

INSPECTION REPORT

Park Infants School

Raunds

LEA area: Northamptonshire

Unique Reference Number: 121852

Headteacher: Mrs S Beckett

Reporting inspector: Mr P Nickoll

Dates of inspection: 29 November – 2 December 1999

Under OFSTED contract number: 707659

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
Type of control:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Park Street Raunds Northants NN9 6NB
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Appropriate authority:	Northamptonshire LEA
Name of chair of governors:	Mrs Alison Bedborough
Date of previous inspection:	15 – 17 January 1996

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Jean Bouch		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare
Maria Wykes	Mathematics Geography History Religious education	The curriculum and assessment Special educational needs
Nora Walkley	Science Art Design and technology Music Areas of learning for children under five	Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources

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MAIN FINDINGS

What the school does well

- Standards and pupil progress in English and mathematics are very good.
- The progress that pupils with special educational needs make is good.
- Teaching is good overall, and in one lesson in seven it is very good.
- Teachers' planning is of a consistently high standard.
- Pupils are very well behaved and their attitudes to learning are very good.
- Relationships in the school are very good and the care and support for pupils is very good.
- Partnerships with parents and the community are very good.
- The systems to assess and monitor pupils' progress and to set them targets for the next steps in their learning are very good.
- Procedures for securing the pupils support guidance and welfare are very good.
- The school provides very effectively for pupils' moral and social development.

Where the school has weaknesses

- I. There are too few opportunities for pupils to develop their skills of investigation, to make choices and to express themselves creatively.
- II. Arrangements for monitoring teaching and learning are informal and not sufficiently focused in order to raise standards across the whole curriculum.
- III. There are only tenuous links between financial decision making and school development planning.

This is a good school where the strengths significantly outweigh the weaknesses. The weaknesses will form the basis of an action plan that will be sent to parents and guardians of pupils at the school.

How the school has improved since the last inspection

This is an improving school. The school has responded well to the last inspection and has made a number of significant improvements since the last inspection. The school has been very successful in providing an appropriate and challenging curriculum particularly for the higher attainers that has enabled an increasing number of pupils to achieve high standards in reading, writing and mathematics. Assessment practice has improved enabling the teachers to have a very good understanding of what the pupils know, do and understand and this contributes significantly to the good progress that pupils make. Curriculum planning has also improved which has helped to ensure that

pupils' learning builds continuously year on year. Whilst the role of the curriculum co-ordinators is developing, they still do not have opportunities to monitor the quality of teaching nor do many have an understanding of the standards achieved in their subject. The headteacher has developed procedures to analyse the results of tests but she has yet to introduce formal systems to monitor the quality of teaching.

· **Standards in subjects**

This table shows the standards achieved by 7year olds in 1999 based on the National Curriculum tests:

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

This table shows that the standards achieved by pupils in the last national Curriculum tests were well above average for reading, writing and mathematics. Standards are above average in science and religious education and as expected for information technology. Inspection found that standards in this year's Year 2 are also well above average in reading, writing and mathematics. High standards have been maintained for the last three years, whilst the number of pupils achieving the higher level 3 has been increasing year on year. Children under five make good progress and achieve standards that are above average in reading, writing and mathematics.

· **Quality of teaching**

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

Teaching is always at least satisfactory. It is good or better in over half of lessons and very good in one lesson in seven. The teaching of literacy and numeracy is good. A Key feature of the very good teaching is that the teachers know their pupils well and make appropriately challenging demands upon them.

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	In all lessons and around the school, the pupils' behaviour is consistently very good. Pupils work and play well together.
Attendance	Attendance is good and the school has effective methods to monitor absence.
Ethos*	Very good. Most pupils have a very positive attitude to their work. The relationships between pupils and between adults and pupils are very good. The headteacher and all staff work hard to achieve high standards.
Leadership and management	The governors and headteacher provide a very clear educational direction for the work of the school. The aims of the school are successfully reflected in all the work of the school. Monitoring and evaluation of teaching and learning is not sufficiently developed.
Curriculum	The school provides a broad curriculum over the school year. Adoption of the national frameworks ensures that there is good continuity and progression in learning for all pupils. Within the planned curriculum there are too few opportunities for pupils to develop their skills of investigation, to make choices and to learn how to express themselves creatively.
Pupils with special educational needs	The procedures for assessing and monitoring the progress of the pupils with special educational needs are good. These pupils make good progress.
Spiritual, moral, social & cultural development	Provision for the pupils' social and moral development is very good. Positive relationships are promoted throughout the school by all staff and pupils who treat each other with consideration and respect.
Staffing, resources and accommodation	The school is appropriately staffed with qualified teachers and classroom support assistants. Good advantage is taken of professional development opportunities. Despite a few gaps, resources are generally good. The accommodation provides a clean and well cared for working environment. The building has been enhanced by the development of additional teaching space. There has been very good and imaginative development of the playground.
Value for money	The school provides good value for money.

**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

- IV. The school is approachable.
- V. Their children enjoy going to school.
- VI. The school encourages them to play an active part in the life of the school.
- VII. The school enables their children to achieve a good standard of work.
- VIII. The school's values and attitudes have a positive effect on their children.
- IX. They are satisfied with the work that their children are expected to do at home.
- X. The school gives them a very clear understanding of what is taught.

What some parents are not happy about

Inspectors' judgements support these very positive views of parents.

·
KEY ISSUES FOR ACTION

To improve further the quality of education and standards of achievement, the governors, headteacher and staff should:

increase opportunities within the planned curriculum for pupils to take greater control of their learning and to express themselves creatively by ensuring that in lessons teachers

- XI. place more emphasis on developing pupils' creative and expressive skills including role play and drama; and
- XII. provide further opportunities for pupils to investigate, make choices and solve problems. (see paragraphs 115, 131, 132, 139, 151, 170)

establish effective procedures for evaluating the quality of teaching and learning by

- XIII. the headteacher undertaking a systematic programme of monitoring teaching and learning within each classroom; and
- XIV. making more effective use of curriculum co-ordinators to better support their colleagues. (see paragraphs 71, 116, 125, 135, 145, 152, 168, 182, 190)

establish procedures to ensure that budgetary plans more closely reflect priorities for improvement detailed in the school development plan so that there is a coherent and rational approach to the allocation of resources. (see paragraphs 73, 87)

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

improve the quality of resources for the teaching of religious education. (see paragraph 189)

include within the pupils' annual report more detail on what the child knows, does and understands and indicate more fully what the child needs to do next to improve further (see paragraph 62)

INTRODUCTION

Characteristics of the school

- 1 Park Infant School is situated in the town of Raunds in the county of Northamptonshire. The school admits children in the September following their fourth birthday. Initially this is for part of the day, and the children are integrated into full time education by half term of the autumn term. Attainment on intake to the school is broadly average and children are drawn from a range of socio-economic backgrounds. At present 5 per cent of pupils claim a free school meal. However as Northamptonshire no longer provides eligible pupils with a hot school dinner it is probable that this lack of provision reduces the number of families claiming a free meal. Other evidence suggests that the number of pupils eligible is approximately 12%. Approximately 21% of pupils are on the school's special need register and are receiving support. This figure is close to the national average. One per cent of pupils have a statement of educational special needs which is below the national average.
- 2 Since the last inspection the school has grown in size from 140 pupils to its present role of 156. This growth has resulted in the formation of an additional class. There are 76 boys and 80 girls organised into six classes. The average number of pupils in a class is 26. The school is now two form entry, with two classes for each school year; pupils are not now taught in mixed aged classes. The school has benefited from the building of a new teaching block with two additional classrooms and a practical area. This area is currently used by the reception classes.
- 3 The aims of the school emphasise the individuality of each child and strive to help all children attain their full potential in all aspects of personal development. The school aims to provide a safe, secure and stimulating environment that respects the individual and ensures that each child receives the appropriate curriculum. The school aims to prepare the children for life in the larger community and encourages them to play a part within it.
- 4 The school's chief priorities for the year as described within the school development plan are the implementation of the Numeracy Strategy, the continued development of the Literacy Strategy, and to continue to develop the curriculum with particular reference to information technology, history and

geography. The school also intends to continue to develop target setting in order to continue to raise standards. The school also plans to further develop the playground and outside play area.

