

INSPECTION REPORT

Culworth CE Primary School
Banbury

LEA area: Northamptonshire

Unique Reference Number: 122019

Headteacher: Mrs S Nicholson

Reporting inspector: Mr C Parker 11897

Dates of inspection: 11th – 15th October 1999

Under OFSTED contract number: 707670

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	The Green Culworth Banbury OX17 2BB
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr K Webster
Date of previous inspection:	15 th – 18 th January 1996

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Team members	Subject responsibilities	Aspect responsibilities
Mr C Parker, Registered Inspector	Science	Attainment and progress
	Information Technology	Teaching
	Physical Education	Leadership and management
		The efficiency of the school
Mr A B Anderson, Lay Inspector		Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Mrs M Powell	English	Pupils' spiritual, moral, social and cultural development
	History	
	Geography	
	Areas of learning for children under five	
Mr G Bassett	Mathematics	The curriculum and assessment
	Design Technology	Staffing, accommodation and learning resources
	Art	
	Music	
	Special educational needs	
	Equal opportunities	

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MAIN FINDINGS

What the school does well

- Attainment in English, mathematics and science is above average at the age of seven and well above average by the age of eleven.
- The teaching is good and often very good. As a result the pupils make good progress in Key Stage 1 and very good progress in Key Stage 2.
- The pupils' behaviour is very good and they have very positive attitudes to learning.
- The curriculum is carefully planned and contains a wide variety of activities to interest the pupils and stimulate learning.
- The spiritual, moral, social and cultural development of the pupils is outstanding.
- The headteacher leads the staff team very effectively.
- The governing body positively supports the school.
- The school has a very productive partnership with parents and the community.

Where the school has weaknesses

- I. Standards in information technology are not as good as they should be because not all aspects of the subject are taught.
- II. The school development and improvement planning lacks a coherent approach and most subject action plans are not precise enough.

The school makes very good provision for its pupils. The strengths of the school far outweigh the weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

The school has made very good progress since the last full inspection in January 1996. The standards achieved by the pupils at the ages of five, seven and eleven are now much higher than reported in 1996. The quality of the teaching has also improved. The teaching of children under five and in Key Stage 1 is good and in Key Stage 2 it is often very good. Although the school has made significant improvements to the school development plan and developed the role of the subject co-ordinators there are, nevertheless, further improvements to be made. The school is very strongly placed to make these improvements and to continue to enhance the provision it makes for the pupils and the standards they achieve.

Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools
English	C	E
Mathematics	C	E
Science	A	B

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The results, shown above, reflect the high proportion of pupils with special educational needs within the 1998 cohort. The results in English and mathematics were similar to the national average but well below the average for similar schools. In science the results were well above the national average and above the average for similar schools. The results of the recent tests taken in the summer of 1999 show a marked improvement with over 90 per cent of the pupils achieving the expected level in English and mathematics and all pupils achieving the expected level in science. Analysis of the results of the tests taken, in all subjects, over the three year period from 1996 to 1998 shows the results to be very high when compared to the national picture. The pupils in Key Stage 2 are making very good progress.

In the national tests for seven-year-olds, in 1998, attainment in reading, writing and mathematics was well above the national average and in comparison with schools with pupils from similar backgrounds. The results of tests over the past three years present evidence of attainment that is very high when compared to the national average. Inspection evidence indicates this trend is being maintained and that the pupils are making good progress.

Standards in information technology are not as good as they should be. The pupils do not have sufficient opportunities either to use information technology in a range of contexts or to develop their knowledge and skills in controlling, monitoring and modelling. The quality of the pupils' work in the other subjects of the curriculum consistently exceeds expectations. The pupils are provided with interesting and often challenging activities that ensure they make good progress as they move through the school. Some of the pupils' work is of particularly good quality, for example in art and design technology, and in physical education they display good skill levels.

The youngest pupils make good progress, achieve the desirable learning outcomes in all areas of learning and are ready and eager to move on to the National Curriculum.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Very good	Very good
Mathematics	Good	Good	Very good
Science		Good	Good
Information technology		Satisfactory	Satisfactory
Religious education			
Other subjects	Good	Good	Very good

The teaching, throughout the school, is good. In almost all of the lessons seen the teaching was at least satisfactory. In three-quarters of the lessons the teaching was good or better, with a third being very good. The high proportion of good and very good teaching results in the pupils making good progress as they move through the school. The lessons are generally carefully planned and set out what children will learn. The teachers have very secure subject knowledge and although they are not making the fullest use of information technology they are successfully teaching the pupils the skills they will need to communicate and handle information. The teachers manage the pupils effectively and use a wide variety of resources to good effect. In a very small number of lessons the teacher did not make full use of the time available.

The teaching of the youngest children is good. Through interesting and diverse activities the pupils are making good progress towards all of the desirable learning outcomes for five-year-olds.

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	Very good. A few younger pupils are restless and have difficulty concentrating. However, the school's high expectations of behaviour result in rapid improvements and the older pupils behave very maturely.
Attendance	Well above average.
Ethos*	Excellent. The school creates a very positive climate for learning. There is a shared commitment to high standards. Relationships within the school are harmonious.
Leadership and management	The headteacher leads the staff team very effectively. She provides clear educational direction but her considerable teaching commitment restricts the time available for management duties, such as monitoring the quality of teaching. The teachers work together very effectively to manage and monitor the curriculum but improvement and action planning is not precise enough. The school is strongly supported by the governing body, whose members monitor the work of the school.
Curriculum	The curriculum is thoroughly planned and contains a wide variety of activities to interest and stimulate the pupils' learning. The school's literacy and numeracy strategies are very effective. However, not all aspects of information technology are being taught.
Pupils with special educational needs	The pupils on the special educational needs register are making good progress towards the clear targets set for them.
Spiritual, moral, social and cultural development	Outstanding. The school provides a wide range of carefully planned, interesting and reflective opportunities of high quality for the pupils.
Staffing, resources and accommodation	There are sufficient teachers supported by a higher than usual number of support staff. The school has sufficient resources although some of the information technology equipment is ageing. Currently the space available is inadequate for the number of pupils in the school.
Value for money	Very good.

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

• **The parents' views of the school**

What most parents like about the school	What some parents are not happy about
III. home – school links are very good; IV. they are kept fully informed; V. teachers are approachable and accessible; VI. many opportunities to help in school; VII. swift response to issues they raise; VIII. 'The ethos is wonderful'.	IX. homework arrangements lack clarity; X. in some lessons in Key Stage 1 time is not used

The inspectors agree with the many positive comments made by parents at the pre-inspection meeting and in written responses. The inspectors also agree that there is a lack of clarity in current homework arrangements. Improvements are being included in the home school agreement that is currently being developed. Whilst time was used appropriately in the vast majority of lessons seen there were a small number of occasions when the lessons did not get off to a prompt start and consequently the teacher did not achieve all that had been planned.

· **KEY ISSUES FOR ACTION**

The governors, headteacher and teachers should:

- XI. provide a broader range of opportunities for pupils to develop their information technology capabilities across the curriculum. Particular attention should be given to developing the pupils knowledge and skills in controlling, monitoring and modelling (*paragraphs 17, 35, 119*);
- XII. improve school development planning so that it draws together all improvement activities and provides a coherent framework that includes clear success criteria in order to allow governors to evaluate the impact of spending on provision and the standards achieved by the pupils (*paragraphs 63 & 76*).

In addition the governors should give consideration to:

- XIII. reviewing the workload of the headteacher to ensure that she has sufficient time to monitor the teaching and the educational provision of the school;
- XIV. ensuring that every opportunity is taken to further improve the accommodation so that there is adequate space for the number of pupils on roll;
- XV. removing the remains of the swimming pool and an old greenhouse that are stored at the end of the playground and which present potential health and safety hazards for the children.

· **INTRODUCTION**

· **Characteristics of the school**

1. The school serves the Northamptonshire village of Culworth, in which it is situated, and the surrounding villages of Sulgrave, Thorpe Mandeville, Moreton Pinney and Eydon. The school is popular and is now experiencing annual appeals for places. Unemployment in the area is generally low. The pupils come from diverse social and economic backgrounds. The proportion of pupils taking free school meals is well below the national average.
2. The profile of the children's attainment when they start school fluctuates from year to year, but is above average. The baseline assessment carried out by the school last year shows that attainment on entry to the school was above the county average in reading and mathematics and similar to the average in speaking, listening and writing.
3. The school's admissions procedure allocates places, each September, to children who become five during the academic year. Places are available for 24 pupils annually. The governors make decisions about which pupils to grant places to according to whether they: already have siblings in the school, live in the designated area, are worshippers at a Church of England and finally by the distance from home to school by public road.
4. The school caters for pupils from four to eleven years of age and is smaller than average. There are 159 pupils on roll. This has increased by approximately 15 per cent since the last inspection and by almost 50 per cent over the last 6 years. Over a third of the pupils are on the special educational needs register, although none has a statement of special educational

need. The proportion of pupils on the special educational needs register is well above the national average but it includes a small number of children who are more able. At the time of the inspection, twenty-four children were under five and taught in the reception class.

5. There are a few more boys than girls overall but in most classes the numbers are similar. There are very few pupils from other ethnic groups. All of the pupils speak English as their first language.
6. Since the last inspection there have been changes in the teaching staff, and two new teachers have been appointed. One new classroom has been built and a substantial building programme is about to start to add another classroom and extend others.
7. In its mission statement the school states that it:
'encourages individuality, responsibility and respect for others within a caring and Christian framework. By nurturing the children's natural curiosity, a love of learning is developed which will help them to achieve their personal best.'
1. The current priorities for improvement set out in school's development plan are:
 - the induction of new staff;
 - the implementation of the numeracy strategy;
 - to improve the teaching of religious education;
 - to improve the teaching spaces and the school grounds;
 - to improve the teaching and learning of information technology.

