

INSPECTION REPORT

Kingsthorpe Grove Lower School
Northampton

LEA area: Northamptonshire

Unique Reference Number: 121943

Inspection Number: 187623

Headteacher: Mrs J Brothers

Reporting inspector: Mr C Deane-Hall

23757

Dates of inspection: 29th November – 3rd December 1999

Under OFSTED contract number: 707665

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School and Nursery
Type of control:	Community
Age range of pupils:	3 to 9
Gender of pupils:	Mixed
School address:	Kingsthorpe Grove Northampton NN2 6NS
Telephone number:	(01604) 714674
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr G Ashton
Date of previous inspection:	15 th – 17 th January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr C Deane-Hall, RgI	Mathematics History Physical education	Attainment and progress Teaching Leadership and management Attendance Support, guidance and pupils welfare Partnership with parents and the community Staffing, accommodation and learning resources
Mrs J Lindsay, Lay Inspector		Pupils' spiritual, moral, social and cultural development Efficiency of the school
Miss S Gerred	English Religious education	
Miss C Parkinson	Design and technology Art Special educational needs The special educational needs unit	
Miss W Thomas	Information and communication technology Music Under fives	Curriculum and assessment
Mrs C Toothill	Science Geography Equal opportunities	Attitudes, behaviour and personal development

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MAIN FINDINGS

What the school does well

- The progress of children who are under five is good. Pupils' progress in English, mathematics, art, music and religious education is good in Key Stage 1. Pupils often make good progress in Year 4.
- The provision for special educational needs in the main school is good and pupils make good progress towards achieving their agreed targets.
- The quality of teaching is good, overall. The teaching of children under five is very good and the way that teachers assess children's learning in the nursery and reception classes is excellent.
- The curriculum is good, overall, and very good for children under five. The equality of access to the curriculum is consistently good.
- Assessment procedures and the way the information gained from assessment is used is good, overall, and very good for children under five.
- Provision for pupils' cultural development is very good.
- The school's development planning and the way that improvements are monitored and evaluated are very good. The school's ethos is also very good.
- Financial control and administration are very good.
- The work of the Special Educational Needs Unit is good, overall. Teachers and support staff have very good knowledge of autism and its implications for pupils. The individual education plans are very good.

Where the school has weaknesses

- I. By the time pupils leave the school, too few pupils consistently write in a style which is joined, legible and fluent.
- II. Procedures for monitoring and supporting teaching, although satisfactory, are not yet fully developed.
- III. The accommodation for the special educational needs unit is unsatisfactory. It is cramped and limits the work that staff can undertake with the pupils. In addition, some of the furniture is old and unsuitable and has not been improved since the last inspection. The nursery accommodation sometimes limits the activities which staff can provide, because part of it has to be shut down at certain times, owing to the position of walls and the limited visual supervision possible.
- IV. The curriculum for pupils in the special educational needs unit is not always appropriate for them, because they require a curriculum which has a style, presentation and content which is appropriate to their age.
- V. Assessment procedures for religious education are unsatisfactory.
- VI. The governors' annual report to parents and pupils' annual reports to parents for pupils in Year 2 do not provide all the information required by law.

Kingsthorpe Grove Lower School has a considerable number of strengths which far outweigh the areas for development. These areas for development will form the basis for 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 improved well since the last inspection and the capacity for further improvement is also good. It has overcome the weaknesses identified at the last inspection. Standards in reading and writing have improved and standards generally in Key Stage 2 have risen. Tasks provided by teachers for pupils are generally well matched to the pupils' needs and take into account their levels of attainment. This improvement has enabled most pupils in the school to make better progress. The school has developed good systems for monitoring and evaluating standards. The information gained from

monitoring activities is carefully analysed to highlight the strengths and areas for development in order to raise standards still further. There has been a significant improvement in the provision for pupils' cultural development and it is now very good. However, the school has still to improve weaknesses in the accommodation in the special educational needs unit. Since the last inspection, the quality of teaching, the provision of computers in classes and short-term curriculum planning have improved. The school has improved the way that it uses information gained from assessment to support pupils' future learning.

The school has carefully analysed the results of national tests and its own assessments and has set realistic targets to help pupils attain higher standards. The school is on track to achieve its targets.