· **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
	1999	27	31	58

National Curriculum		Reading	Writing	Mathematics
Test/Task Results				
Number of pupils at NC Level 2 or above	Boys	24	24	26
	Girls	31	31	30
	Total	55	55	56
Percentage at NC Level 2 or above	School	95(92)	95(95)	97(98)
	National	82(80)	83(81)	87(84)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	23	27	25
	Girls	31	30	31
	Total	54	57	58
Percentage at NC Level 2 or above	School	93(83)	93(98)	97(98)
	National	82(81)	80(85)	86(86)

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¹ Percentages in parentheses refer to the year before the latest reporting year

• **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:				%
	Authorised	School		4.66
	Absence	National comparative data		5.7
	Unauthorised	School		0.11
	Absence	National comparative data		0.5

• **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:			Number
		Fixed period	0
		Permanent	0

• **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	14
	Satisfactory or better	100
	Less than satisfactory	0

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Percentages in parentheses refer to the year before the latest reporting year

· **PART A: ASPECTS OF THE SCHOOL**

· **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

· **Attainment and progress**

- 5 In the 1999 National Curriculum assessments at the end of Key Stage 1 pupils attained standards which were well above the national average in reading and well above average in writing. In comparison to similar schools the pupils attained well above average standards in reading and writing. Standards in mathematics were well above the national average and well above those in similar schools. The comparison with similar schools is based on the number of pupils claiming for free school meals. Northamptonshire does not provide a hot meal and it is accepted that this has a lowering effect upon the numbers claiming one. The numbers of pupils claiming free schools meals in the school is low, approximately 5 per cent; however, evidence provided by the school, supported by other contextual evidence, suggests that 12 per cent of pupils, would be eligible to claim meals if they were available.
- 6 The percentage of pupils who attained level 3 (above average) was well above the national average in reading and writing and very high in comparison with all schools in mathematics. Compared to similar schools the number of pupils who achieved the higher level 3 was well above in reading and in writing and very high in mathematics. Teacher assessment in science showed that a well above average proportion of pupils attained the national standard, as did those reaching the higher level 3. Overall, teacher assessments were close to the test results. There was no significant difference between the performance of boys and girls achieving Level 2 but a higher number of girls achieved the higher level in reading, writing and mathematics reflecting the situation nationally. The school is aware of this issue, has set targets to increase the number of boys achieving this higher level and is monitoring the situation carefully.
- 7 Over a period of three years attainment at the end of Key Stage 1 has remained constantly high with a significant improvement in the number of pupils achieving the higher level 3 in reading, writing and mathematics.
- 8 Standards in English and mathematics are rising due to improved assessment practice, the development of target setting and the successful implementation of national projects for literacy and numeracy. Since the last inspection the school has made good improvements in raising standards in English and mathematics. The school has set appropriate targets for pupils to improve. These targets have begun to be met with success and the school is on course to meet its goals.
- 9 Overall, attainment in English is well above average at the end of Key Stage 1. Pupils have satisfactory speaking and listening skills. They are attentive and

careful listeners. They speak clearly and audibly with confidence in a variety of situations. Standards in reading are well above average. The pupils read from a wide range of texts. Many add expression to their reading and use a variety of reference books effectively. Standards in writing are well above average. The pupils write interesting accounts, using imaginative vocabulary. Their spelling is accurate and handwriting skills are well developed. The pupils have good literacy skills.

- 10 By the end of Key Stage 1 most pupils attain standards in mathematics which are well above average. Particular strengths are in using and applying mathematics where most pupils use their mental ability very well. The pupils have a good mathematical vocabulary. They have above average skills in number, coping well with complex operations and using their mental agility effectively to solve problems. They use a variety of methods, including information technology, to record data. Standards in science are well above the national average by the end of Key Stage 1. Pupils have an appropriate understanding of fair tests, they know how plants and other living things grow. They have an appropriate knowledge of materials and their properties and a basic understanding of physical processes including electricity and sound. The pupils attain average standards in information technology. Pupils are competent in all aspects of the subject. They use data well and present it in a variety of forms. They use information technology well in other subjects, such as English. The standards in religious education are above the levels expected in the locally agreed syllabus. Pupils show sensitivity and awareness for the beliefs and customs of others. They have a broad understanding of religious festivals and know how important religion is in some people's lives.
- 11 The pupils, including those with special educational needs, make very good progress in reading, writing and mathematics and good progress in science.
- 12 There are significant contributory factors that enhance progress throughout the school. These include consistently good teaching, a well-planned and broad curriculum, and the careful match of work to the different needs of the pupils. The school pays good attention to the particular needs of pupils with special educational needs, including the higher attainers. The pupils make very good progress in English. Progress in reading and writing is very good, whilst progress in speaking and listening is satisfactory. The pupils make significant gains in their knowledge of grammar and punctuation and their spelling improves consistently. Pupils develop skills in using letter sounds to build words and added to the other strategies they apply to decode words they develop their reading skills. Pupils with special educational needs make good progress in reading due to the individual attention they receive. In mathematics, the pupils make very good progress in using and applying mathematics and in number. Progress in mental arithmetic is good due to the daily oral and mental start to each mathematics lesson. In science, most pupils make good progress. They make good gains in their knowledge and use of scientific language and life processes. Progress in physical processes and materials and their properties is satisfactory in Key Stage 1. Pupils with special educational needs make

consistent progress in English, mathematics and science in line with their peers.

- 13 Pupils make good progress in history and geography and religious education. In the other subjects, progress is satisfactory. In information technology, the pupils make satisfactory gains in all aspects of the subject. They rapidly grow in confidence in using computers in other subjects. In religious education, good progress is made in learning about major religions and in developing awareness of a variety of beliefs and celebrations. Progress in using a variety of sources to explain change over time and to develop a sense of chronology is good. In history, the use of an extensive range of artefacts is particularly helpful in developing the pupils' sense of time. In geography the pupils make good progress in understanding mans' impact on the environment. Progress in physical education is satisfactory.
- 14 Children aged four start school with levels of attainment which are about those expected for their age. Children under five, including those with special educational needs, make good progress in language and literacy, mathematics, knowledge and understanding of the world, and physical development. In their creative development the children make satisfactory progress. They make significant and good progress in their personal and social development and become keen and interested learners. They behave very well and are keen to take part in all the activities provided. By the time they are five, almost all children attain the Desirable Learning Outcomes in each of the areas of learning and many work competently in the early levels of the National Curriculum. They make good progress in language and literacy and attain above average levels. They recognise simple words and make good gains in learning the sounds that letters make. They begin to form letters correctly. They make satisfactory progress in speaking and listening and extending their use of language in other areas of the curriculum. The children make good progress in their mathematical development. They recognise and use numbers to 10 correctly. They have a good understanding of shape and pattern and a wide mathematical vocabulary. Progress in knowledge and understanding of the world is good. They have a good understanding of how living things change as they grow. They make good progress in their scientific understanding. Creative development is satisfactory. The children enjoy role play, painting, singing and dance and make satisfactory progress in these aspects. Their physical development is better than that expected for five-year-olds. They are well co-ordinated and move confidently with balance.

· **Attitudes, behaviour and personal development**

- 15 Inspection evidence supports the views of parents that, as in the previous inspection, pupils' attitudes, behaviour and relationships are very good. These good qualities promote effective learning and progress in the classroom and happy co-operative play in the playground. This is a family school where there is a strong ethos of acceptance, care and respect. Boys and girls of all ages mix well together and enjoy each other's company.

- 16 The personal and social development of children under five is good. Good links between home and school ensure that they quickly settle in and enjoy coming to school. The children are well behaved and have positive attitudes to their work.
- 17 Movement about the school is very orderly and pupils have a clear understanding and acceptance of the rules which they have helped to make. They line up readily in the playground when their class emblem is displayed and sit cross-legged on the hall floor through assembly and singing practice without any jostling or fidgeting. At playtimes and in the dining hall pupils' behaviour is happy and sociable. They are lively and active within well-defined boundaries that they know and accept.
- 18 In lessons pupils' behaviour is very good, they have very good attitudes to their work and are keen to persevere. They answer questions eagerly, and feel secure enough to stand at the front of the class and try new things even when they are not sure of the answer, for example, in a reception class, where pupils suggested how to sort and match a group of five others. In singing practice two Year two children stood at the front of the hall and confidently demonstrated actions to the rest of the school.
- 19 Throughout the school relationships are very good. These very good relationships promote effective learning and pupils' personal development. For example, in circle time, pupils take turns and listen to each other well, accepting each other's choices and points of view. In mathematics games they stick to the rules, take turns and share. Reception pupils share a sink for washing up without bickering or mishap. In the playground they are very considerate in their games, they jump carefully from tyre to tyre and wait if one is occupied or choose a different route.
- 20 Pupils are polite and courteous to one another, to their teachers and helpers and to visitors. They take very good care of the buildings and particularly the playground in the development of which they have been closely involved. They dislike and disapprove of the litter dropped over the fence by other members of the community.
- 21 Pupils' personal development is good. Pupils are keen to take responsibility for their learning and their environment. They take pride in the 'buddy ' system whereby older pupils look after others in the playground and ensure that no one is lonely or isolated. They show spontaneous care for one another if hurt or upset and do not snigger at or deride each other's efforts and feelings. Pupils of different races and abilities are fully integrated into the life of the school. No pupils have been excluded.

· **Attendance**

- 22 Pupils' attendance is broadly in line with the national average and unauthorised absence is well below the national average. Punctuality is good. Pupils and their parents understand the impact which good attendance has upon educational progress. Pupils like school and are keen to take a full part in all

the learning activities. The overall rate of attendance has improved since the last inspection.

· **QUALITY OF EDUCATION PROVIDED**

· **Teaching**

- 23 Throughout the school the quality of teaching is good. Teaching is very good or better in one in eight lessons, good or better in six out of ten lessons and is always at least satisfactory. On one occasion the quality of teaching was judged to be excellent. Good teaching was observed throughout the school. Standards of teaching have improved considerably since the last inspection with more examples of good and very good teaching being observed. Teachers' knowledge of what their pupils know, can do and understand enables a very close match of work to pupils' abilities. This was particularly evident for those pupils of above average ability and is a significant improvement since the last inspection.
- 24 Teaching of pupils with special educational needs is good and a strength of the school. Staff work well together as a team, they know pupils well, and from the earliest age address their individual needs through careful management and planning. Support staff make a valuable contribution to pupils' learning and attainment, especially with those pupils designated as having statements of special educational needs. Consequently achievement and progress is good.
- 25 The teaching of the under fives within the reception classes is good. All the teaching is at least satisfactory and six out of ten lessons are good. The teachers have good understanding of the needs of the children and plan their work effectively taking into account the recommended areas of learning. In the best lessons the teachers provide the children with a range of activities, plan their work effectively and deliver the lesson with pace appropriate to the children's age. On occasions, however, teachers do not provide sufficient opportunities for the children to work independently of the teacher or to make choices.
- 26 Within Key Stage 1, the quality of teaching in English, mathematics and science is good, whilst the teaching of information technology and religious education is satisfactory. The teaching of the foundation subjects of art, music, history, and design and technology is satisfactory. The teaching of physical education is good. The teaching of geography was not observed during the inspection. The literacy hour is having a positive effect upon the quality of teaching English throughout the school. The recent introduction of the numeracy strategy is also beginning to have a positive impact upon the quality of mathematics teaching within the school. The basic skills of literacy and numeracy are well taught.
- 27 Throughout the school the teachers are conscientious and have very positive relationships with their pupils. In the most effective teaching, teachers' planning is detailed, identifying

key learning intentions that are shared with the pupils. Teachers use questioning well to encourage pupils to think and use the knowledge they have acquired. Praise is used constructively to support and motivate and teachers intervene at the right moments to sustain pupils' concentration and to develop their thinking. The teachers know their pupils well and make appropriate demands upon them. The best teaching was seen in Year 2 where one lesson in three was very good or excellent.