Key indicators

Attainment at Key Stage 1

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

Year	Boys	Girls	Total
1998	14	9	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	13	13	13
	Girls	9	9	9
	Total	22	22	22
Percentage at NC Level 2 or above	School	96	96	96
	National	80	81	84

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	13	13	14
	Girls	9	9	9
	Total	22	22	23
Percentage at NC Level 2 or above	School	96	96	100
	National	81	85	86

Attainment at Key Stage 2

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

Year	Boys	Girls	Total
1998	11	8	19

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	7	11
	Girls	6	6	8
	Total	10	13	19
Percentage at NC Level 4 or above	School	53	68	100
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	7	11
	Girls	6	6	8
	Total	12	13	19
Percentage at NC Level 4 or above	School	63	68	100
	National	65	65	72

· **Attendance**

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

		%
Authorised Absence	School	4.6
	National comparative data	5.7
Unauthorised Absence	School	0
	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	35
Satisfactory or better	98
Less than satisfactory	2

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. In the 1998 national tests for seven-year-olds, attainment in reading, writing and mathematics was well above the average, both nationally and in comparison with schools with pupils from similar backgrounds. The percentage of pupils achieving higher levels was well above average. The results of tests over the past three years present evidence of attainment that is very high when compared to the national average. The inspection evidence indicates this trend is being maintained and that the pupils are making good progress.
2. The results of the tests taken by eleven-year-olds in 1998 were not as good as the previous year because of the high proportion of pupils with special educational needs within the cohort. The results in English and mathematics were similar to the national average but well below the average for similar schools. In science the results were well above the national average and above the average for similar schools. The results of the recent tests taken in the summer of 1999 show a marked improvement with over 90 per cent of pupils achieving the expected level in English and mathematics and all of the pupils achieving the expected level in science. Analysis of the results of the tests taken in all subjects over the three-year period from 1996 to 1998 shows the results to be very high when compared to the national picture. The pupils in Key Stage 2 are making very good progress and high standards are being maintained.
3. Analysis of the results of all subjects tested shows that over the same three-year period girls and boys consistently exceeded the average level at the age of eleven. There are, therefore, no significant differences in the attainment of girls and boys over time.
4. The profile of the children's attainment when they start school fluctuates from year to year, but is above average. The baseline assessment carried out by the school last year shows that attainment on entry was above the county average in reading and mathematics and similar to the average in speaking, listening and writing. These pupils are well taught, make good progress, achieve the desirable learning outcomes in all areas of learning and are ready and eager to move on to the National Curriculum.
5. Observations of lessons and scrutiny of the pupils' work shows that the proportion attaining the expected levels in English is above average at the end of Key Stage 1 and well above average by the end of Key Stage 2. The school's literacy strategy is effective and the teaching of English is very good at the end of Key Stage 1 and throughout Key Stage 2. Many pupils are articulate and speak audibly and clearly. By the end of Key Stage 2, they are sophisticated speakers, using a wide range of vocabulary effectively to express points of view. Standards in reading are high. Many of the oldest pupils fluently and expressively read literature that is quite challenging. They are able to make predictions about how the story will unfold. They can summarise the plot and describe characters succinctly and vividly, making good use of their extensive vocabulary. The pupils' attainment in writing is an increasing strength. The pupils undertake a very good range of writing. They effectively use words they encounter in their reading texts to enliven their own writing often producing work of a high standard.
6. In mathematics, more pupils than usual are working at the level expected by the end of both key stages as a result of good and often very good teaching. They use their numeracy skills and their understanding of number, shape and data handling, effectively, in other subjects such as design and technology and science. The oldest pupils can work out percentages and use equivalent fractions. They understand and can use mode, median, and mean in their

calculations. Many use multiplication by two and three digits confidently and can solve number and money problems successfully. They have a good understanding of the properties of two and three-dimensional shapes and can draw accurate angles and construct triangles. They handle data comfortably using tables and graphs. Many pupils are working at levels beyond the expectations for their ages and are making very good progress across all elements of the curriculum for mathematics.

7. The inspection findings in science indicate that at the end of both key stages standards are above average. A significant number of pupils are working at the expected level and a good proportion is attaining beyond this level. The pupils have a broad knowledge that covers the key areas of life processes and living things, materials and their properties and physical processes. They are making good progress in extending their knowledge as they move through the school. Their skills in investigative and experimental science are also being successfully established as a result of considerable development work undertaken by the school to improve provision in this important area of the science curriculum.
8. In both key stages, the pupils with special educational needs make good progress towards the targets set for them in their individual education plans.
9. Standards in information technology are not as good as they should be. The pupils do not have sufficient opportunity to use information technology in a range of contexts or to develop their knowledge and skills in controlling, monitoring and modelling. The school should take steps to ensure that the pupils have a broad range of opportunities to use information technology across the curriculum. **This is a key issue for action.**
10. The quality of the pupils' work in the other subjects of the curriculum consistently exceeds expectations. The pupils are provided with interesting and often challenging activities that ensure they make good progress as they move through the school. Some of the pupils' work is of particularly good quality, for example, in art and design technology, and in physical education they display good skill levels.

18. **Attitudes, behaviour and personal development**

11. Throughout the school the pupils' attitudes, behaviour, relationships and personal development are consistently very good. Parents, governors, staff and the pupils themselves have extremely high expectations of good behaviour. The vast majority of parents feel that the school achieves high standards of behaviour, and inspection evidence consistently supported this point of view.
12. The pupils' attitudes towards learning in the school are very good and some are excellent. They consistently demonstrate positive attitudes to their work. They listen carefully to their teachers, ask and answer questions, and willingly offer their own ideas and suggestions. When presented with challenging work, they respond very positively and are capable of maintaining sustained periods of concentration. They collaborate, share resources, take turns and listen to each other. They work together constructively when they are given practical work to complete in pairs or groups.
13. Overall, the pupils' behaviour is very good. They conduct themselves well in the classrooms, on the sports field and during other activities, for example, assemblies in the local church. However, there is some restlessness in the early years where a few children enter the school with under-developed social skills and experience some difficulties in settling into the classroom environment. This is successfully addressed and the excellent social development undertaken by the school results in very good behaviour by the time pupils enter Key Stage 2. The pupils with behavioural difficulties are handled very skilfully and as a consequence there is no disruption to learning. Behaviour around the school and at breaks and lunchtime is generally very good. The pupils play together in mixed age and gender groups and there is no obvious evidence of either bullying or isolation of individual pupils. There were no exclusions in the school year prior to the inspection.

14. Relationships in the school are generally very good. The pupils relate well to their teachers, to other adults whom they come into contact with, and also to one another. The pupils of all ages are polite and courteous. They are used to adults visiting their classrooms and as a result are openly welcoming and polite to visitors. The vast majority of pupils consistently show respect for their teachers and to visiting presenters. For example, Year 6 pupils were respectful and totally co-operative with a visiting Pan African Dance Ensemble who taught them traditional African dances. The pupils with special educational needs consistently demonstrate respect for those adults who are helping them.
15. The pupils' personal development is particularly good and they respond very positively when taking responsibility for their own work. They can carry out practical work, for example, weighing and measuring, with a minimum of teacher input and supervision. Where formal opportunities are provided for taking on responsibility, for example, preparing for assemblies, the pupils rise to the occasion. Year 6 pupils were observed organising an assembly in the local church which resulted in outstandingly high quality work. The children under five are making good progress in learning to follow classroom routines, move around the school without disturbing others and listen to their teacher and each other. The school supports local and national charities and makes appropriate visits into the community.
16. Overall the high standards in attitudes and behaviour have been maintained since the last inspection and have a very positive impact on pupils' learning. The school, through its positive approach to personal development, is successful in promoting harmonious relationships.

24. **Attendance**

17. The school continues to work hard to promote and maintain high levels of attendance. Current levels of attendance are very good and well above the national average. There is almost no unauthorised absence. The pupils enjoy coming to school and most parents are supportive in maintaining high attendance levels. Registration is prompt and efficient. All the statutory requirements for registration are fully met. The pupils come to school on time and lessons, assemblies, breaks and other activities start and finish promptly. The high standards maintained in attendance and punctuality have a positive impact on the quality of learning in the school.

25. **QUALITY OF EDUCATION PROVIDED**

25. **Teaching**

18. The teaching, throughout the school, is good. In almost all of the lessons seen the teaching was at least satisfactory. In three-quarters of the lessons the teaching was good or better, with a third being very good. The high proportion of good and very good teaching results in the pupils making consistently good progress as they move through the school. This is a significant improvement since the time of the last full inspection when there were weaknesses in the teaching of the children under five and in the lower part of Key Stage 2. This is no longer the case.
19. The teaching of the youngest children is good. Through interesting and diverse activities the pupils are making good progress towards all of the desirable learning outcomes for five-year-olds. The pupils are appropriately managed by their teacher. The lessons are thoroughly planned and the teacher sets appropriate expectations for pupils who have just started school.

The teacher has created a bright and stimulating learning environment within the very limited space available. The good relationship between the teacher and the pupils has helped them to settle quickly into the daily routines of school life.

