a Roman villa and identify changes between this period and the present day.
- 22 Pupils' attitudes towards learning in history are good overall. They enjoy working in the subject, listen attentively and answer questions with enthusiasm and confidence. Pupils work well together in groups and support each other when presenting information.
- 23 The quality of teaching in lessons in Key Stage 2 ranged from good to unsatisfactory but it was good in the majority observed. Where, on occasion, the teaching was unsatisfactory, resources were limited and the activities did not challenge pupils' curiosity. Teaching is good where sources of evidence are well used and pupils encouraged to make deductions, and activities are designed to develop historical skills as well as simply to investigate the historical period.
- 24 The school has adopted the guidance from the Qualifications and Curriculum Authority schemes of work and recognises the importance of adapting these to meet the needs of the school and pupils. Since the last inspection a wide range of resources has been acquired and is well used. These include a variety of artefacts, posters, videos, CD Roms and text books to support the teaching of the chosen historical periods. These are carefully stored and accessible to teachers.
- 25 The school recognises the need to develop a system of assessing and recording pupils' progress in history and to monitor the quality of teaching and pupils' learning in the subject. Visits to a variety of places of historical interest, such as West Stowe Saxon village and Kettering museum and visits from "Time Zone", where pupils take part in Tudor and Viking days, greatly enrich pupils' learning and enjoyment of the subject.

181 **Music**

- 26 Progress for all pupils including those with special educational needs is at least satisfactory. In Key Stage 1, pupils make steady progress associated with both attainment targets. They sing a variety of songs and develop the ability to perform accurately and confidently, making expressive use of the musical elements and showing awareness of phrase. Year 2 play a variety of percussion instruments to the rhythmic pulse of the teacher's melodeon, and explore, select and order sounds, making compositions that have a simple structure and make expressive use of some of the musical elements including dynamics and timbre. They sing songs in two parts and maintain independent instrumental lines with awareness of the other performers. Year 1 pupils develop a physical response to a rhythmic pulse in their physical education work and make progress in copying and creating movement in response to musical stimulus. Year 1 compare sounds and pieces of music. They begin to evaluate their own work, identifying ways in which it can be improved. They listen with attention including in assembly and can learn to compare music from different traditions, using musical vocabulary.