- 28 Teachers are sufficiently knowledgeable about most of the subjects they are teaching especially English, mathematics, science, history and physical education. Some teachers, however, are not sufficiently aware of the demands of the art and design and technology programmes of study and as a result there is some confusion about the intrinsic difference between art and design and technology.
- 29 Teachers' daily plans, used consistently through the school, are thorough and usually include clear learning intentions. Teachers have put considerable time and energy into their planning for the National Literacy and Numeracy Strategies and their plans are effective and support their teaching in all aspects of the frameworks.
- 30 Teachers know their pupils very well. Opportunities to record assessment information are included in the daily plans and these are well used by the teachers to record what the pupils have learnt and understood. In the most effective lessons, teachers use this knowledge very well to match closely the level of difficulty of the work to the prior attainment of the pupils. Teachers share with their pupils and their parents, targets for improvement particularly in reading and writing. This has a very positive impact upon not only the standards that the pupils achieve but on the level of interest and motivation that the pupils achieve. As a result many pupils, including the higher attainers, make good progress and achieve high standards especially in English and mathematics.
- 31 Throughout the school, teachers manage their pupils well. High expectations of pupil behaviour and caring relationships result in high levels of co-operation and mutual respect. However, teachers have a tendency to over-control their pupils, and as a result there are too few planned opportunities within lessons for the pupils to develop their skills of investigation, to make choices to express themselves creatively or to take responsibility for their own learning.
- 32 The school has a marking policy which staff recognise is now due for review. Pupils' work is well marked throughout the school; all staff mark pupils' work and pay particular attention to matters of accuracy, presentation and correction. In the best cases, teachers talk to pupils about their work and use feedback to diagnose where errors and misconceptions arise. In one Year 2 class the marking is of a very high quality, illustrating in a developmental manner, the attainment and rates of progress made by pupils. The most helpful marking indicates to the pupils what they need to do in order to improve their work.
- 33 By sending home reading books, spelling words and mental arithmetic activities, teachers use homework well to support pupils' learning.

· **The curriculum and assessment**

- 34 The curriculum for children under-five is suitably broad, balanced and relevant to their needs. It includes all of the appropriate areas of learning normally encountered by this age group. The personal and social skills of the children are successfully promoted and they are well prepared for work at the next level when they enter Key Stage 1.
- 35 The curriculum is both broad and balanced. The school complies with the requirements of the National Curriculum and for religious education. At present there are weaknesses in the organisation of time provided for the teaching of art and design and technology in Year 1, where the short periods of allocated time do not allow for sustained creative experiences. The arrangements for personal and social education, including health and sex education are effective. The school has achieved the Bronze Level Award for Healthy Schools since the previous inspection.
- 36 The curriculum arranged for pupils with special educational needs enables them to make particularly good progress. The inclusive nature of the curriculum and the management of support for all pupils with special educational needs ensures a broad entitlement. The school complies fully with statutory procedures as laid down by the Code of Practice (1994).
- 37 Opportunities for the most able pupils, with particular strengths in reading, are clearly defined, with individual targets for improvement. These are reviewed on a regular basis. Most lessons take sufficient account of prior attainment and provide opportunities for extension. This is an important improvement since the previous inspection.
- 38 The school has undertaken a major review of long-term plans, involving the implementation of the National Literacy Strategy and the recent introduction of the National Numeracy Strategy. Since the previous inspection the school has achieved 'The Basic Skills Award' for work in English and mathematics. A number of long term curriculum plans published by the Qualifications and Curriculum Authority have been integrated into the school's schemes of work, and have the effect of affording good progression for all pupils as they move through the school. This curriculum organisation and planning is a significant improvement since the previous inspection. At present this planning does not always provide sufficient opportunities for pupils to develop their creative and investigative skills, or to make choices about their learning. This weakness was highlighted in the previous inspection report.
- 39 Teachers plan the content of their lessons from the school's schemes of work, on a weekly basis. These plans typically indicate both what is to be taught and the objectives underpinning these activities. There is very good guidance on what the success criteria of these lessons are, and what specific outcomes might indicate attainment at different levels. As a result most lessons contain

an appropriate match of work to pupils needs, resulting in an effective balance between consolidation and extension.

- 40 Teachers often plan their work in year group meetings. This is a positive feature, ensuring that the same broad themes and topics are explored, regardless of which class the pupils are placed.
- 41 Good effective procedures identify and support pupils who experience learning difficulties. Individual education plans are effectively co-ordinated and monitored to ensure an appropriate match in the classroom.
- 42 Assessment procedures are very good. Children are assessed on entry to school in the reception year through a Baseline Assessment procedure and at the end of the key stage in English, mathematics and science at the age of seven. Further assessments are undertaken at regular intervals including very good ongoing assessment of reading. This good practice provides a clear picture of the progress of all pupils during the early years. Good use is made of this data to provide accurate information that can be used in planning future learning for individuals and groups.
- 43 Information gained from marking and daily records is used appropriately to move pupils on in their learning through individual targets which are shared with the pupils. Further information of pupils individual achievements are collected in individual records of achievement in English, mathematics and science, these individual portfolios contain contextualised information, which refers to the National Curriculum levels of attainment. Improvements in assessment and recording pupils' progress since the previous inspection, are very good.
- 44 The school's annual reports to parents provides results of national tests, and issues comparative information giving national results collated from the previous academic year. These results are also published in the school prospectus and the Governor's Annual report to parents. As such this legal obligation is fully met. Individual progress reports to parents provide information on what pupils know, understand and can do. Presently, however, reports do not fully comply with statutory requirements since they do not consistently highlight individual strengths, weaknesses and future targets for learning.
- 45 There are good links with the local community through an active involvement in and support of local and national initiatives, activities and events. Environmental issues have a strong agenda in the school and pupils are purposefully involved in a number of recycling schemes together with the responsibility and care of the school grounds. Good use is made of trips to places of interest in the local area and further afield. No pupil is denied access to the curriculum or success within it.

· **Pupils' spiritual, moral, social and cultural development**

- 46 Pupils' spiritual, moral, social and cultural development is good with the social and moral aspects being very good and a strength of the school. This is reflected in the commitment to the school's values as well as its aims and continues the positive approach identified in the previous inspection report.
- 47 The school now complies with statutory regulations by holding a daily act of worship. Significant improvements have been made in the spiritual development of pupils, and sufficient resources are now in place.
- 48 The school's provision for spiritual development is satisfactory with assemblies making a significant contribution to the pupils' spiritual awareness and development. Religious education and circle time provide opportunities for spiritual experiences for pupils and opportunities in other subjects also occur. On several occasions during the inspection pupils experienced awe and wonder about what they were learning, for example when an eight branched candelabra was lit in a history lesson there was complete silence and in a Reception class when children made footprints in paint.
- 49 Assemblies during the inspection focussed on the theme of celebrations and included a Year 2 presentation on Diwali with opportunity for quiet contemplation of what the pupils had experienced. There was a celebration of pupils' birthdays and good work enabling the whole school to share in the successes of others.
- 50 Religious education lessons make a positive contribution to pupils' development. In these lessons pupils are given opportunities to link their own experiences with the knowledge and beliefs of others.
- 51 Provision for moral development is very good. There is a very strong moral framework and an ethos of respect and caring and knowing right from wrong. Good moral values are promoted by class rules drawn up by class members and playground rules that are understood and followed. The school rewards good work and behaviour by stickers and certificates to which pupils respond well and value. All adults in school provide good models who have high expectations to which pupils respond.
- 52 The pupils' social development is promoted very well. Some opportunities are created within school for pupils to support and take responsibility for others as in the case of "break time buddies" who look out for pupils who may be alone or need help. The way in which pupils are encouraged to move around the school promotes self discipline and an understanding of the needs of others and parents recognise and comment favourably on this. When given the opportunity, pupils are able to work collaboratively and enjoy doing so. Social skills could be further developed by offering more opportunities for pupils to take

responsibility for their own learning within lessons. Pupils contribute well to the life of the school and the community by designing and developing the school grounds and by performing to local residents. The pupils contribute money to a range of charities on a regular basis and are able to discuss the reasons for this fund raising. At the time of the inspection they were filling shoe boxes with a range of items to send to children in Macedonia for Christmas. They re-cycle materials and make clothes collections all serving to raise their understanding of the needs of others and the wider community.

53 Provision for cultural development is satisfactory. An awareness of the pupils' own culture is developed through visits out of school and visiting groups of musicians and players. The school also welcomed a Japanese student who performed the tea ceremony for the pupils. Music and singing encourage appreciation of a range of composers.