Standards in subjects

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

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

Most children meet the Desirable Learning Outcomes for children aged five in knowledge and understanding of the world, physical and creative development and in personal and social development. However, despite making good progress in the nursery and in the reception classes, several do not attain the level expected in language and literacy and mathematics.

The table above refers to the average grades which differ from those in the table in page 11 in the full report. In the table above, similar schools are those which have a similar proportion of pupils known to be eligible for free school meals. The information shows, for example, that standards in science were below average, compared with all schools, but average when compared with similar schools. It should be noted that the results of 1999 do not follow the trends in terms of pupils' attainment over recent years. Trends indicate that standards have been improving. The cohort of 1999 had a higher than usual proportion of pupils who had special educational needs. Records of pupils' progress show that, although pupils in Year 2 made satisfactory and often good progress in relation to their prior level of attainment, several did not reach the level expected by the age of seven. This factor depressed the cohort's overall level of attainment. progress Inspection judgements show that by the age of nine, attainment in English, mathematics and science is broadly in line with the national average. By the time pupils leave the school, most attain the level expected in information and communication technology and religious education and make satisfactory progress.

Quality of teaching

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	Very good	Good	Satisfactory
Mathematics	Very good	Good	Satisfactory
Science		Satisfactory	Satisfactory

Information technology		Insufficient seen	Insufficient seen
Religious education		Good	Satisfactory
Other subjects	Very good	Good	Satisfactory

The quality of teaching is good, overall, and has improved since the last inspection, particularly in Key Stage 2 and for children under five. In 97 per cent of lessons, teaching was satisfactory or better. In just under four out of ten lessons teaching was good, in over one lesson in ten it was very good and very occasionally, it was excellent. In a few lessons, teaching was unsatisfactory. Teaching was better in Key Stage 1 than in Key Stage 2, but even so, one third of teaching was good or better in Key Stage 2. Teaching for children under five was of a consistently high quality.

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	Pupils' attitudes to learning, their behaviour, relationships and their personal development are all good.
Attendance	Levels of attendance are satisfactory. There has been an increase in the number of pupils removed during term time for family holidays, particularly in September. Lessons begin promptly and no teaching time is lost.
Ethos*	Very good: the school has a high commitment to raising standards, pupils have positive attitudes to work and the school provides a very positive learning environment.
Leadership and management	Good: the headteacher has a strong sense of purpose and vision, The reformed governing body is increasingly aware of the improvements within the school and, together with the senior management team, is instrumental in developing a long-term strategic plan for the school. Procedures for supporting and monitoring curriculum development and teaching are good, overall. However, there is a weakness in the monitoring and support for teaching. Development planning, monitoring and evaluation of the curriculum are very good. The information required in the governor's annual report is incomplete.
Curriculum	Good: the curriculum is well balanced and broad; planning is good, as is equality of opportunity. The curriculum for children under five is very good. Procedures for assessment and the way that information gained from assessment is used to support future planning are good in both key stages and very good for children under five.
Pupils with special educational needs	Provision for pupils with special educational needs is consistently good. Provision in the special educational needs unit is good, overall, with some very good features. However, the curriculum provided in the unit does not always take into account the pupils' age.
Spiritual, moral, social and cultural development	Provision for pupils' cultural development is very good. It is good for their spiritual, moral and social development.
Staffing, resources and accommodation	Satisfactory, overall: there are sufficient, suitably qualified and experienced teachers; the number of support staff is good; arrangements for the professional development of staff and the level of resources are satisfactory. The level of accommodation is satisfactory, overall, because there are shortcomings in the accommodation for the nursery and the special educational needs unit.
Value for money	The school provides good value for money. The majority of children enter the

school with levels of attainment which are below those expected for their age. By the time they leave the school, they have made good progress and standards are in line with the national average. The quality of the curriculum is good in both key stages and very good for children under five. The quality of teaching is good, overall, and pupils' attitudes and behaviour are good. The work of the special needs unit is good, overall.

**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

VII.Children enjoy going to school.

VIII.The school is easy to approach with questions or problems.

IX.The school encourages parents to play an active part in the school.

X.The school promotes positive values and attitudes.

What some parents are not happy about

XI.The school does not handle complaints well.

XII.The school does not encourage pupils to get involved in more than just their daily lessons.