- 27 In Key Stage 2, pupils make steady progress and by the end of the key stage, are able to perform with confidence, control and an awareness of style, making expressive use of phrasing. They progress in directing others in performances and in performing a solo part within a group, recognising when to take the lead and when to support others. There is a gradual development of musical ideas, exploring structures and exploiting a range of resources. Years 3 and 4 to play the ocarina, as a class, providing a sound base for moving on to the recorder and other instruments. Year 3 are developing their understanding of time and rhythm and know about rests and the difference between crotchets and quavers. They are developing an understanding of the differences of timing, they clap accurately to the beat and they write their own rhythms. Year 5 develop their ability to listen with attention to detail, looking particularly at duration (groups of beats), to appreciate music from a different period, e.g. English folk music. In singing, they gradually develop control of diction and musical elements, particularly phrasing. They progress in recognising ways in which music reflects the time and place in which it is created. Year 5 evaluate different interpretations and versions of musical works and critically appraise and improve their own work. Year 6 recognise a modern version of an old folk tune, because it has an electronic accompaniment. They contrast it with an Irish rondo that they recently listened to, and can describe that music is cumulative, i.e. repetitive lines, plus an additional line. Older pupils evaluate appropriately the different interpretations of the music and have an accurate and extensive musical vocabulary.
- 28 Pupils enjoy music lessons. They listen carefully and follow instructions. Pupils in Years 5 and 6 listened attentively to a Welsh tune and identified the harp. It was suggested that the Welsh tune was of medieval origin. Another suggestion was that it would have been appropriate to play it in the science lesson, as a background to their work with candles. Pupils sing tunefully and expressively. They work well in groups when composing and performing and they listen to the performances of other pupils. In discussion, they contribute ideas confidently. All pupils behave well in music and have positive relationships with adults and with each other. They share well, taking turns with different instruments and they take care of resources.
- 29 Overall, the quality of teaching is satisfactory and in some lessons observed it is good. Teachers plan effectively. Pupils are encouraged to appropriately recall previous skills and knowledge and to evaluate their compositions and performances. Lessons are well organised. The pace of lessons is brisk and pupils are actively involved in the range of activities. Resources are appropriate to meet the needs of all pupils, including those with special educational needs. The active participation of all pupils is encouraged with enthusiasm.
- 30 The new commercial scheme, currently being introduced, provides a basis of interesting lessons which enable pupils to make progress. However, planning lacks rigour and there is little evaluation of what the pupils actually receive and little assessment of their progress in terms of national standards. The work planned does not always fully extend pupils of all levels of attainment. There are some opportunities for interested pupils to extend their musical experience in extra-curricular activities, such as the school recorder group, the senior and junior choirs, and the infant choir. About seven per cent of eligible pupils attend the recorder group, forty-three per cent of pupils in Years 5 and 6 attend the senior choir and thirty-seven per cent of pupils in Years 3 and 4 attend the junior choir. Pupils from Key Stage 1 come together to form a choir for specific purposes at certain times of the year, such as Christmas. There are opportunities for pupils to learn to play the violin, cello, woodwind and brass instruments with visiting teachers from the Northamptonshire Music Service and this opportunity is taken up by seven percent of the pupils in Key Stage 2. The school participates in the annual Kettering Schools' Music Festival. In 1998, the school performed 'RATS' at the Festival Theatre, which successfully involved over one hundred children and made use of a commercial theatre, a full technical crew and professional musicians. A further production is planned for the year 2000. The senior choir sing carols at a local home for senior citizens; last year, they entertained them with a selection of songs from the Second World War, such as 'We'll meet again.'
- 31 Resources are adequate. The Heinemann 'Lively Music' scheme is being introduced throughout the school. There are a variety of resources, including a collection of world music to enhance listening. Particular composers and works are introduced and explained carefully in school assemblies. A selection of violins, recorders and percussion instruments have been purchased and also obtained through Jacobs Biscuits and Co-op promotions.

187 **Physical education**

- 32 A well organised and consistent approach to physical education enables pupils to progress at a satisfactory or better rate in Key Stage 1, and at a good rate in Key Stage 2. The physical education curriculum is firmly based in movement, both gymnastic and dance at the lower end of the school. As they move through the school pupils are then given every opportunity to extend their learning into other areas of physical education. Special educational needs pupils are fully integrated into lessons and make good progress related to their earlier achievements.
- 33 Pupils are enthusiastic about physical education. They listen well and stay concentrating throughout lessons. Behaviour is good and pupils relate to and work well with each other or in groups. They are generous in their appreciation of work done by other pupils but their appreciation is genuine. Pupils work hard and try to improve their performance. They gain satisfaction when rewarded by success or by encouragement from their teacher, or each other.
- 34 The overall quality of teaching is good. All lessons are marked by good control of pupils. This control creates a good ethos for physical learning and enables pupils to work without interference. Lessons are all well paced. Teachers confine their instructions to a minimum, allowing pupils to be continually moving and not waiting through lengthy instructions. Teachers are conscious of safety and are also good at using pupils for demonstrations. Lessons are well prepared with clear objectives and there is a clear indication of continuity and progression in the schemes used by the school. Teachers encourage pupils to keep trying for improvement and success.
- 35 The school has a sound policy which is allied to two commercial schemes of work. This gives a coherent and progressive programme which is easily understood by all teachers. The enthusiasm for physical education by both pupils and teachers is reflected in the attitudes of the pupils and in the aims of the school. At various times in the year Kwik Cricket, swimming and athletics all appear on the curriculum and dance is included in the curriculum.
- 36 Most physical education is taught in the hall. The hall has an adequate range of large apparatus and an above average range of small apparatus. The co-ordinator has an annual budget and is enabled to keep up the existing resources and to buy new ones where necessary. The school also has a heated learner outdoor swimming pool which is fully used during the summer term. As consequence of this resource and access to other facilities the school has a low number of non-swimmers. The majority of pupils meet the expected standard in swimming by the end of Key Stage 2. There is no playing field attached to the school but good use is made of the playing fields belonging to a local secondary school, some ten minutes walk away.
- 37 The curriculum is supported by after school clubs in football and netball for Years 5 and 6 and country dancing for years 3 and 4. Approximately twenty-five per cent of Key Stage 2 boys and thirty-two per cent of girls take part in these clubs. All clubs are open to both older boys and girls. Coaching courses have been organised for rugby, dance and cricket. A number of staff are involved in coaching and supervisory activities. The time given to them is largely determined by the seasons of the year. The physical education curriculum is noted for the vigour and enthusiasm of which it is successfully promoted by all teachers.