54 Since the last inspection the school has made progress in the development of spiritual, moral, social and cultural areas. Resources have been supplemented for example by the addition of music from other cultures and a range of artefacts from other faiths, although examples of art from non-European artists are still under represented. Cultural awareness is an area that could be further developed in order to prepare pupils for the multi-cultural society in which we live.

Support, guidance and pupils' welfare

55 Provision for the support, welfare and guidance of pupils is very good. The school has maintained and improved upon the good practice described in the previous inspection report. Pupils are at all times well looked after in a secure, happy and very clean environment.

56 Educational support and guidance is very good. Good relationships and a variety of teaching styles and strategies create an environment where pupils are keen to learn. Teachers know their pupils well, understand their strengths and weaknesses and have shared pride in their progress and achievement. This very good knowledge of individual pupils enables them to set appropriate targets, monitor and modify them in the light of current attainment and promote very high standards for all. Pupils with special needs are well supported in lessons and through withdrawal. There is good support and provision for more able pupils.

57 Pupils' personal development is well promoted through clear values, clear implementation of policies and encouragement of pupils' self-esteem. Pupils understand and value the reward system of stickers, special books and champions, and are spontaneous in their praise for others. Funds are provided so that all pupils can take part in school activities and trips.

58 There are very good systems in place for the promotion and monitoring of

behaviour. The school's emphasis on high expectations, clearly defined boundaries and consistent practice ensures that pupils and their parents know what is expected of them at all times. Consistent reminders of expected behaviour result in good attitudes to work. Pupils subscribe fully to codes of conduct to which they have themselves contributed.

- 59 Procedures for promoting and monitoring attendance are very good. Registers are completed and annotated appropriately. The school's emphasis on good attendance has resulted in below average levels of unauthorised absence. Lateness is marked rigorously. Holidays in term time are strongly discouraged. The headteacher and staff know their pupils and families well and support them to achieve good attendance.
- 60 The health and safety of pupils is given a high priority within the school. There is prompt and careful attention to hygiene in the dining room and caring supervision. Slow eaters are not chivvied but are allowed to finish their meal at special tables. There is appropriate provision for first aid and fire precautions. The headteacher is the designated teacher for child protection. Other staff are aware of their responsibilities in this area and know what to do. There are good relationships with outside agencies, particularly the school nurse.

· **Partnership with parents and the community**

- 61 The school's partnership with parents and the community is very good. The school has consolidated and extended the good relationships described in the previous inspection report. Inspection evidence supports the views of parents that they work in a close, effective partnership with the school to promote high academic standards and good personal development. This is a happy school where pupils and parents feel secure and valued and work with the school towards shared goals. Ninety eight per cent of respondents to the parents' questionnaire agreed that parents are encouraged to play an active part in the life of the school, none disagreed.
- 62 Written information for parents is good overall with some very good information. Newsletters to parents are clear, appropriate and helpful. Details, such as the length of time activities and meetings will take, are clearly relevant to parents' needs and enable them to plan appropriately and participate fully. The school gives unambiguous messages to parents about attendance and behaviour of younger brothers and sisters at school concerts and in the playground before and after school, to ensure that all understand and are working to the same set of rules. Curriculum information is very good, it gives parents a clear idea of what pupils will be learning and explains National Curriculum levels. The home-school agreement has been signed by most parents and embodies the school's behaviour policy. Reports to parents contain good information on what pupils know, understand and can do in English and mathematics but lack targets for improvement. There is scant information on progress and coverage in other subjects
- 63 Parents' involvement in their children's learning is very good. The school has

forged a strong partnership in reading, the success of which is shown in the high standards achieved. Parents have been trained as reading helpers in every classroom to support the literacy hour. Other parents help with crafts, cooking and outdoor activities. Parents, staff and children have been involved as equal partners in the planning, implementation and maintenance of the new playground facilities in which all take great pride.

- 64 The school takes its relationship with parents very seriously. Parents know that their problems and concerns will be dealt with promptly, seriously and discreetly. Teachers keep careful records of parents' concerns so that progress can be monitored and issues are not overlooked. Parents are encouraged to come into school; flexible arrangements for events such as parents' interviews enable them to do so. There is very good communication with parents on health matters, for example, parents whose children suffer from allergies are consulted and involved in the choice of break time snacks and party foods.
- 65 Community links are very good. The school is held in high regard within the wider community and is oversubscribed. The school policy states that 'we feel it is important that our children realise that they are part of a wider community from which they can receive help, but that they are also required to play their part in giving'. This belief is at the heart of everything they do, for example in caring for the environment by recycling materials and not dropping litter, by collecting clothes on a regular basis to send to eastern Europe, by supporting the 'love in a box' scheme for children in Macedonia, by raising money for Cransley Hospice and by sharing their harvest festival with senior citizens. All of these activities contribute significantly to pupils' personal development and their understanding of citizenship.
- 66 Pupils benefit from visitors into school and visits outside school. They have regular visits from the community policeman, the fire service, local church ministers, students and visitors from overseas all of which widen their horizons and increase their knowledge of the outside world.

· **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

· **Leadership and management**

- 67 The governors and headteacher provide the school with a clear sense of direction and good leadership. They work together well in the best interests of the school. The governing body is enthusiastic and very supportive of the school. It has several new members who along with more experienced members have made a determined effort to improve their knowledge and expertise through training and by visiting the school. Each governor has adopted a class within the school. Through regular meetings of the full governing body and sub-committees, they are involved in the strategic management of the school and have a good understanding of budgetary control. The governors and headteacher are well placed to bring about further improvements.

68 The headteacher and staff have been very effective in developing the very positive ethos that pervades the whole school. The headteacher, who teaches for a significant proportion of the week, works hard to develop the positive climate for learning, to establish effective relationships and to instill in the whole school community a commitment to high standards. There is a need, however, to make more formal the procedures for monitoring the quality of education that the school provides in order to determine future developments.

69 The school is committed to its pupils and to the community it serves. The school's aims, as displayed in the entrance of the school, emphasise the importance of the individual and strives to help each child attain their full potential in all aspects of personal development. The school aims to provide a safe, secure and stimulating environment that respects the individual and ensures that each child receives the appropriate curriculum. The school aims to prepare the children for life in the larger community and encourages them to play a part within it. These aims are well reflected through the very positive ethos of the school, the way in which the pupils respond, the commitment of staff and governors and the supportive relationships with parents.

70 After the last inspection the governors and headteacher established an action plan with the aim of improving standards and increasing effectiveness. The senior staff and governors have reviewed this plan. Most of the key issues have been addressed in full, and the school has made a considerable number of improvements since the last inspection, some however are still in need of additional action in order to raise standards further.

71 The current situation relating to each key issue is as follows:

XV. The school has been especially successful in providing challenge for those pupils of above average ability. These pupils are receiving a curriculum that is well matched to their levels of prior attainment and as a consequence many of them are achieving the higher Level 3 in the end of key stage tests. In the 1999 tests the number of pupils who achieved Level 3 in English and science was well above the national average, and in mathematics the number of pupils achieving this level was very high.

XVI. Curriculum planning has been improved. All pupils are receiving a curriculum appropriate to their age and needs. Policies and schemes of work have been developed, ensuring both continuity and progression in children's learning. The school has developed appropriate strategies to monitor the curriculum and has a very good understanding of the standards pupils achieve, within the core subjects of English, mathematics and science. However it has yet to establish formal systems to monitor the quality of teaching in order to develop the strengths and remedy the weaknesses.

XVII. Teachers use assessment very well. The teachers have a very good understanding of what pupils know, do and understand enabling them to match very closely the activities they prepare for pupils with what the pupils need to do next. This has a very positive impact upon the progress that the pupils make and the standards they achieve.

XVIII. The roles of curriculum co-ordinators have been effectively developed. Co-ordinators have devised policies and adopted schemes of work for all subjects. They have devised whole school planning schedules that ensure coverage of the programmes of study and they support their colleagues effectively by assisting them with their planning and by providing resources. The curriculum co-ordinators, however do not have sufficient opportunities to monitor the quality of teaching of their subject nor do the curriculum co-ordinators of the foundation subjects have sufficient knowledge of the standards that pupils are achieving within their subject.

XIX. Resources to support the teaching of information technology, history and special educational needs have been significantly improved. The school is improving its resources in order to increase opportunities to develop pupils' spiritual and cultural understanding.

XX. The school is meeting the statutory requirement to hold a daily act of worship.

72 Overall, the key issues raised by the last inspection have been dealt with effectively which has contributed significantly to the improvement of the school in recent years. It is evident from the good quality of leadership and management of the school that it has the capacity to improve its high standards still further. Since the last inspection the school has been awarded the Basic Skills Agency Quality Mark for Primary Schools. This reflects the commitment by the headteacher and staff to school improvement and the raising of standards.

73 The school development plan is an effective tool to support school improvement. The whole school community is involved in determining priorities within the plan and the governors regularly review its progress. The plan identifies relevant priorities, persons responsible, has a realistic timescale and identifies success criteria. However, the costs of each initiative are not sufficiently detailed and do not relate closely enough to the school's financial planning processes neither do initiatives relate directly to raising standards even further.

74 There is a comprehensive policy for special educational needs which meets the requirements of the Code of Practice. The provision and procedures for special educational needs are well organised and the curriculum co-ordinator carries out day-to-day management effectively.

75 Routine administration is good. Internal and external communications are effective and the day to day management is efficient. Staff in the administration office are helpful and reflect the very positive ethos of the school.