20. In Key Stage 1 the teachers organise and manage their classrooms effectively in spite of the considerable difficulties posed by the building. They deal remarkably well with the lack of space and interruptions caused by people walking through the classroom. The teachers plan their lessons thoroughly and make good use of a wide range of resources. A few parents expressed a concern about the use of time in lessons. During the inspection the teachers were generally well prepared for the start of their lessons. However, in a very small number of lessons the teacher did not make full use of the time available because the introduction lacked clarity and the purpose of the activity was not established at the outset. The teachers expect good behaviour and use their questioning skills effectively to draw the pupils into interesting discussions. This was evident, for example, when the Year 2 children were discussing the elements of a fair test in science.
21. In Key Stage 2, the teachers use their subject knowledge very effectively. They have very high expectations of the pupils' behaviour and the quality of the work they produce. The lessons are thoroughly planned to ensure that the activities are appropriate for pupils of all abilities. They have clear purposes and make good use of the available resources. In the very good lessons, the teachers are very precise about what they want the children to learn, the pace is rapid and there is a review of what the pupils have learned at the end. The pupils are organised into age and ability sets for most of their English and mathematics lessons. These arrangements are very effective and have positive impact on the standards achieved. The teachers provide an appropriate degree of challenge to the higher attaining pupils and give good support to those pupils who need further explanation and reinforcement. The classes in Key Stage 2 are large, notably for the afternoon sessions when there are no setting arrangements. However, the teachers organise and manage their classrooms very efficiently to overcome many of the difficulties, particularly in practical lessons where the space available for pupils is very limited.
22. Throughout the school, the marking of the pupils' work is effective. In most cases, the teachers clearly identify how the pupils can improve the quality of their work and give them a positive and encouraging response.
23. The teachers display good subject knowledge in most areas of the curriculum, but they are not making effective use of information technology. They are developing the pupils' capabilities in communicating and handling information although they are not providing sufficient opportunities to extend and develop the pupils' learning across the curriculum.
24. Homework is used well throughout the school. It is particularly effective in Key Stage 2, where it is closely related to class work and provides an opportunity for extension activities. Some parents were unsure about homework arrangements but the new home school agreement, which is currently being finalised, states the position with greater clarity.
25. A part-time teacher and a support assistant provide additional effective support to the pupils with special educational needs through in class and withdrawal support. The pupils receive carefully planned help to make progress towards the clear targets set for them in their individual education plans.
26. Overall, the teaching has a positive impact on the standards the pupils attain and the progress they make. In Key Stage 2, the very good teaching contributes significantly to the high standards attained by the pupils in English, mathematics and science by the time they leave the school.

34. **The curriculum and assessment**

27. The curriculum is broad and balanced with all National Curriculum subjects covered appropriately with the exception of parts of the programme of study for information technology. The planning and content of the curriculum promotes the intellectual, physical and personal development of each child. It is thoughtfully planned to meet the needs of pupils of all ages, backgrounds and abilities. It ensures that the learning becomes increasingly more challenging in each subject as the pupils move through the school. For example, long term plans for art and design technology identify very clearly the knowledge and skills to be taught and the wide variety of media to be used for two and three-dimensional work.
28. There are good policy statements for all subjects. The school teaches sex education through science and the misuse of drugs is dealt with in personal development and health education lessons. There is appropriate coverage of the National Curriculum programmes of study in the teachers' medium term plans. These plans are based on a relevant cycle of themes and topics to be covered in each key stage. As part of its planning structures, the school is making increasingly effective use of the recently published national schemes of work.
29. The school has successfully improved and developed the curriculum since the last inspection when there were several deficiencies. The curriculum for the children under five is now good and the provision made to ensure their progress is effective. The children are challenged with stimulating and interesting activities. The curriculum covers all areas of learning and is well organised to ensure the vast majority of children are fully prepared to begin work on the National Curriculum.
30. Throughout the school, the literacy and numeracy strategies form an integral part of the curriculum. These initiatives are enhancing the quality of the pupils' work especially in the use of their literacy skills in other subjects. For example, good quality work is evident in the diaries and in the poems written to depict times in history. In all lessons using the literacy and numeracy strategies, the standard of the pupils' work has significantly improved. The numeracy strategy has been fully introduced and the pupils use their mathematical skills and knowledge effectively, in other subjects, such as design and technology.
31. The aims of the school are met through the curriculum and through the various extra curricular activities, including football, netball, gymnastics and various musical groups. There is no difference between the curriculum taught to the boys and girls. The lessons in physical education actively involve both girls and boys and all pupils have an equality of opportunity to join in the sporting, musical and social elements of the curriculum provided by the school. The extra curricular activities also include camping, a residential visit to York and links with a city centre school through Canons Ashby House and the National Trust.
32. The teaching time each week is sufficient and in line with the national guidance. The amount of time allocated to the teaching of each subject is appropriate.
33. The curriculum provision made for the pupils with special educational needs is good. The targets set for each pupil are relevant to their needs and are monitored effectively so that reviews can be made which focus upon each pupil's achievements in order to identify the next step in their learning. During lessons the lower attaining pupils receive additional help and the activities are carefully modified to ensure that good progress is maintained.
34. The procedures for assessing the pupils' attainment are very good. The national tests at the end of each key stage are administered effectively and other national tests are used at the end

of years 3, 4 and 5. The results are thoroughly analysed and targets are set, to show the proportion of the pupils in each age group that should reach the expected levels for their ages. The school also uses mathematics and reading tests to aid their judgements about the pupils' progress.

35. When the children enter the school at the age of four, the teachers assess what each one knows and can do. The results of this assessment are used to plan the curriculum for these children and to provide early identification of children who may have special educational needs.
36. Good use is made of assessment tasks at the end of half termly themes. The teachers judge the pupils' work against the expectations for their ages and then make written comments to show the context of the assessment. All these procedures are used effectively to assess each pupil's attainment and progress. The teachers record the results of on-going daily assessments and end of theme assessment tasks in various ways across the school. Nevertheless, these different methods are meaningful to the individual teachers involved. Underpinning these arrangements, there is a common school format that the teachers use to record the overall progress for each child at the end of each half term. However, these records, although comprehensive in their coverage of what each pupil knows, do not show when the pupils mastered a particular skill or successfully applied their learning.
37. The results of assessment tests, especially at the end of a key stage, are used to plan the future learning for different groups of pupils. Arrangements are now in place to regroup the pupils once a week at Key Stage 2, according to the results of recent assessments. The pupils are set mental mathematics tasks at the most appropriate levels for their prior learning. This is most successful, is beneficial to all pupils, and is raising the standards of their work.

45. **Pupils' spiritual, moral, social and cultural development**

38. The school makes very high quality provision for the pupils' spiritual, moral, social and cultural development. The aims of the school, and in particular regarding worship, are exceptionally explicit in relation to the emphasis which the school places on these important areas. The adults make it clear that each child is highly valued and is central to all that happens in the school. The entire provision makes an excellent impact on the pupils' personal and intellectual development. The school has continued to give this area high priority since the school was last inspected.
39. Among the adults who work in school, there is a high level of awareness of the need to foster the pupils' sensitivity to things which transcend the purely material and mundane. They do this through encouraging quiet reflection during school worship and through the use of carefully chosen themes. It is also very purposefully promoted through lessons in science, literature and art. Here, the pupils are given opportunities to encounter some of the less tangible aspects of life such as the wonder of the Creation, the way in which people express feelings through poetry and prose and the beauty of form and colour in works of art. The school and local environment are very well used to encourage an awareness of the important relationship between people and their environment and the need for stewardship of it. The adults set a pattern of care and concern that is then reflected in the supportive way that pupils of different ages approach each other.
40. The pupils' moral and social development is consistently and skilfully fostered. A strong value system permeates all the activities of the school. Opportunities to develop within the pupils the ability to distinguish right from wrong are well used so that expectations are clear but self-esteem is not sacrificed. The climate within school encourages the pupils to adopt an appropriate code of personal behaviour. Consistency and clarity are applied in establishing

appropriate norms with the children under the age of five. When sanctions are applied, the pupils understand that they are appropriate and fair. Through work in geography and reading books, the adults guide the pupils towards an understanding of moral issues related to poverty, inequality and injustice.

41. A small proportion of the youngest children enters school with under-developed social skills. The adults are consistently vigilant of them and ensure that they learn to co-operate with each other in work and play, respect each other's property and develop an awareness of how their behaviour affects others. The older pupils have developed a sense of community and an understanding of the inter-dependence of people upon each other. For example, many visitors make contributions to the curriculum, a proportion of whom are elderly. The adults provide excellent role models of how all visitors should be treated with courtesy and respect. This results in the pupils acquiring a respect for their contributions and a genuine interest in their points of view, for example, about life in the past in the local community. Many day and residential visits further broaden the pupils' social experiences and develop their inter-personal skills.
42. The exceptionally broad curriculum offered by the school makes a highly significant contribution to the pupils' cultural development. The pupils' knowledge, understanding and appreciation of their local culture and heritage are effectively fostered through comprehensively planned studies in local history and the imaginative use of local places of interest. There is a strong link with the local church and liturgical festivals are regularly celebrated. Equally, the curriculum in religious education enables the pupils to develop an awareness of, and interest in, faiths other than Christianity. Displays of artefacts, fabrics and a wide selection of fiction and non-fiction texts from many countries are used effectively to stimulate the pupils' interests. The pupils are consistently encouraged to read a wide range of literature including traditional tales and poetry from Africa, India and other parts of the world. Artists and performers, such as dancers from Africa, children's authors, theatre groups and musicians very valuably enhance the provision the school makes.
43. During the lunch breaks, many pupils collaborate to pursue their own interests or work as groups to find out more about matters which have stimulated their curiosity. A range of activities including board games, writing poetry and dancing is encouraged by the adults who are on hand to help.
51. **Support, guidance and pupils' welfare**
44. The school provides very good support for its pupils. The headteacher, teaching and non-teaching staff are caring, supportive and totally committed to the children in their care. The welfare of the pupils is seen as a priority in the school. Very good support is given to groups and individual pupils at different levels of attainment, including those with special educational needs.
45. The school makes good use of appropriate external support agencies and visitors. The non-teaching classroom assistants are effectively deployed and provide good support for all pupils, and particularly those with special educational needs. The large number of parent helpers is used effectively to support the pupils' learning. Conscientious and vigilant teachers supervise the pupils before school and at break times. The lunchtime supervision is well organised and managed efficiently by experienced supervisors and the standard of care is high. The lunchtime supervisors read stories to the younger pupils whilst they eat their sandwiches. Appropriate provision is made for medical and first aid requirements, and arrangements for routine matters such as minor accidents are good.
46. The school has a formal policy for child protection and all of the teachers are fully briefed.