PART C: INSPECTION DATA

193 SUMMARY OF INSPECTION EVIDENCE

38 Five inspectors spent a total of 19 inspector days in school gathering first hand evidence.

- 67 lessons or part lessons were observed. The time spent, including observation of lessons, sampling and scrutinising pupils' work, talking formally to the pupils, staff and others and hearing pupils read was approximately 90 hours.
- Informal observations of pupils were made at play times, lunchtimes and around the school.
- The work of six or more pupils from each year group, representing the full range of attainment including those pupils with special educational needs was scrutinised and discussions took place with pupils from each age range, both formally and informally.
- A representative sample of pupils were heard to read individually from each age group and their reading assessed, as well as that of those with special educational needs. The numerical confidence of the pupils was assessed, as was their information technology capability.
- Reports on pupils, teachers' records and teachers' assessments where available, were seen and analysed with regard to pupils' prior attainments and teachers' planning.
- The special educational needs register, individual educational plans and attendance registers were also scrutinised.
- The whole school assemblies were attended and some class assemblies, as well as some registration and class times. Some of the extra curricular activities were visited.
- Discussions were held involving members of the governing body, teaching and non-teaching staff, and parent helpers. The headteacher and members of the senior management were interviewed both before the inspection and several times during the inspection. All curriculum co-ordinators and the special educational needs co-ordinators were formally interviewed. A range of informal meetings also took place.
- All documentation including the last inspection report of November 1995, policies, the school development plan, and the governors' annual reports to parents provided by the school in advance and information presented at the time of the inspection was read and analysed.
- The budget figures and latest audit report were seen.
- A meeting took place before the inspection between the registered inspector and the governing body to explain the procedure and process of inspection.
- The registered inspector held a meeting for parents before the inspection, and 16 parents were in attendance.
- 225 questionnaires were issued to parents, 102 were returned. (45.3 per cent). This data is recorded in the inspection report.
- The internal accommodation and the external site were reviewed by the team members.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	316	8	26	11

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)
Number of pupils per qualified teacher

12.5
25.3

Education support staff (YR – Y6)

Total number of education support staff
Total aggregate hours worked each week

11
186

Average class size:

29

Financial data

Financial year:

1998/99

	£
Total Income	473,854
Total Expenditure	484,349
Expenditure per pupil	1,523
Balance brought forward from previous year	31,140
Balance carried forward to next year	20,645

PARENTAL SURVEY

Number of questionnaires sent out:

225

Number of questionnaires returned:

102

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	11	61	18	10	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	24	57	6	11	2
The school handles complaints from parents well	6	43	33	14	4
The school gives me a clear understanding of what is taught	15	44	20	18	2
The school keeps me well informed about my child(ren)'s progress	19	52	19	9	2
The school enables my child(ren) to achieve a good standard of work	14	69	12	3	2
The school encourages children to get involved in more than just their daily lessons	22	50	19	7	2
I am satisfied with the work that my child(ren) is/are expected to do at home	16	63	13	5	2
The school's values and attitudes have a positive effect on my child(ren)	22	62	11	4	1
The school achieves high standards of good behaviour	12	74	10	2	1
My child(ren) like(s) school	47	42	8	2	0

NB: Percentages of responses are rounded to the nearest integer, sum may not = 100%
 Percentages given are in relation to total number of returns, EXCLUDING nil replies.