76 The school fully complies with all statutory requirements.

· **Staffing, accommodation and learning resources**

77 There are an appropriate number of suitably qualified teachers to meet the demands of the curriculum both for under fives and in Key Stage 1. Support staff are experienced and work closely with teachers, making a valuable contribution to the standards achieved in school and are particularly effective in supporting children with special educational needs. Midday supervisors are very effective and the school secretary contributes to the smooth day to day running of the school.

78 While there is no formal induction policy, the arrangements for the induction of new staff are good. This was shown when a new teacher joined the staff during the term.

79 The programme for staff development provides a good balance between meeting the needs of individuals, priorities identified by the school and national initiatives. All staff have opportunities for training and these are used well with appropriate arrangements made for feedback and sharing of information. Good use is made of meeting with staff in a neighbouring school for staff development work.

80 Currently appraisal takes the form of regular professional discussions undertaken by the headteacher and these discussions are well used to identify training needs.

81 Accommodation is adequate in meeting the requirements of the National Curriculum and the building has been enhanced by the development of additional teaching space. While space is still limited, it is used effectively. Since the last inspection, the 'blue room' has been created as a dedicated resource for the teaching of pupils with special educational needs which is appropriately resourced and well used by the SENCO and other staff.

82 The school is well maintained and clean and the caretaker and cleaning staff play an important role in ensuring good standards of hygiene are maintained.

83 While the outside space is very limited it has been developed imaginatively to create an exciting play area and a small pond and environmental garden. These have a definite impact in improving aspects of behaviour and learning throughout school and have taken account of ideas and designs from the pupils.

84 Since the last inspection the quality and quantity of resources has improved and they are now adequate in all subjects except religious education where they are unsatisfactory. In English, science, history, geography and music they are good. In history the collection of artefacts and original sources of information available support the pupils' learning and research and offer good opportunities for first hand experiences.

85 Good use is made of trips out of school and visitors to the school support learning across the curriculum.

· **The efficiency of the school**

86 The governing body and headteacher work well as a team to set realistic budgets and to monitor performance. Roles and responsibilities are well defined and there are clearly defined limits of delegated authority for financial matters. The school's finances are well managed and there are effective systems to manage funds and monitor expenditure. In the recent audit, financial systems were judged to be controlled to a high standard. Most of the minor recommendations of the auditor have been carried out and the school has plans to address those still outstanding.

87 The school development plan identifies actions that will bring about improvements but the financial implications are not sufficiently detailed to allow the headteacher and governors to evaluate the impact of budget decisions on pupils' attainment and progress and the quality of education provided. The procedures to allocate resources within the school are too informal and are not sufficiently linked to the development plan or the budget setting process.

88 Teaching staff are well deployed. Classroom assistants are used effectively particularly when providing support for pupils with educational special needs. Funding for pupils with special educational needs is used efficiently and contributes to their good progress.

89 The use of the accommodation is good and classroom resources are stored and managed effectively, are used well and contribute to pupil progress.

90 Taking into account:

XXI. the average attainment upon entry;

XXII. the good progress and very good attainment of pupils in the core subjects of English and mathematics;

XXIII. the very good attitudes, behaviour and personal development of the pupils;

XXIV. the high percentage of good teaching;

XXV. the efficient management of resources;

XXVI. the unit cost of the school which is similar to the national average;

the school provides good value for money.

· **PART B: CURRICULUM AREAS AND SUBJECTS**

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

- 91 Children enter the Reception class in the September after their fourth birthday.
- 92 Baseline assessments are undertaken on entry to school. Children's attainment on entry is in line with the national average. These results together with ongoing assessments are used well to inform initial groupings and needs for support, allowing targets to be set at an early stage. Assessment procedures are systematic and used well to plan the next steps for the children's learning. Children make good progress in the Reception classes and by the time they are five most achieve the desirable learning outcomes. Good progress is made in the areas of language and literacy, mathematics, knowledge and understanding of the world and physical development where the teaching is good. Pupils make satisfactory progress in their creative development.
- 93 The standards for the under-fives reported in the last inspection have been maintained. The teaching in all lessons observed is at least satisfactory and in the majority of lessons it is good. Teachers have a secure understanding of the needs of the early years and plan effectively from the Desirable Learning Outcomes and into the National Curriculum. All staff in the Reception classes have high expectations for children's behaviour and work and their discipline and relationships with the children are good. The teachers know the children very well which results in children achieving high standards. The outdoor area near the Reception classes is limited but good use is made of the newly developed playground that offers opportunities for all children.

Personal and Social Development:

- 94 Children's personal and social development is good, they settle quickly into school, understand routines and enjoy the activities that are available. They have positive attitudes to work and relationships between the children and with adults are particularly good. The very good links between home and school that are quickly established support the social and personal development of the children. They are able to work co-operatively with others and show confidence and tolerance. They take turns and share and show a concern for each other both in the classroom and in the playground.
- 95 The children are able to listen to each other and understand the expectations made of them. Most are independent in dressing and undressing for physical education, care for resources and equipment and tidy up promptly when asked.

Language and Literacy:

- 96 Children listen attentively to adults and to each other. When given opportunities they are able to express themselves clearly whether in role play situations in the cake shop or explaining why you need bones to stand up. The children enjoy listening to stories and are eager to answer and ask questions.
- 97 They clearly enjoy books and understand that print conveys meanings. Many children recognise a number of words, usually linked to the reading scheme, by sight and some are reading with accuracy and confidence. They can talk about stories, identify the characters and in some cases predict what comes next. Children read regularly in school and take a reading book home each day. All children are able to write their first name although letters are not necessarily correctly formed. Children acquire a good knowledge of letters and their sounds and many are able to spell some words correctly and recognise patterns in words. Children make good progress in language and literacy.

Mathematics:

- 98 Children make good progress in mathematics. The majority of children demonstrate some understanding of counting numbers to ten when they had made footprints in paint following sharing the book `Alfie's Feet`. Most children can match and name common two and three-dimensional shapes. They are able to sort by colour and shape and are familiar with coins sometimes using them correctly when in the shop within the classroom.

Knowledge and Understanding of the World:

- 99 Children in the Reception classes are confident with information technology using a keyboard and mouse to select and delete information and listening to story tapes. They are able to talk about living things that change as they grow, identifying changes in themselves and knowing that seeds and bulbs grow to plants.
- 100 The children enjoyed baking gingerbread men after listening to the story and could explain how the dough would change when it was cooked using phrases like "it will get smooth", "it will be soft then it will be hard". They are developing good scientific understanding of the world through the opportunities they are offered.

Physical Development:

- 101 Children's physical development progressed well. They follow instructions and show good control of their movements and awareness of space in physical education lessons. They use wheeled toys with increasing control and have an awareness of others. While there is little outside space for the under-fives,

good use is made of the newly developed playground where children climb and balance with confidence.

Creative Development:

102 Children make satisfactory progress in developing their skills through a range of creative experiences. These include paint, collage materials, role-play and music. They use scissors to cut paper, wool and fabric and are able to complete some complex puzzles. Children enjoy singing and can sing a range of familiar songs and rhymes with actions. They use the limited opportunities for the role-play well when serving in a shop. Children paint, name colours and use collage to create faces and characters from the gingerbread man story but opportunities to experiment and use their imagination are limited

· **ENGLISH, MATHEMATICS AND SCIENCE**

· **English**

103 Standards of English throughout the school are very good.

104 The results of the 1999 National Curriculum Tests at the end of Key Stage 1 show that attainment of pupils in reading and writing are well above the national average. In comparison with similar schools pupil attainment in reading and writing is also well above average. These high standards have been maintained for the last three years. The school has been particularly successful in increasing the number of pupils who achieve the higher Level 3 in the tests. In 1999 48 per cent of pupils achieved Level 3 in reading and 21 per cent achieved Level 3 in writing. These results are well above the national average and well above those achieved by schools in similar circumstances. The school has also been very successful in reducing the number of pupils who do not achieve the expected level in the reading and writing tests.

105 Standards have risen considerably since the last inspection, particularly in the increased number of pupils achieving the higher Level 3 in reading and writing. The school is now providing sufficient challenge for the more able pupils.

106 Standards of reading are very good. Within Key Stage 1, all pupils are keen to read, and enjoy talking about their books. As part of the daily literacy teaching, pupils share big books and other texts. They read together, in small groups or individually with success during whole class and group reading sessions. They are able to use a range of strategies including phonics, picture and context clues to work out unfamiliar words. This is helping to improve their understanding and fluency in reading. By the time that they are seven many pupils read fluently and the more able read with enthusiasm and expression. When given the opportunity they are able to express opinions about the work of a variety of authors and describe characters and the plot of a story. They are

beginning to use library skills, many pupils understand the difference between fiction and non-fiction and use index and contents pages to retrieve information.