There is good awareness of the relevant issues throughout the school. The policy and procedures for promoting health and safety are clear and good. Consistent safe working practice was observed in all lessons. The governors have a health and safety committee. All the required health and safety checks and inspections, including risk assessments, are regularly carried out and properly recorded. However, a number of potential health and safety concerns were found during the inspection and were discussed with the appropriate members of staff and reported to the governing body. They relate to the remains of an old swimming pool and a greenhouse, behind a partial barrier on ground adjacent to the main playground. They present potential hazards to the children and should be removed as a matter of urgency. **This is an additional issue for consideration.**

47. The school has very good procedures in place to promote and monitor discipline and good behaviour. The behaviour policy is supplemented by class rules and there is an anti-bullying policy. However, the school has not yet complied with the requirement to produce a statement on the use of force to restrain pupils. The headteacher has very high expectations of good behaviour, monitors behaviour very carefully and maintains appropriate records. All the class teachers implement the behaviour policy consistently throughout the school. Very good support is given to pupils with educational behavioural difficulties. Attendance and lateness is carefully monitored and this has a positive impact on the high levels of attendance achieved in the school.

48. The class teachers know their pupils extremely well and have a very good understanding of their individual personal needs. The pupils' personal development is consistently monitored as the children progress through the school. There is a formal health education policy and all aspects of health, sex and drugs education are taught in an appropriate manner. The pupils' academic progress is also monitored very well and the class teachers maintain detailed and comprehensive records. The procedures for monitoring the progress of pupils with special educational needs are good and used consistently in the preparation of their individual education plans. The admission procedures are very good, including the running of a playgroup in the term prior to admission, which helps children quickly settle into the school. Transfer arrangements to the local secondary school are appropriate, with sound preparation being made for the pupils' next stage of education.

56. **Partnership with parents and the community**

49. Relationships between the school, parents and the community are very good. The school enjoys the active support of the vast majority of parents. There is a large number of committed parents (and grandparents) who regularly help in the school and the support, which they provide, is excellent. Parental involvement in the school is outstanding and all parents fully support the education of their children. The governors, many of whom have had children at the school, have a real involvement in the work of the school. There is a very strong and extremely active parents association that organises events and raises considerable funds for the school. The parents feel that the school encourages them to play an active part in the life of the school and that they would find it easy to approach the school with questions or problems concerning their children.

50. Communications between the school and home are good. The school sends out regular informative newsletters and there are frequent communications to parents about specific events and activities. There are useful notice boards inside and outside the main school entrances, which display school and community information. There have been information meetings for parents, for example, on fiction and non-fiction reading. The school publishes a comprehensive and informative brochure that includes all of the statutory requirements. The governors hold an annual meeting with parents and publish an annual report. The pupils' annual progress reports written by the teachers are detailed and informative but tend to be general in content. They state what the pupils have studied and what they can do, but few

consistently indicate what progress they have made or set out where improvement can be made. The parents are offered appropriate opportunities to attend meetings to discuss their child's progress with the teachers. The parents of pupils with special educational needs are kept fully informed and many are involved in their work.

51. The school makes very good use of the local and wider community to support the pupils' academic work and personal development. There is a good range of curriculum and social visits, including residential trips, and an appropriate range of visitors to the school. There are strong curriculum links with outside agencies, for example, the school is fully involved in the Zeneca Science Project and is a member of the National Trust Education Group. There are very strong links with the local church, for example, the local vicar visits and takes regular assemblies. The pupils support and raise money for local and national charities. There is good curricular liaison and co-operation with the local secondary school.

52. Overall the school's work is considerably enriched by its links with parents and the community. These links have a positive impact on pupils' academic achievement and personal development.

60. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

60. **Leadership and management**

53. The headteacher provides strong leadership and clear educational direction for the school with positive support from the experienced teachers. They are currently all working to introduce two newly qualified teachers into a strong staff team. The headteacher has a considerable workload and although she is effective in both her administrative and teaching roles she carries a very high teaching commitment for a school of this size. Consequently, the time available for monitoring the quality of provision, particularly the teaching is very limited. Nevertheless, policies and practices are consistently implemented across the school. This strong leadership has been maintained since the last inspection and as a result the school has addressed all of the issues raised in the last report. The school is very strongly placed to maintain the high standards of provision and continue to bring about further improvements.

54. The work of the governing body is effective. All of the governors are actively involved in monitoring the school's provision through, for example, the 'governor of the month' scheme. Monitoring visits by governors are reported to the full meetings. Individual governors give the school their support by helping in classrooms and working with the pupils. The curriculum committee has been particularly active undertaking a comprehensive review of all subject policies. Each full governing body meeting begins with an item called 'At the heart of the school'. In this section of the meeting, the teachers and pupils make a presentation about an aspect of school life. This gives the governors a greater insight into the work of the school.

55. The work of the headteacher and the governing body provide the school with very good management and leadership that have a very positive impact on the standards the pupils attain. The only area of weakness is that the school improvement plan does not bring together all development initiatives, curriculum action plans and targets. Currently, this is very piecemeal and lacks the coherence necessary for the school, and particularly the governing body, to evaluate the impact of its various initiatives on the provision for and the standards attained by the pupils. The school should take steps to draw together all improvement and development activities in a coherent plan that clearly sets out what is to be achieved. **This is a key issue for action.**

56. The strong teamwork approach to curriculum development has helped the school to introduce the literacy and numeracy strategies very effectively. The teachers all have a number of additional responsibilities for managing and co-ordinating areas of the curriculum. They

work together effectively and have an enthusiastic approach to curriculum development. Each subject is led by the co-ordinator, who also monitors the teachers' plans and the pupils' work. However, the action plans and targets for future development are too broad and, with the exception of English, lack sufficient criteria against which success can be measured. Presently, these action plans do not link with the school improvement plan.

57. The school's mission statement is very clear and underpins its work. The school has an excellent ethos that encourages positive attitudes, expects high standards of behaviour and attainment, and values the work of the pupils.

58. The management of the provision for pupils with special educational needs is good. The Code of Practice for Special Educational Needs is fully implemented. All individual education plans are comprehensive and contain clear targets, tasks and an evaluation of progress. Early intervention through baseline assessment is carefully undertaken. All meetings with parents and outside agencies are recorded.

59. The school meets the statutory requirements in all respects except that it has yet to produce the required policy on the use of force to control and restrain pupils and some aspects of the National Curriculum for Information Technology are not taught.

67. **Staffing, accommodation and learning resources**

60. The number, qualifications and range of experiences of the teachers enables them to meet almost all of the requirements of the curriculum. Their knowledge and expertise is at least good in all subjects and in many areas of the curriculum including English, mathematics and science, especially in Key Stage 2, it is very good.

61. Throughout the school, all teachers are improving their skills and knowledge in the use of information technology. They now await their training in the use of the national grid for learning and in the use of control, monitoring and modelling. The teachers who have responsibility for leading the development of English and mathematics have initial qualifications in these subjects. The music teachers who visit the school each week to teach whole class lessons and to give group and individual instrumental tuition are appropriately qualified.

62. The non-teaching staff makes a substantial contribution to the quality of the pupils' work and to the progress they make. The pupils with special educational needs are well supported by the teachers and support staff in the development of their skills of literacy and numeracy. The deputy head teacher supports the two newly qualified teachers who also attend courses arranged by the local education authority. A programme of induction is arranged for them and targets for their development have been agreed with both of them. However, the very high teaching commitment of the headteacher severely restricts the time available for supporting not only the newly qualified but also more experienced teachers during lessons.

63. The arrangements for staff development are very good. For instance, on a recent training day a group of Year 6 pupils were invited back to school to be taught a numeracy lesson. The lesson was observed by all other teachers and discussed later in the day. This was most beneficial for the staff as an introduction to the numeracy strategy and encouraged consistent approaches throughout the school. Other opportunities are taken to moderate the pupils' work and to discuss the half-termly plans. The after school staff development sessions add effectively to the teachers' professional training. The school has established appraisal procedures but the departure of an experienced teacher and the arrival two newly qualified teachers means the appraisal cycle will have to be modified.

64. The accommodation is inadequate for the number of pupils on roll. There is only one toilet for the staff and many adult visitors who are frequently in school. This is inadequate. Some of the classrooms are too small for the number of pupils and make the delivery of practical lessons very difficult. For instance, when the Year 6 pupils do art or design and technology some of them move into the hall because their classroom is too small. The main corridor passes through the Year 1 and 2 classroom and results in many interruptions. The classrooms in the lower Key Stage 1 and the under fives are very cramped and are not large enough to enable the teachers to provide either role-play areas, or sand and water play facilities. The outside area for reception pupils is secure and is grassed, making it an ideal environment in the summer months but as there is no hard surface, the children cannot use large wheeled toys and other equipment to develop their physical skills throughout the year. The pupils with special educational needs, when withdrawn from their classrooms, are taught in the corridor and this is unsatisfactory. In sharp contrast, the newest classroom provides very good accommodation. The governors should take all available opportunities to improve the accommodation. **This is an additional issue for consideration.**

65. The first floor of the old school house has considerable potential to provide very valuable additional space but its present state of repair, layout and listed status combine to relegate it to storage space for many rarely used resources and old equipment, such as costumes, computers and kitchen equipment.
66. The external environment is attractive with grassed areas, a hard play surface, and a securely fenced pond. The school does not have a playing field and uses the village field some distance from the school. The field alongside the school and adjacent to an English Heritage site that is used enthusiastically by the pupils for lunch time games and activities when the weather is suitable. The displays around the school are stimulating and provide starting points for further learning.
67. The level of the learning resources is satisfactory in all areas of the curriculum and most are of a good quality. There is a satisfactory range of books in each classroom and in the library. Much of the information technology hardware is ageing and of differing types, which makes the management of the available resources more difficult. The school makes very good use of visits to places of educational value such as Canon's Ashby House and also welcomes visitors who can use their expertise for the benefit of the teachers and the pupils. The effective use of the resources has a marked impact upon the quality of the pupils' work and upon the quality of the teaching and learning throughout the school.
75. **The efficiency of the school**
68. Financial planning is fully integrated into the school's improvement plan. All development activities have allocated funding and targets have been set for the attainment of pupils over the next three years. However, the school's overall plans for improvement are not as coherent as they should be and this makes it difficult for development activities to be evaluated in terms of the value added to the school's provision and the standards that are achieved by the pupils.
69. Secure financial control has been maintained since the last inspection. The most recent audit report found only minor adjustments were needed to the school's financial procedures. The governing body, through its finance committee, regularly monitors spending and budgetary projection. Much of the work of governing body has focussed on plans to build a new classroom and improve other parts of the building. The governors have in place a five-year plan for these improvements. They are also seeking to maintain current staffing levels both in teaching and non-teaching staff. The school spends more than usual on learning support assistants and has sought to address the problems of large classes in Key Stage 2 by appointing a part time teacher so that English and mathematics can be taught to age and ability groups of a manageable size. These arrangements are working well but they place an increased teaching commitment on the headteacher. **The governing body should keep the workload of the headteacher under review.**
70. Despite the headteacher's heavy teaching commitment the school runs efficiently and smoothly. The headteacher has very good administrative support, and arrangements for communicating information and prioritising the management workload of the headteacher are simple but effective.
71. The teachers are carefully deployed so that their strengths are used to the benefit of the pupils. As a result, the pupils make a good start when they enter the school and progress well through Key Stages 1 and 2. The learning support assistants are generally effective in their roles with both the teachers and the pupils for whom they provide additional assistance. The teachers use the school's resources effectively and make frequent, although not full use of the

information technology resources. The accommodation is currently inadequate for the number of pupils but it is used fully and effectively. Good results are being achieved in spite of the inadequacies of the accommodation, but the restraints are not acceptable and the planned improvements are urgently needed.

72. The funds that the school receives for each pupil are below the national average. These funds are used effectively to ensure that the pupils are well taught, make good progress and attain standards that are above or well above average in most subjects. As a result, the school provides very good value for money.

80. **PART B: CURRICULUM AREAS AND SUBJECTS**

80. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

73. The inspection took place at the beginning of a new school year. Judgements about the standards achieved by the age of five are, therefore, based on the work of last year's cohort.

74. There are 24 children under the age of five years in the Reception class. In the early stages of the school year, parents can exercise their discretion about whether their children attend full time or for an agreed number of sessions. A few parents of very young children exercise this option. The profile of the children's attainment when they start school fluctuates from year to year, but is above average. The baseline assessment carried out by the school last year shows that attainment on entry to the school was above the county average in reading and mathematics and similar to the average in speaking, listening and writing.

75. The teaching of the children under five is good. The teacher plans a wide range of purposeful activities and manages the children effectively. The children are taught in a very small classroom. Occasionally, organisational difficulties arise due to lack of space. However, the good teaching results in the vast majority of the pupils meeting the nationally prescribed desirable learning outcomes by the time they reach statutory school age.

83. **Personal and Social Development**

76. The majority of the children are on course to achieve the nationally expected level by the time they reach statutory school age. A small proportion of the children enter the school with under-developed social skills, but make good progress in response to the teacher's consistent promotion of appropriate behaviour. The children are learning to settle into the classroom routines, to move around the school without disturbing others and to listen to their teacher and each other. For some, this presents challenges but the majority recognises the importance of behaving in a calm and settled way when in a classroom group and the teacher sets clear standards for social behaviour and creates a warm and caring ethos. The children are consistently rewarded for their efforts and achievements but there are appropriate sanctions for misdemeanours. Most co-operate well when sharing puzzles or engaging in construction activities. Although a number of the children are unaccustomed to taking turns they develop a good understanding that this is necessary when sharing equipment or using toys and apparatus.

77. The children show increasing independence. They exercise choice about some of their activities and select resources such as paints, pencils and puzzles. They put on aprons for artwork, change their shoes and dress for physical activities. They enjoy being classroom monitors and cheerfully help to tidy away equipment.

85. **Language and Literacy**

78. The teacher gives high priority to developing the children's language skills. Consequently, most of them listen attentively to stories and to explanations and instructions. They can make comments about a story, often using the illustrations effectively. A few pupils have difficulty in concentrating for a sustained period and, therefore, make somewhat superficial observations about the stories they hear. Attainment in speaking, however, is above average. The children are encouraged to speak, to express their opinions and ideas and to listen to each other. As a result, they speak clearly and confidently, and the higher attaining children often articulate several sentences in sequence. A good example was heard when the children talked

about how their own physical appearance and clothing had changed as they grew. They talk with assurance to adults when explaining their tasks. They can often pose questions.

79. The majority of children are progressing well in their reading. Many can tell a story from the illustrations or from making deductions from the cover picture. Some higher attaining readers can point to a few letters and say the sounds they make and a small number can read sentences. However, a few are not yet able to locate the first page of a book with ease and do not recognise separate words in print.

80. The teacher encourages the pupils to take part in role-play activities, sometimes accompanying speech by “writing” items such as lists and menus, thereby developing an awareness of the importance of writing. A good proportion of the pupils recognises that writing carries meaning and they can link this to the marks they themselves make on paper. By the time they reach statutory school age, the children generally attain standards that are above those expected. They write for an increasing range of purposes such as to record events, for labelling or to caption illustrations to stories. They form an increasing number of letters legibly and can write simple high frequency words.

88. **Mathematics**

81. Most of the children attain the expected standard by the age of five. A small proportion of the children attains higher standards and can count beyond ten. They increasingly match numerals to quantities of objects such as items around the classroom or dots on a dice. They are gaining confidence in naming 2D shapes. Using a “feely bag” of shapes, many can describe some of the attributes of a shape while others say its name. By the time they reach statutory school age, they recognise and can continue increasingly complex sequences of patterns made with beads, interlocking shapes and other materials. The older children understand that water and sand can be measured using a variety of utensils. They progress well in their ability to match and sort objects as when laying a table for teddy bears.

82. The teacher’s planning identifies appropriate objectives for this stage of learning and activities are carefully devised to ensure that early knowledge is systematically built upon. Counting rhymes are used to support the development of numeracy. Some of the role-play activities such as shopping or playing hospitals are used imaginatively to develop mathematical concepts. The children enjoy the practical activities and are responding with enthusiasm to the early stages of mental calculations. They take pride in demonstrating their mastery of simple mathematical terms such as the names of shapes.

90. **Knowledge and Understanding of the World**

83. Standards are overall satisfactory and are similar to those reported at the last inspection. A large number of children are on course to achieve the standards expected nationally by the time that they begin the Key Stage 1 curriculum. The children are inquisitive about their past and are encouraged by their teacher who ensures they make good progress. For example, she encourages them to make interesting observations about how they have changed over time. They recognise that artefacts and photographs can represent the past. By the time they reach statutory school age, they can describe their own journey to school and can name some of the features they see. They understand that the computer can be used for writing and that the mouse can control what appears on the screen. They can handle simple tools safely and follow instructions while making various items. However, the planning for construction activities using large kits does not allow the children to gain sufficient experience of design and of manipulating a wide range of materials.

91. **Physical Development**

84. The children attain satisfactory standards and are on course to achieve the expected level by the time that they enter Key Stage 1. They show appropriate control of their bodies as they move around and are aware of the importance of having regard to each other's safety. The majority climb confidently on suitable outdoor equipment and the teacher gives clear explanations about safe behaviour during physical education lessons. The children learn to hold pencils and brushes correctly although many have under-developed skills in this area when they enter school. They learn to be orderly and independent in hanging up their coats and when changing their shoes. The teacher makes good use of opportunities to develop language of position such as "in front", "behind", for example, when the children are forming a line to go to the hall or playground. They progress well in their ability to use glue spreaders and scissors effectively.
85. At the moment the children do not have sufficient opportunities to develop control and an awareness of space through the use of pedalled vehicles.