- 107 Pupils regularly take home their books to read to parents or guardians and this support contributes significantly to the very good progress pupils' make in reading. The school has identified a group of pupils for more focussed reading practice. These pupils are receiving extra support from a group of trained volunteers. This scheme is having a positive effect upon the standards achieved by pupils in this group and is making a significant contribution to the pupils' progress.
- 108 By the age of seven, pupils' attainment in writing is very good. Most pupils write for a range of purposes. They demonstrate the ability to write imaginatively using story plans successfully. Pupils write an interesting account using good punctuation and accurate spelling. Most work is presented attractively and the quality of the handwriting is good. The work that pupils do within the literacy hour is ensuring that skills are taught in a progressive way which contributes to the very good progress pupils make in writing as they move through the school.
- 109 The school has recently introduced target setting for some pupils throughout the school. Teachers share with pupils what they need to do next in order to make improvements. This has a very positive impact upon the levels of interest and motivation of pupils and is having a positive impact upon standards attained and pupil progress.
- 110 Standards in speaking and listening are satisfactory. Pupils listen attentively to their teachers and other adults and respond appropriately. When given opportunities, pupils can express themselves confidently and clearly and are willing to participate in discussions. Many display an extensive and developing vocabulary. The school has increased the number of structured opportunities for pupils to develop their speaking and listening skills since the last inspection. Whilst this is having a positive impact upon standards, pupils are given too few opportunities to express themselves freely or take part in role-play or drama. Pupil progress in both speaking and listening is satisfactory. The high standards achieved in reading and writing have a positive effect upon the standards pupils achieve in other subjects. Pupils with special educational needs make good progress and are very well supported by teachers, classroom assistants and parents.
- 111 Pupils' attitudes to English are good. Pupils sustain concentration well and persevere to solve any difficulties they encounter. They enjoy participating in lessons and contribute interesting ideas. Pupils also enjoy reading and regularly take their reading books home. Behaviour in lessons is always very good.
- 112 The teaching of English is good. Teachers have a very good understanding of

the Literacy Strategy and apply the framework well. Teachers work hard to plan and organise their lessons, and there is consistency across the key stage and between year groups. Teachers have very good relationships with their pupils and know them extremely well. This allows them not only to plan work that is well matched to what the pupils need to know or do next but allows them to arrange the pupils in a way that ensures maximum concentration and interest. Pupil learning is therefore continuous and sustained, allowing them to achieve high standards and make very good progress.

- 113 In a very good English lesson in Year 1, the teacher was using a children's story to teach the children spelling patterns that they could use in their own writing. By concentrating on pattern and rhyme the pupils were able to predict what words would come next in the story and gave suggestions as to how these words were spelt. Many pupils were able to differentiate between words that sounded the same but were spelt differently, for example box and socks. The teacher was very clear in what she intended to do. This together with very clear explanations and instructions enabled the pupils to have a clear understanding of what the teacher expected from them and resulted in most pupils developing their understanding of phonics and of how this knowledge could be used within their own writing.
- 114 In another very good lesson in Year 2, the teacher was explaining the difference between writing prose and instructions. Using a children's story for stimulus she encouraged pupils to turn the story into instructions. By knowing what her pupils needed to know and do next in order to improve their writing skills, she provided a range of activities appropriate to the needs of all, thus enabling all pupils not only to make good progress but allowing them to feel successful.
- 115 Whilst no teaching of English was unsatisfactory, in a significant number of lessons opportunities were missed to allow the pupils to think for themselves, to ask and answer questions that challenged them and to take a degree of responsibility for their work.
- 116 The curriculum co-ordinator for English is extremely enthusiastic and has worked hard to ensure that the Literacy Strategy has been implemented well into the school. She has managed and led professional development and is very supportive of colleagues within the school particularly with their planning. She has arranged for the teachers to visit other schools but has yet had no opportunities to monitor the quality of teaching and learning within school. She has worked well to increase the number and range of reading books within the school using funds allocated from both the school's budget and the extra funding provided by central government. However no budget has been allocated to English, making it difficult for the co-ordinator to plan for further improvement of resources to support the teaching of English.

• **Mathematics**

- 117 Results in the 1999 National Curriculum tests in mathematics indicate that pupils were attaining well above the national average and well above the average of similar schools at age seven. The proportion of pupils achieving Level 3 was very high when compared to schools with a similar intake of pupils. All pupils, including those with special educational needs make very good progress.
- 118 Standards have risen considerably since the last inspection, particularly in the increased number of pupils achieving the higher level 3. The school is now providing appropriate challenge for the more able pupils.
- 119 By the age of seven pupils are working confidently with mental arithmetic presented as spoken problems. This facility is supported by the importance given to learning addition, subtraction and multiplication facts and the numerous opportunities given to talking about number patterns and relationships. Pupils try different approaches when solving problems and are beginning to organise their working, checking results and explaining their thinking. In number, younger pupils can recognise simple patterns and count objects up to ten when solving problems. They can name and order the days of the week, and seasons of the year. They read the hour on an analogue clock, match the written time to the clock face, and identify the hour by counting the chimes.
- 120 Older pupils choose an appropriate operation when solving problems. In number they identify odd and even numbers and to use this facility to solve problems. They are developing pencil and paper methods for additions that cannot, at this stage, be done mentally, for example, they use a number line to count on in multiples of 100, 10 or 1.
- 121 They recognise, sort and name two-dimensional shapes and talk about their properties. They measure length accurately to ten centimeters and double it, and use mathematical language to discriminate between relative positions, for example, shorter and taller, lower and higher.
- 122 Pupils work hard in their lessons. They are willing, co-operative and very enthusiastic. Pupils work very well with their peers and show positive attitudes and consideration for each other. When playing mathematical games they take turns and to follow the rules. From the earliest age they respond particularly well when given the opportunity to work independently. They enjoy the intellectual stimulation and take pride in their accomplishments. Pupils use a variety of forms of mathematical representation.
- 123 Overall the quality of teaching is good and in at least one in five lessons it is very good and sometimes better. Teachers have a good knowledge of the subject, clear expectations of what pupils can achieve, and teaching has pace and rigour. There is a secure match between the task set and the capability of pupils in relation to their prior attainment. The practice of questioning the class

at the beginning and end of lessons is a positive common feature. In the best lessons, these exchanges are challenging and not unduly protracted, therefore reducing the possibility of loss of concentration. Problems are set which challenge all pupils, especially the higher attaining pupils. There has been very good progress in the support of higher attaining pupils since the last inspection. Throughout the school there is clear evidence of good development of mathematical language.

- 124 For example, in one particularly good lesson pupils were able to develop a range of mental strategies when dividing thirty objects into equal groups, including addition, doubling, halving and multiplication. The teacher's subject knowledge enabled her to reassure pupils that each strategy has equal merit when solving the problem. Careful planning ensured a smooth transition in pupils understanding from addition and subtraction to multiplication. Higher attaining pupils were particularly involved in the challenge set by the teacher and were able to visibly demonstrate a logical train of thought and a systematic approach to the investigation of number problems. The plenary drew together what the pupils had learned, indicating what the pupils know, understand and can do, whilst dealing with misconceptions. During these exchanges one pupil 'discovered' that a pie tray divided into three sets of two, could also be divided into two sets of three.
- 125 The work of the curriculum co-ordinator is a strength of the school. Her good subject knowledge and enthusiasm have provided a secure foundation for the support and guidance of other teachers within the school. Her commitment to improving standards through the introduction of new teaching methodology has enabled the school to move quickly to the introduction of the National Numeracy Strategy. The strategy is well developed across the school. Teachers have developed a dynamic approach to the teaching of the three sections of each lesson, where each section is given appropriate emphasis but timings are flexible according to the pupil's needs. The practice of regular assessment provides valuable feedback, and good use is made of day-to day assessment to inform future teaching and learning. This is also a significant improvement since the previous inspection. At present the co-ordinator is not able to monitor standards of teaching and learning in individual classrooms across the school.
- 126 Resources are adequate, with satisfactory provision of visual aids to support the introduction of the National Numeracy Strategy. However, there are some old and well-used resources, which the school recognises need updating. The co-ordinator does not manage a resource budget and is therefore unable to make long term spending decisions. A combination of class based and area-based storage represents a sensible approach, and the care with which these are managed contributes well to the efficiency and tidiness of the school.

• **Science**

- 127 Attainment in science at the end of Key Stage 1 is above average. In 1999

- teacher assessments showed that standards were well above the national average for all schools. In comparison with similar schools, standards were also well above average. Since the last inspection, standards of science have improved.
- 128 Pupils make good progress during Key Stage 1. This progress is most successful when teachers ask questions, carefully formulated, to encourage pupils to discuss their own ideas.
- 129 Pupils are developing well their skills of observation, particularly when investigating how far sound travels and are able to suggest ways in which results can be tested. The pupils in Year 1 relate their understanding of science to everyday life, for example they are aware that sounds are heard when they enter the ear and sounds get fainter as they travel further from the source.
- 130 In Year 2, pupils link cause and effect when they predicted which bulbs would light up when circuits were incorrectly and correctly wired and gave reasons to support their answers. Pupils use a range of good scientific vocabulary to communicate findings and are aware of the need for safety when working with electricity. They also ask questions and make suggestions as to how a battery works and speculate that it may be full of wires.
- 131 Pupils talk with confidence about their work. However, there are few examples of work in which pupils carry out their own investigations and record their results systematically. Lower achieving pupils and pupils with special educational needs are often well supported by learning support assistants and this enhances their progress.
- 132 Pupils enjoy science lessons, respond and work conscientiously sustaining their concentration well. They persevere to solve problems for example when a group were having difficulty in getting a bulb to light when convinced the circuit was wired correctly. They work collaboratively when in groups discussing their predictions, sharing resources and handling equipment carefully. Pupils are given too few opportunities however, to select their own resources or use their initiative to plan and develop their investigations further.
- 133 Teaching in Key Stage 1 is good. Lessons are well planned and are made stimulating and interesting with learning objectives shared with pupils. Teachers have a sound knowledge of the science curriculum and confidently display their understanding of the subject.
- 134 Lessons proceed at a good pace, are managed well and pupils work hard on the tasks set for them. There are high expectations for learning and behaviour. Questioning is effective in developing skills and understanding and planning makes reference to the knowledge pupils had gained in previous lessons. Science work is marked but there is little evidence of evaluative comments to help pupils make improvements to their work.