93. **Creative Development**

86. The children make good progress in a range of varied and lively activities and attain above average standards by the time they reach statutory school age. They engage in painting, printing, craft, role-play, singing, imaginative play and dance. These experiences make a significant contribution to the standards attained in the creative arts. The children handle colour with confidence and use printing equipment imaginatively to make abstract pictures. They exercise their imagination during role-play and when involved in a range of activities such as sand tray play or craft activities. All these activities also make an important contribution to their language development. For example, two children playing with toy frogs in a sand tray entered into a fantasy world as they discussed the activities of the frogs. The children enjoy singing and participate fully in singing rhymes and hymns. They are eager to participate in the creative aspects of the curriculum. When necessary, they reliably bring in materials from home to use in their activities.

94. **ENGLISH, MATHEMATICS AND SCIENCE**

94. **English**

87. The proportion of pupils attaining the expected or higher levels, in reading and writing in the recent national tests for seven-year-olds was very high. The standards achieved in 1998 were well above average and have been maintained overall despite the fact that a smaller proportion of pupils attained the higher level in reading in 1999.

88. The results of the 1999 national tests for eleven-year-olds indicate that a high proportion of pupils attained and exceeded the expected level. The results were a significant improvement on the previous year when there was a high proportion of pupils on the special educational needs register. Although the 1998 results were similar to the national average they were well below average when compared to similar schools. Taken overall the school's results achieved by both seven and eleven-year-olds over the last three years have been much better than the national average. The targets set by the school for 1999 were exceeded. The performance of both boys and girls was high in comparison with the national average.

89. The pupils make good progress in all aspects of English in Key Stage 1. Their secure literacy skills are then built on in Key Stage 2, and a high proportion of pupils make very good progress. At both key stages, the pupils with special educational needs make good progress and attain results in line with their abilities. The school's literacy strategy is increasingly effective in promoting an interest in reading and a high level of awareness of the richness and complexity of language.

90. By the end of Key Stage 1, standards in speaking and listening are above average. Many pupils are articulate and speak audibly and clearly. They make spontaneous observations in response to stories, and devise and perform interesting dialogue during role-play. This was evident, for example, when a group of pupils acted out parts of the "Little Red Riding Hood" story. By the end of Key Stage 2, many pupils are sophisticated speakers, using a wide range of vocabulary effectively to express points of view, for instance, about poetry.

91. Throughout the school, standards in reading are high. Reading attainment on entry to the school is similar to the average. The pupils make very good progress, through a wide range of activities provided by their teachers, so that almost all attain high standards by the time they

leave the school. The pupils in Key Stage 1 use a range of strategies for attacking words but have particularly well developed skills for splitting up words into their component parts. This has a beneficial effect on the development of their spelling skills. Many of the oldest pupils read fluently and expressively literature that is quite challenging. They are able to make predictions about how the story will unfold. They can summarise the plot and describe characters succinctly and vividly, making good use of their extensive vocabulary. A group of pupils in lower Key Stage 2 gripped their audience with a highly dramatic reading of a play script based on a traditional tale.

92. The pupils' attainment in writing is an increasing strength. In Key Stage 1, the pupils use their phonological knowledge to check their spellings and have an appropriate awareness of the basic conventions of punctuation. They can plan stories, sketching out the main points, which they then sequence logically. A small minority of the pupils regularly practises spelling the most common words and thereby makes progress over time. The increasing attention given to handwriting is producing a more fluent, rounded, joined style at an early stage. By the end of Key Stage 2, high proportions of the pupils are skilled writers. They undertake a very good range of writing, with increasing emphasis being given to non-fiction writing. They effectively use words they encounter in their reading texts to enliven their own writing, for example, when producing character descriptions or composing different settings for stories. One pupil, having read the introduction to the story of a shipwreck, referred to "the storm dark sky" in composing his own setting, thus successfully converting the image formed from reading the text into an arresting, economical descriptive phrase.
93. The systematic teaching of reading and writing skills results in the pupils making good progress by the end of Key Stage 1. They confidently engage with a wide range of reading matter and use books and other written sources effectively to retrieve information for a range of work in various subjects, such as history. They increasingly recognise that language has to be adapted for different purposes, for example, to record observations in science or to write narrative. The older pupils are increasingly effective when editing and re-drafting their work. They are developing a good range of critical skills to improve the expression and structure of their writing. They are able to recreate the style of certain authors and comment thoughtfully on the use of language in the poetry of authors such as Ted Hughes.
94. The vast majority of pupils respond positively and their behaviour is good in English lessons. The older pupils, in particular, display very high levels of concentration. The youngest pupils are learning to listen carefully to instructions and increasingly understand that they must take turns to answer questions. By the end of both key stages, the pupils take pride in presenting their work neatly and in performing in front of various audiences. The older pupils have enjoyed opportunities to produce books for younger readers and have, by reading to them, also improved their social skills.
95. The quality of teaching is good overall. A number of very good lessons were seen in Key Stage 2. The wide range of activities planned to develop the pupils' reading stimulates their interest in and enjoyment of books and has a very positive impact on their progress. The teachers display a very good range of books attractively and texts are used imaginatively to support learning in a wide range of contexts. Opportunities for the pupils to talk to a variety of audiences are assiduously provided. The pupils engage in structured discussions about stories and poems, and they talk as they compose play scripts together. They are heard to read aloud in class and are helped to prepare prayers to read during school worship. Marking and a range of other forms of assessment are helpful in promoting the pupils' confidence as writers. It also serves to highlight areas where they need to improve. The homework tasks are appropriate. In Key Stage 2, especially, an extended writing task is set for holiday periods. This encourages the pupils to engage in sustained pieces of writing and to present their work in interesting and ingenious ways. For example, many use a variety of fonts and illustrate their work with computer-generated graphics.
96. The subject is very effectively managed. The planning ensures that an appropriate range of work is covered at each stage and that suitable resources are available. The pupils are provided with valuable enrichment opportunities through interaction with writers, book fairs, reading and poetry days. The teachers benefit from co-operative planning of the work and from good in-service training opportunities.

104. **Mathematics**

97. Since the last inspection, when the standards achieved by the pupils at the end of both key stages were judged to be 'mostly sound' the quality of the pupils' work and their level of attainment have improved significantly.
98. The results of the 1998 national tests for seven-year-olds were well above the national average with a third of the pupils achieving higher levels. These very good results were maintained in 1999.
99. The results of the tests for eleven-year-olds in 1998 were similar to the national average although well below the average for schools where pupils come from similar backgrounds. This was because there was a high proportion of pupils on the special educational needs register in that Year 6 cohort. However, in 1999 the results were much better and 95 per cent of the pupils achieved the expected level and a third exceeded it.
100. When compared to the national average for the three years from 1996 to 1998 standards in mathematics, for eleven-year-olds, are very high. This is confirmed by the scrutiny of the pupils' work and by the lesson observations, which indicate that the pupils attain standards that are above average at the end of Key Stage 1 and well above average by the end of Key Stage 2. At the end of both key stages, the pupils' are developing above average attainment in the use of their numeracy skills. They use their skills and understanding of number, shapes and data handling effectively in other subjects such as design technology and science. They mark out, measure and cut out their designs, for example in the designing of clothes. In science, they use their mathematics well to measure and to interpret their results.
101. Almost all pupils, including those with special educational needs, make good progress throughout Key Stage 1 and very good progress as they move through Key Stage 2. When they first start school, the profile of the pupils' attainment in mathematics is average. They quickly settle to the routines of the classroom and begin to match one to one objects and to count up to ten. They make good progress and throughout Years 1 and 2, with marked improvements in their understanding of number. By the end of the key stage, most can place numbers on a 100 square accurately and count on and backwards up to 100 in fives and tens. It is clear that almost all pupils use the four processes of calculation when working with simple number and money calculations. Many add and subtract number in tens and units. They use block graphs and interpret the information, accurately. In many instances, the pupils exceed the levels expected for their age. The lower attaining pupils and those with special educational needs complete a sufficient amount of work during the year and make good progress. They sequence numbers and count on and backwards in tens up to 100.
102. Throughout the Key Stage 2 the pupils, including those with special educational needs, make very good progress and build effectively upon the successes achieved in Key Stage 1. From the pupils' work, it is clear that nearly all are on course to reach the expected standards for their age and many exceed these expectations. Nearly all pupils can work out the percentages of given numbers and use equivalent fractions and decimal expressions for these proportions. They understand and use mode, median, and mean in their calculations. Many use multiplication by two and three digits confidently and solve number and money problems successfully. They have a good understanding of the properties of two and three-dimensional shapes and can draw accurate angles and construct triangles using degrees. They handle data comfortably and some use the computers to work out tables and graphs so that they can interpret their findings. They draw and understand the various types of graphs. By the end of Key Stage 2, many pupils are working at levels beyond the expectations for their ages and are making very good progress across all elements of the curriculum for mathematics.

103. The pupils' attitudes and response to the teaching of mathematics is very positive. The work of all pupils, including those with special educational needs, is neat and tidy, and they have completed a good volume of work for the time of the year. They are all very willing to answer questions and are confident to explain their working out in numeracy lessons. They all respond positively to the challenges set and are attentive in the mental mathematics sessions. Occasionally, the pupils' become too loud in their discussions, but they are skilfully managed by all teachers and respond immediately to requests to concentrate on their work. In group work, they co-operate very well and in all lessons seen their behaviour was very good.