- 135 The subject has been managed effectively by the previous co-ordinator, who is on secondment, but the management of the subject has not yet been re-allocated. There is a policy and the school has adopted the QCA scheme of work. The science curriculum is broad and balanced and includes aspects of health education and work on drug awareness. A very useful catalogue of resources has been created that links to the scheme of work and is useful for staff. Resources are good and well organised. However, the monitoring role of the co-ordinator does not allow for an overview of the effectiveness of science teaching across school.
- 136 Since the last inspection the quality of teaching has improved and it is good across the school. Teachers specify clear objectives and identify opportunities to assess progress against the objectives. Still further opportunities should be given for pupils to investigate, make choices in planning scientific work and solve problems that arise.
- 137 The co-ordinator's effective scheme of work ensures thorough subject coverage, continuity and progression in pupils' learning and that assessment opportunities are well used.
- 138 While some progress has been made in developing the role of co-ordinator the monitoring of teaching and learning has yet to be addressed.

· **OTHER SUBJECTS OR COURSES**

· **Art**

- 139 Progress in art is satisfactory. In some classes, however, pupils' work is over directed by the teacher and does not always allow sufficient opportunity for pupils' to develop creativity. Pupils do not have sufficient opportunities to study or appreciate the work of a range of artists. Pupils draw and paint well from their imagination and from observation.
- 140 In Year 2 when pupils were using pastels for observational drawing of a candle their work showed an awareness of light, shade and colour. However, as this was their first opportunity to use pastels they were not familiar with their properties or able to build on previous skills.
- 141 In Year 1 when pupils were working on producing a design for wrapping paper they had opportunities to look at the work of other artists while looking at repeating patterns in wallpaper, including a brief look at work by William Morris. This opportunity was limited and did not extend to discussion or allow the pupils to appreciate style associated with his work.

- 142 In examples of previous work there were examples of some high quality work based on Picasso.
- 143 Pupils enjoy art lessons, their attitudes are good and they behave well. They work well together in groups and readily talk amongst themselves about what they are doing and take good care of resources. Pupils have very limited opportunities to select their own resources or make choices so they can develop their own work in a creative manner. Pupils take care in their work and are proud of work they have exhibited locally and when entering competitions in which they have had some success.
- 144 The quality of teaching is satisfactory with an example of good teaching when pupils were encouraged to spend time to look and discuss before experimenting with pastels for observational drawing. In this good lesson the skills of the classroom assistant were used effectively allowing her to encourage pupils to appraise and improve their own work.
- 145 The subject co-ordinator has developed a policy document and scheme of work in partnership with staff; however, at present these do not include sufficient support for teachers to enable the skills and knowledge to be taught in a way that builds year-on-year. There is no systematic arrangement for monitoring teaching, learning or progress in the subject.
- 146 Resources for art are adequate.
- 147 Since the last inspection there has been some improvement in art as pupils now are achieving standards that are in line with national expectations. Work needs still to be done in developing skills and techniques and ensuring opportunities for pupils to select materials and express themselves through art. Additional resources have been purchased, particularly in the form of books and examples of artists' work, although non-western cultures are still under represented.

· **Design and Technology**

- 148 Pupils make satisfactory progress in developing their designing and making skills in design and technology. Pupils appreciate the importance of designing before they start to make. In Year 1 they designed a moving Christmas card and drew upon the range of techniques they had used before.
- 149 In Year 2 pupils were making a card for Hanukah following instructions and measuring accurately. They discussed the best methods of joining, giving their reasons and foreseeing difficulties. They planned carefully and used simple tools and equipment to join and form materials to achieve their aims.
- 150 Pupils enjoy design technology and their response is good. They listen

carefully, are enthusiastic and take pride in their work. Pupils have been involved in the planning and design of the improvements to the school grounds and many benefited from taking part in creating the new playground area.

- 151 The quality of teaching is satisfactory and good when pupils are encouraged to work collaboratively and share their ideas. Teachers plan lessons in detail and allow pupils no opportunities to select resources or develop ideas in their own way. Teachers have a consistently good relationship with pupils and manage lessons well. Occasionally, pupils are given too much direction and help and the pace of lessons is slow. As a consequence, they do not have sufficient opportunity to try out their own ideas or to practice their skills.
- 152 The co-ordinator for the subject is enthusiastic and knowledgeable. Since the last inspection she has attended courses to improve her expertise and produced a scheme of work that is followed across the school and is now due for review to take account of the new QCA scheme. She gives support to colleagues but monitoring of the subject is currently on an informal basis. Resources are appropriate for the delivery of the subject and include food technology equipment and a range of tools that are well stored and maintained. The school has a good range of construction kits but these were not seen in use during the inspection.

Geography

- 153 No teaching of geography was observed during the inspection. The evidence available from teachers' plans, discussion with pupils and examples of work indicates that the progress of all pupils, including those with special educational needs, is good.
- 154 Pupils are developing a good geographical understanding of the local area and use this to make valid comparisons with more distant places. By the age of seven pupils accurately use simple geographical vocabulary to identify natural and man-made features of the places they have studied. Mapmaking is an intrinsic part of these place studies and pupils make their own maps of real and imaginary places and devise symbols to represent features on these maps. They have a good understanding of the environmental impact of people on places. A strong environmental theme runs through the geographical enquiries that pupils are engaged in. They have been heavily involved with teachers, parents and local experts in the development of the school grounds and, in particular, the playground. They are rightly proud of this area and are eager to discuss further developments and future plans. They understand the need to care for the environment in a number of areas and ongoing recycling initiatives, for example, collecting aluminum cans have won them prizes in local competitions. They competently give and follow directions, and describe the effects of weather and climate on people. In pursuit of their geographical enquiries they ask and answer questions about particular aspects and can make

comparisons between places studied and explain why these places are different. They use a wide variety of secondary sources to help pursue lines of enquiry including, aerial photographs, photographs, atlases and other published materials.

- 155 Pupils' responses are good, they show sustained levels of interest and a pride in their finished work. Presentation levels are high.
- 156 The present subject co-ordinator has very good subject knowledge, and has worked hard to produce a good policy document and a very good geography scheme of work. This scheme of work has recently been updated through sensitive integration with the Qualifications and Curriculum Authority scheme of work for geography. This has been well managed by the co-ordinator and incorporates good helpful advice to fellow colleagues on how to manage the subject in their classroom. Assessment activities are clearly planned into the units of work. There are appropriate opportunities for pupils to use information technology within units of work; these have been very well developed by the subject co-ordinator. Opportunities for pupils to develop literacy skills are good, for example, a recent visit, led to pupils designing an information leaflet for the site.
- 157 The range and quality of resources for the subject are good, and the care with which these are managed contributes well to the efficiency and tidiness of the school. Very good progress has been made in improving planning and resources since the previous inspection.

History

- 158 Only one lesson was observed during the inspection but the evidence of pupils written work, teachers' planning and discussions with pupils shows that all pupils, including those with special educational needs, make good progress.
- 159 Pupils use their historical knowledge to describe events in the past and can discuss, for example, family life during the 1940s and fifties with particular reference to washday. Understanding of chronology is good; they sequence events, and construct their own family tree and the family trees of other famous people. They identify changes in technology when comparing washday in the past with washday today. Pupils have good opportunities to use a range of different sources of historical evidence, in particular washday artefacts. They identify different representations of the past, for example, museum collections. Written work in history is good, and pupils are beginning to organise their work for a particular purpose.
- 160 Pupils respond well in lessons. They maintain their concentration, work well in a variety of settings and, where there are opportunities, co-operate and collaborate effectively in group work.

- 161 Overall teaching is good, subject knowledge is good, and lessons are well planned to make use of a sequence of activities. Teaching makes good use of a variety of methods including dance, group work and effective questioning.
- 162 The subject is well managed, issues for development have been well identified, and there is a clear sense of direction. Curriculum planning is good; there is clear identification of skills progression. Assessment opportunities are well planned into each study unit. The recent incorporation of the Qualifications and Curriculum Authority history schemes of work into the school's schemes of work is very good. It includes good advice for class teachers. Resources are good, especially collections of artefacts and original written sources to support individual units. The curriculum co-ordinator has worked hard to collect these items at minimal costs to the school. These are well managed and the care with which these are managed contributes well to the efficiency and tidiness of the school. Good use is made of the local community and visits to other places of interest as a learning resource. Improvements in resourcing and planning since the previous inspection are very good.

Information

Technology

- 163 Standards of attainment are in line with national expectations at the end of Key Stage 1 and pupils make satisfactory progress.
- 164 Only a small number of lessons, which involved direct teaching of information technology (IT), were observed during the period of inspection. However some information technology was in use in many lessons across the curriculum. In many cases IT was being used to support the lesson in progress, for example in Year 2 English classes, groups of pupils were successfully undertaking the writing of instructions using an appropriate word processing programme. Pupils demonstrate sound keyboard skills and control the mouse competently. They enter text, load a programme from hard or floppy disk, store and retrieve information and can competently handle and word process text.
- 165 Pupils respond well to their opportunities to use IT. They display good attitudes and are interested in their work. Most pupils talk confidently about their work. When working in pairs or in small groups the pupils work well together, readily take turns and organise themselves well. Pupils handle the equipment responsibly and safely.
- 166 In the few lessons observed the teaching was satisfactory overall. Lessons were carefully planned and lesson objectives clearly defined. The teachers gave clear explanations and used questioning effectively to enable pupils to gain an understanding of what they needed to know, do and understand. In a reception class the teacher clearly demonstrated to the pupils how to drag and

drop body parts around the screen by using a mouse in order to build a boy. The teacher's explanations were clear and logical which resulted in most pupils having a good understanding of how to use the programme successfully. Individual teachers keep a record of what pupils know, do and understand but there are at present no formal assessment procedures that allow this information to be passed to the next teacher as the child moves through the school.

- 167 The school has recently adopted the QCA scheme of work for information technology. The curriculum co-ordinator has amended the scheme of work to allow children in the reception classes access to it.
- 168 Teachers' planning documents show how and when the programme of study for IT will be taught to the pupils. The curriculum co-ordinator supports her colleagues well particularly with planning and any hardware or software difficulties. She has had no opportunities to monitor the quality of teaching in order to support her colleagues further nor has she an opportunity to gain an understanding of the standards of information technology achieved throughout the school.
- 169 The school has increased the number of computers it has available for pupils to use but in order to ensure pupils have sufficient opportunities to develop their IT skills more are still needed. The school has very recently been connected to the information super highway.

Music

- 170 Pupils in Key Stage 1 make satisfactory progress in music with a good balance between performing, listening and appraising but opportunities for composing are under-developed.
- 171 Pupils respond well when listening to recorded music of different types. They are attentive and are developing an appreciation of musical styles. Pupils in Year 2 identify changes in dynamics that became evident as they listened to "The Creation" by Haydn. Music is played on entering and leaving assembly and pupils are encouraged to listen and reflect on it. This includes opportunities to hear the work by famous composers from the past, contemporary music and music from outside Europe.
- 172 Pupils learn to sing a wide variety of songs tunefully with good control of pitch. In Year 2 they use the wide range of untuned percussion instruments with control to create both loud and soft sounds. They correctly name a large number of instruments. They have opportunities to perform to a larger audience, for example when Year 2 pupils sang carols in Raunds and when they entertain senior citizens. During the inspection pupils in Year 2 sang and danced to music linked to their topic on Diwali in an assembly for the whole

school. Pupils work with enjoyment and enthusiasm, performing well together; they are attentive and respond well to their teachers and are eager to learn and participate.

- 173 The teaching of music is satisfactory and good when questioning is used effectively to extend pupils' appreciation and give them opportunities to express themselves.
- 174 The school follows an effective scheme of work and is well resourced with recorded music, a good range of songbooks and a large number of instruments including some from other countries.
- 175 The previous co-ordinator, now on secondment, has ensured that since the last inspection progress has been made in improving the range of resources. Assessment remains restricted to end of key stage assessment and monitoring of music across the school is informal.

Physical Education

- 176 Pupils make satisfactory progress in physical education. The school provides appropriate opportunities for the pupils to dance, perform gymnastics and play games.
- 177 Within Key Stage 1, in dance, pupils demonstrate an ability to perform a range of controlled movements which they can link together to form dance. Most pupils are able to modify the height, level and speed of their movements in response to music or other signals. With practice many pupils are able to refine and improve their movements. In games, pupils are developing their skills of rolling, bouncing, catching and kicking balls.
- 178 Pupils enjoy physical education lessons and participate enthusiastically and energetically. Their behaviour is always good and they move between classroom and hall well. Pupils listen and respond well to their teacher's instruction as well as to musical stimuli. The pupils co-operate well with each other when working in pairs or small groups. Pupils are always appropriately dressed and get changed readily.
- 179 Teaching is always at least satisfactory with some very good lessons observed. In a very good Year 2 dance lesson the teacher allowed pupils an opportunity to warm up and prepare themselves for physical activity. The warm up was followed by a period when pupils could develop their movements in response to signals from the teacher and music. By careful questioning the teacher encouraged the pupils to think about the quality of their movements and gave pupils opportunities to comment upon the appropriateness of their own and

other pupils' movements. As a result of this reflection the quality of movement improved. As the lesson developed, pupils joined with others and performed together to form a representative dance.

- 180 A feature of the very good lessons observed was when teachers encouraged pupils to explore for themselves their responses to stimuli and to improve the quality of their performance either by careful questioning, the use of praise or by using other pupils work as examples.
- 181 The school has adopted a published scheme of work for gymnastics and games and has developed its own scheme of work for dance. The scheme of work ensures that pupils' physical skills are developed year on year. Teachers' planning indicates that all aspects of the programme of study are planned for over the key stage.
- 182 The curriculum co-ordinator displays obvious enthusiasm for the subject. She is supportive of her colleagues and has assisted teachers in planning their lessons. She also has given demonstration lessons to show her colleagues aspects of the programme of study. She has yet been given opportunities to further support her colleagues by monitoring the quality of teaching nor has she a whole school view as to the standards achieved.
- 183 The school has sufficient resources to teach the programme of study. These are well looked after and stored well in the school hall.

Religious Education

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- 184 Pupils' progress is good and attainment is above the expectations of the agreed syllabus of religious education in Northamptonshire at the age of seven. At the end of Key Stage 1 most pupils have a sound knowledge of Christianity and other world faiths. They use appropriate vocabulary to describe religious traditions, symbols and artefacts. Their awareness of beliefs and values expressed through care, friendship and trust and respect is good, and pupils confidently discuss their personal views on these aspects.
- 185 Younger pupils make links between their own experiences and those messages told in moral stories from the past, for example, "The Tortoise and the Hare" and "The Boy who Cried Wolf". They are aware of the main events in the life of Jesus, and his family life through the study of Jewish family traditions.

- 186 Older pupils have some understanding of the importance of worship and the significance of religious symbols from the Christian, Jewish and Hindu faiths. Thus pupils' know the names of characters in the Old and New Testaments and can recall the elements of some stories and understand the significance of the people in these stories and why their stories are important to Christians.
- 187 Pupils' attitude to their learning is good. Most pupils are attentive and eager to answer questions. They make reflective responses and contribute ideas to class discussion.
- 188 Overall, teaching is good. Good teaching features detailed objectives, appropriate pace and clearly explained tasks. During the inspection good use of questioning enabled all pupils to make significant contributions to whole class discussions. Where teaching has weaknesses pupils are not provided with a range of appropriate methods of written response.
- 189 An effective scheme of work for religious education incorporates the local education authority's agreed syllabus for religious education and provides a good basis for the teaching of the subject. The school has devised two School Designed Units; Stories with Morals, and Celebrations. The Stories with Morals unit is entirely appropriate for Year 1 pupils and engages their interest and understanding, whilst enabling them to make confident contributions to whole class discussions. The Year 2 School Designed Unit entitled Celebrations is well planned and meaningfully incorporates religious education, history and dance whilst investigating the light festivals from the Christian, Jewish and Hindu religious calendars.
- 190 The management role of the subject co-ordinator is not well developed. Assessment in the subject is dependent upon the individual class teacher.
- 191 The quantity and quality of artefacts to support the scheme of work is unsatisfactory; there are at present too few Christian artefacts and insufficient books to support pupils' learning. Good use is made of loan resources, and visits to places of worship within the local community and visitors from these communities are regularly welcomed into the school. A recent visit to a national exhibition titled: "The Jewish Way of Life Exhibition" made a significant impact on pupils' knowledge and understanding.

INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

- 192 The inspection team of four inspectors spent a total of 12.50 days in the school over a period of four days. A total of 57 lessons were observed, either wholly or in part during 35.83 hours of observations of lessons. A representative sample of pupils' work, covering all age groups, was scrutinised.
- 193 All National Curriculum subjects and religious education taught were observed during the inspection. All available evidence was used to assess the standards pupils are attaining and the progress they are making in these subjects.
- 194 The pupils were also observed arriving and leaving school, during registration and on the playground. Discussions were held with pupils about their work. A representative sample of pupils were heard to read in all year groups.
- 195 Discussions were held with the headteacher, the governors, the teachers and some members of non-teaching staff totalling approximately 12 hours. A meeting was held with parents before the inspection to seek their views of the school. The meeting was attended by 12 parents. 101 questionnaire responses (70.6%) were returned and analysed.
- 196 Feedback was offered and given to all members of staff on the quality of teaching.
- 197 The school development plan, curriculum plan, budget papers, policy documents, teachers' planning, pupils' records, reports to parents and attendance registers were analysed.
- 198 Assemblies held during the inspection were attended and extra-curricular activities were observed.

· **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 – Y2				
School	156	1	34	8

· **Teachers and classes**

· **Qualified teachers (YR – Y2)**

Total number of qualified teachers (full-time equivalent):	6.6
Number of pupils per qualified teacher:	23.6

· **Education support staff (YR – Y2)**

Total number of education support staff:	4
Total aggregate hours worked each week:	88
Number of pupils per qualified teacher:	24
Average class size:	26

• **Financial data**

Financial year:	1999
	£
Total Income	229098
Total Expenditure	230697
Expenditure per pupil	1479
Balance brought forward from previous year	18150
Balance carried forward to next year	16551

· **PARENTAL SURVEY**

Number of questionnaires sent out: 143
 Number of questionnaires returned: 101

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	50	48	2	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	52	46	2	0	0
The school handles complaints from parents well	29	46	17	0	0
The school gives me a clear understanding of what is taught	30	62	6	2	0
The school keeps me well informed about my child(ren)'s progress	47	50	3	0	0
The school enables my child(ren) to achieve a good standard of work	46	50	3	0	0
The school encourages children to get involved in more than just their daily lessons	29	50	18	1	0
I am satisfied with the work that my child(ren) is/are expected to do at home	33	60	6	0	0
The school's values and attitudes have a positive effect on my child(ren)	52	42	5	0	0
The school achieves high standards of good behaviour	51	44	5	0	0
My child(ren) like(s) school	62	34	0	0	0

Inspectors' judgements support these very positive views of parents.

· **Other issues raised by parents**

None