104. The quality of teaching is good throughout Key Stage 1 and very good at Key Stage 2. In all classes the teachers' knowledge and skills are very secure. They have spent several training sessions developing their skills in teaching the new numeracy strategy. The pupils at Key Stage 2 are re-organised into year groups each morning and this has a very good impact upon the quality of the teaching and the quality of the pupils' learning. In all classes, the teachers prepare clear objectives for their lessons. The work is securely based upon the national numeracy strategy and this is having a good impact upon the planning of tasks that become increasingly more challenging as the pupils make progress. The teachers' very good questioning techniques, especially in Key Stage 2, strengthen the pupils' understanding and knowledge effectively. The teachers intervene sensitively but effectively to maintain a brisk pace of work and to ensure that all pupils fully understand the tasks. In all classes, the management of the pupils' is good and expectations are high. This has the impact of raising the pupils' levels of concentration and the quality of their work. The pupils with special educational needs are effectively supported with work that is matched well to their needs. Additional support is given effectively by the teachers during each lesson. In one instance, additional support is maintained with an audio commentary made by the teacher for one pupil who has difficulty in reading.

112. **Science**

105. The results of the National Curriculum tests and assessments over the last three years are much better than the national average. In 1998, the results of the tests taken by eleven-year-olds were well above the national average and above average for schools where pupils come from similar backgrounds. However, fewer pupils attained higher levels than in previous years. The school predicted this fall because a high proportion of pupils was on the special educational needs register. In 1999 all of the eleven-year-old pupils achieved the expected level and two thirds achieved higher levels reinforcing the overall high standards attained in science.

106. The inspection evidence indicates that the number of pupils attaining the expected level at the end of both key stages is well above average. Scrutiny of the pupils' work and observation of lessons suggest that a good proportion of the pupils is attaining beyond the expected level by the age of eleven. The pupils, in both key stages, have a broad knowledge that covers the key areas of life processes and living things, materials and their properties and physical processes. They are making good progress in extending their knowledge as they move through the school. Their skills in investigative and experimental science are also being successfully established as a result of considerable development work undertaken by the school to improve provision in this important area of the science curriculum. Consequently, the pupils in Year 1 are making observations about the food they eat. They can identify those that are healthy and record them in drawings. In Year 2, the pupils are developing an understanding of a fair test and the importance of changing only one variable when carrying out a simple investigation. In Years 3 and 4 the pupils can describe the main characteristics of materials using correct terminology, such as, transparent or opaque. They can also sort rocks into sedimentary and volcanic and make careful observations. In Year 5 and 6, the pupils are becoming more evaluative and the higher attaining pupils draw relevant conclusions from their own observations and results. In Year 5, the pupils work independently and co-operate to undertake an investigation into everyday materials and their elastic properties. Taken overall

the progress of pupils of all abilities, including those with special educational needs is good.

107. In the lessons seen in both key stages, the teaching was good. The lessons are thoroughly prepared and based on termly plans that in turn are drawn from the scheme of work. The lesson plans clearly set out what the pupils will learn and help the teachers to focus on the knowledge and skills the pupils are expected to develop in the lesson. The teachers' prepare the resources they need and manage practical activities efficiently. For example, when Year 5 pupils were investigating materials, all of the equipment and materials were available and easily accessible. The teachers also emphasise the safe handling of equipment. The lessons begin with a review of recent learning, move along at a brisk pace and are effectively drawn together at the end. The teachers make important interventions to direct and develop the pupils' learning. This was a particularly important feature of a Year 5 lesson where the teacher's prompting helped the pupils to make good progress in a very open investigation where they had been given little initial direction. The marking of the pupils' work is helpful and encouraging.
108. The pupils work contains a good balance of recording sheets and their own written records, with good attention given to the quality of the writing of reports on investigations and experiments. Consequently, there is a strong link between literacy and science. The pupils use their mathematical skills effectively in the science curriculum but opportunities to integrate the use of information technology are not developed systematically.
109. In all of the lessons seen, the pupils behaved well, contributed to discussions, listened to their teachers and concentrated on the tasks they had been set. Their attitudes and responses in science lessons are very positive.
110. The science curriculum is effectively managed. The co-ordinator has led the development of the subject very effectively. The school's has greatly valued its involvement in the Zeneca Science Project, which has significantly enhanced the provision for the subject within the school.

118. **OTHER SUBJECTS**

118. **Information Technology**

111. The pupils are not achieving the standards they should because some important aspects of the programme of study are not being taught. Opportunities for the pupils to develop their knowledge and understanding of controlling, monitoring and modelling are infrequent, and as a result the requirements of the National Curriculum are not being met. However, the pupils are attaining the nationally expected standard in communicating and handling information. By the end of Key Stage 1, they can enter text and create and modify pictures. By the end of Key Stage 2, they combine text and images when producing interesting newspaper articles. They can also present information in the form of graphs and illustrations generated and retrieved from a computer. However, some of the pupils' work contains 'print outs' from CD-ROM that have been neither edited nor presented in a manner which shows they are retrieving information for a specific purpose.
112. The pupils enjoy using computers. They are confident and often show considerable determination and perseverance. In the aspects of the programme of study that are covered, the pupils are making steady progress. This is illustrated by the examples of well-presented work on display, such as, the repeating patterns produced by pupils in Year 4. They are also gaining an increasingly broad knowledge and understanding of information handling through, for example, direct teaching of the use of formulae in spreadsheets in Year 5. In Year 6 the teacher has planned a lesson on spreadsheets in which a governor who is an accountant will talk to the pupils about how he uses spreadsheets in his work. In controlling, modelling and monitoring the pupils' progress is slow because they have only isolated experiences that are not built on as they move through the school.
113. The teachers make use of information technology to support the pupils' learning in other subjects such as English and art but not enough of these opportunities are planned to allow the pupils to extend their skill and capabilities in range of contexts. Currently, they are not planning sufficient opportunities for controlling, modelling and monitoring.
114. The school must now improve overall attainment in information technology by providing the full range of opportunities that are required by the National Curriculum and by planning a broader range of opportunities for the pupils to use information technology across the curriculum. **This is a key issue for action.**

122. **OTHER SUBJECTS**

Art, design and technology

115. The pupils' work, in both subjects, is of a high standard. Since the last inspection there has been a substantial improvement in the provision and the teachers are now more confident in teaching these subjects.
116. At the end of Key Stage 1, the pupils, including those with special educational needs, are developing very good skills and making good progress. For example, they were observed painting with bold brush strokes and using a mixture of colours whilst painting a picture of a large sculpture of the 'Beryl Cook' figure. The designs were very good and conveyed the impression of a large lady with a shopping trolley. They carried out their tasks with

enthusiasm and a joy of painting. In design and technology, they are able to plan their work and then create an object. Some pupils were observed designing and making a lunch box. They considered various materials including the need for the container to be waterproof. They can use cutting tools with care and precision and understand the need to measure accurately before cutting and joining two materials together. Other work included the creation of three-dimensional sculptures of someone playing sport. They all used plastic straws, plaster and wire to produce work that is outstanding for pupils of this age. They were skilfully supported in this work by a friend of the school.

117. At the end of Key Stage 2, the quality of the pupils' work, including those with special educational needs, is very high. They make very good progress in developing their skills of using a wide variety of media in art and different materials in design and technology. They have a good understanding of the work of other artists and can evaluate objectively their own work, which they completed last year. In their work, they use their observational drawings to extend their ideas into painting and printing very well. For example, some pupils in Year 6 were observed working on an outdoor scene to paint a pear tree in the school grounds. They did this with precise drawing skills and very good use of colour. Other work seen in this class involved the pupils in making their own version in clay, of an African head carved in wood. Their skills in the handling of clay are much better than usually seen and their finished sculptures are of a high standard. In design and technology the pupils work carefully. They appreciate the properties of the materials with which they work and make good use of the individual characteristics. Some work completed last year was also seen. This was of the highest quality and involved the pupils in using metal, plastics, netting and foam. They designed, made and evaluated 'new clothes' and as part of the design and technology project presented a 'catwalk show' to parents and other invited guests. It is clear that the pupils' previous work is built on effectively by the tasks they are set. Biannually the pupils are challenged to design, build and sleep in their own shelter. This brought together all of the skills that they had been taught and photographic evidence shows that the quality of the planning and the subsequent work was of a high standard.
118. The pupils have very positive attitudes towards art and to design and technology. They sustain their concentration during lessons. For example, pupils in Year 5 were observed designing and making a wire and paper Roman soldier, his shield, and a mosaic floor from tiles. They discussed various options for the design and the making of the objects and worked collaboratively. Throughout the school the pupils share equipment and give each other good support. The pace of the work is brisk and they approach their work with enthusiasm and enjoyment. Their behaviour is very good.
119. The quality of teaching throughout the school in art and in design and technology is very good and this has a positive impact upon the pupils' attitudes and the quality of the work that they produce. The teachers have improved their own skills and knowledge since the last inspection and this is now improving the quality of work. In some instances, the work in art is closely linked to the literacy themes. The tasks in both subjects are purposeful and appropriately challenge the skills and knowledge of each pupil. For example, some pupils were faced with sticking paper strips upon a wire form to create a shield. They turned the wire upside down to complete the underside and the paper fell off. They were quickly helped through careful questioning by the teacher, who clarified their thinking and they modified their approach to complete the task successfully.
127. **History and geography**
120. Two lessons of history, one in each key stage, were observed. One lesson in geography was seen. Additional evidence was gathered by scrutinising the work of the previous year, the teachers' planning and talking to pupils. The quality of work in both subjects is above that which is expected. The pupils' work in history is of a particularly good standard.

121. By the end of Key Stage 1 in geography, the pupils can use a variety of maps and relate them to features on the ground. They visit places in their own locality and learn that the use of land and the development of buildings have changed over time. They can make comments about prominent features of their village and understand that these can be represented by symbols on a map. They begin to record features on maps as they carry out fieldwork and design their own maps. By the end of Key Stage 2, they apply their geographical skills to study of places further afield including India or Africa. They have a good knowledge of how the lifestyles of people are influenced by the physical features and climate of where they live.

122. The pupils' skills and knowledge increase and develop as they move through the school. The younger pupils recognise an increasing range of similarities and differences between their own area and other environments. The older pupils show an increasing understanding and concern about important environmental issues such as the proposed closure of a nearby recycling plant. They appreciate the different qualities of various environments.

123. In history, many pupils at the end of Key Stage 1 have a good level of awareness of how lifestyles have changed during their grandparents' lifetime. They have successfully used a variety of sources of evidence including clothing, artefacts and local people. They understand that institutions such as hospitals have changed radically since Florence Nightingale nursed at Scutari. They use their observation and questioning skills very well to extract information from photographs and videos. In Key Stage 2, the pupils learn about the distant past of this country, making very good use of local places of interest such as Canon's Ashby House. They understand the relationship between invasion and settlement, such as that which occurred as a consequence of the arrival of the Romans. They are making good progress in their ability to question historical points of view, for example that of Boudicca as opposed to the Roman commanders. They use their literacy and artistic skills to record their work.
124. At both key stages, the teaching of history and geography is generally good. However, in one lesson the teaching of geography was less than satisfactory because of a lack of pace and some organisational difficulties. Nevertheless, over a school year a good volume of work is covered and the tasks are stimulating and excite the pupils' interest and curiosity. The teachers are very imaginative in their use of a wide range of very interesting resources including aerial photographs, globes, atlases and fabrics and artefacts to underpin the pupils' appreciation of the aesthetic aspects of the countries they study. In history, the teachers thoroughly prepare their visits to many interesting places such as York and Grendon. This results in interesting diaries recording the pupils' experiences. The teachers question the pupils to test their knowledge and understanding. Some of their observations are recorded to contribute to end of year reports.
125. The pupils are very interested in both subjects. In particular the study of their locality has stimulated some highly interesting work, which features in the local newspaper. The older pupils recently benefited from a very exciting theatre presentation about the Romans in Britain.
133. **Music**
126. The quality of the pupils' work in music at the end of each key stage is in line with the expectations for pupils of their ages.
127. At the end of Key Stage 1, the pupils are making satisfactory progress. They are confident in their playing of non-tuned percussion instruments and they can follow instructions accurately. They were observed accompanying a story with various sounds, which they made as a group using a wide variety of instruments. They control the dynamics of their playing and can vary the volume and strength of the beat in order to create the exact atmosphere required. They remember several songs and can sing them in tune and with enthusiasm. They have confidence to perform and are developing sensitivity for an audience.
128. At the end of Key Stage 2, the pupils are making satisfactory progress. They can create random patterns of sound using tuned and non-tuned instruments. They can repeat patterns of notes using a pentatonic scale. They are aware of the pulse beat and can keep in time very well. Most can remember songs and can sing tunefully. During the assemblies the pupils sing tunefully and with a sense of enjoyment. Many pupils learn to play the recorder and all have opportunities to learn to play other instruments such as the violin or brass. The teachers organise groups of the pupils to play together and they occasionally accompany the singing in assembly.
129. The pupils enjoy their music lessons. They join in the singing with enthusiasm and take pride in playing the instruments. They follow the instructions of the teacher with care. They co-

operate in group work effectively.

130. The quality of teaching is good and the lessons are thoroughly planned. The class organisation is good and the teacher's expectations are high. All the pupils have an equal opportunity to play instruments in the lessons. For example, one boy in Key Stage 1 desperately wished to play the big drum and so the teacher made arrangements at the end of the lesson for him to do so. The teacher has a secure knowledge of the subject requirements and this has a good impact upon the quality of the pupils' work. Good techniques for playing instruments are taught well and this ensures that pupils make progress. There are occasions when there is time for the pupils to reflect upon what they have achieved during the lesson and this is good.

138. **Physical Education**

131. The vast majority of the pupils are attaining the standards expected of them and many exceed them. This because the school provides a varied and carefully planned curriculum for physical education and the subject is very effectively led by a teacher with specialist knowledge. Until very recently the school had an outdoor swimming pool and consequently all pupils achieved the expected distance by the time they left the school, with most able to swim 50 metres before the age of eleven. The school now uses the local indoor pool but standards are being maintained.

132. The pupils are confident and co-ordinated in their movements. As they move through the school, their stamina and the quality of their performance improves. They all have good understanding, appropriate to their ages, of the value of warming-up and cooling down before and after exercise.

133. The youngest pupils in Key Stage 1 have good body control, co-ordination and balance. In games they follow instruction and use space well. They are keen to practise throwing, catching and rolling a ball in order to improve their skills. They are making good progress.

134. In Key Stage 2, the pupils make good, brisk progress. For example, in games, Year 5 and 6 pupils apply themselves successfully to improving their passing and receiving skills in touch rugby. In hockey they practise the skills of close control. In gymnastics Year 3 and 4 pupils improve their movements paying particular attention to the control and position of their bodies as they develop sequences of movement that conclude with balances on two and three body points. The pupils understand the value of exercise and, with their teachers' guidance, know how to evaluate and improve performance.

135. The school successfully promotes the aesthetic elements of physical education throughout the year whilst other aspects of the curriculum are covered in blocks of three or four lessons. This strong commitment to the aesthetics of movement was illustrated during the course of the inspection when the pupils in Year 6 took part in an African dance workshop led by dancers and musicians from Senegal. The pupils, their teacher and a governor took part with immense enthusiasm. The pupils were wrapped up in the rhythms and movement taught to them by the dancers. They showed great confidence in their movements when they performed for the pupils in Key Stage 1 at the end of the workshop. Further evidence of the school's strength in dance was seen in the moving performance of 'Feeding 5000' during an assembly.

136. The pupils show very positive attitudes to physical education and take part in activities enthusiastically. They concentrate and persevere to improve their performance. They work effectively with each other, are very appreciative of other pupils' achievements and enjoy good relationships with their peers and their teacher.

137. The teaching observed was always good and there were some excellent examples of imaginative practice. The lessons have a rapid pace and the activities purposeful and often exciting. The teaching is carefully planned and builds on the skills the pupils have previously acquired. The teachers understand the sequence of teaching specific skills and enthuse their pupils to succeed.

PART C: INSPECTION DATA

145. SUMMARY OF INSPECTION EVIDENCE

138. The school was inspected by a team of four inspectors who, over a period of 5 days, completed a total of 14 inspection days.
139. Fort-nine lessons were observed either wholly or in part during over 50 hours of observation of lessons and scrutiny of the pupils' work. A representative sample of pupils' work, covering all age groups was scrutinised.
140. All subjects taught during the inspection were observed, but it was only possible to see a small number of lessons in geography. All available evidence was used to assess the standards pupils are attaining and the progress they are making in these subjects.
141. The pupils were also observed arriving at and leaving school, during registration and on the playground. Discussions were held with pupils about their work. A representative sample of pupils was heard to read in all year groups.
142. Discussions were held with the headteacher, the teachers, and some members of the non-teaching staff. The registered inspector met with the chair of the governing body before the inspection.
143. A meeting, before the inspection, to seek the views of parents was attended by 23 parents. Questionnaire responses were received from 77 parents (48 per cent). In addition a small number of parents spoke with inspectors during the inspection week.
144. The school development plan, curriculum plans, budget papers, policy documents, teachers' planning, pupils' records, reports to parents and attendance registers were all analysed.
145. All assemblies held during the inspection were attended.

153. **PART C: INSPECTION DATA**

153. **DATA AND INDICATORS**

153. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	159	0	60	2

153. **Teachers and classes**

153. **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	6.85
Number of pupils per qualified teacher:	23

153. **Education support staff (YR – Y6)**

Total number of education support staff:	4
Total aggregate hours worked each week:	67

Average class size:	22.7
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153. **Financial data**

Financial year:	1998
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	£
Total Income	217 070.00
Total Expenditure	226 980.00
Expenditure per pupil	1523.36
Balance brought forward from previous year	10 100.00
Balance carried forward to next year	190.00

153. **PARENTAL SURVEY**

Number of questionnaires sent out:	159
Number of questionnaires returned:	77

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	68	31	1		
I would find it easy to approach the school with questions or problems to do with my child(ren)	64	31	4	1	
The school handles complaints from parents well	26	54	11	7	1
The school gives me a clear understanding of what is taught	35	49	6	9	
The school keeps me well informed about my child(ren)'s progress	40	45	7	7	1
The school enables my child(ren) to achieve a good standard of work	54	38	5	3	
The school encourages children to get involved in more than just their daily lessons	55	34	7	4	
I am satisfied with the work that my child(ren) is/are expected to do at home	31	46	11	13	
The school's values and attitudes have a positive effect on my child(ren)	64	31	4	1	
The school achieves high standards of good behaviour	65	31	33		
My child(ren) like(s) school	67	29	4		