XIII.The school does not always provide sufficient homework.

XIV.The school does not provide enough information about what is taught and the progress that pupils are making.

Inspectors agree with parents' positive comments. The vast majority of parents who returned the questionnaire supported the work of the school and very few parents expressed any concerns. From talking to parents during the inspection, inspectors judge that the school works in partnership with parents well. The school provides a wide range of extra-curricular activities and encourages pupils to support several charities. Inspectors do not, therefore, agree with either of the first two negative comments. The school has recently reviewed its homework policy. In both key stages it is used well. However, the revised policy has not yet been shared with parents. Overall, homework in the majority of the school is judged to have a positive effect upon pupils' learning. The school does not provide sufficient information in the annual progress reports for pupils in Year 2, nor does the annual governors' report include all the necessary information. Overall, however, the school provides a satisfactory level of information for parents.

KEY ISSUES FOR ACTION

The governors, headteacher and staff should work together to:

- XV. improve the pupils' standard of handwriting (10, 32, 121);
- XVI. set in place improved procedures for monitoring the quality of teaching by:
 - i. providing training for senior members of staff;
 - ii. involving staff in the special educational needs unit;
 - iii. completing the policy for monitoring and supporting teaching and learning (81, 126, 146, 166);
- increase pupils' access to a suitably modified curriculum for autistic pupils (52, 53); and
- improve the learning environment for pupils in the special educational needs unit and children in the nursery (58, 90, 115).

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

- implement procedures for assessment and recording of pupils' attainment and progress in religious education (46, 160); and
- ensure that the governors' annual report and the pupils' annual progress reports contain all the information required by law (85).

INTRODUCTION

Characteristics of the school

1. Kingsthorpe Grove Lower School serves an urban area in the suburbs of Northampton, named Kingsthorpe. It is situated in the Kingsthorpe ward, although a significant proportion of the pupils live in the neighbouring Links ward. The school provides education for boys and girls between the ages of three and nine. There are 384 pupils, of whom 210 are boys and 174 are girls. In addition, the school has a nursery which accommodates 52 part-time children. The school also has an autistic unit for 11 pupils, all of whom have a Statement of Educational Need. The unit provides support for ten pupils from five to nine years who have severe autism and additional, severe learning difficulties. At present, there is an additional pupil who will remain at the unit until placement at the next stage of education is suitable for him.
 2. Nearly all of the pupils are white and four have English as an additional language. Most of the pupils come from an extensive area which contains largely terraced and pre-war local authority housing. There is a close link with families who have been connected with the school for many years. There are 108 (28.1 per cent) of the pupils who are eligible for free school meals, which is above average.
 3. Most, but not all, of the children attend the nursery before they enter the school and many enter the school with levels of attainment which are below those expected for their age. There are 144 pupils on the special educational needs register, which is above average. Of these, four have a Statement of Educational Need.
 4. There are 108 children who are under five in the reception classes. The school's policy is to admit all the children who are five at the beginning of the school year. The curriculum for these children is planned to provide experiences based upon the six recommended areas of learning for children who are under five.
 5. The aims of the school:
 - to provide a welcoming, safe and stimulating learning environment;
 - to nurture self-esteem and mutual respect; and
 - to encourage enquiry, independence, active learning and high attainment.
1. Over the next academic year, the school aims to:
 - raise standards of attainment for all pupils;
 - focus on writing skills across both key stages; and
 - use the Numeracy Strategy to secure and reinforce levels of mathematics for all pupils.

7. **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	46	32	78

7. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils	Boys	37	36	40
At NC Level 2 or Above	Girls	25	25	27
	Total	62	61	67
Percentage at NC Level 2 or above	School	79(83)	78(80)	86(92)
	National	82(80)	83(81)	87(84)

7. Teacher Assessments		English	Mathematics	Science
Number of pupils	Boys	37	41	42
At NC Level 2 or Above	Girls	24	29	27
	Total	61	70	69
Percentage at NC Level 2 or above	School	78(81)	90(92)	88(98)
	National	82(81)	86(85)	87(86)

.....

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

7. **Attendance**

Percentage of half days (sessions) missed			%
Through absence for the latest complete Reporting year:	Authorised	School	6.05
	Absence	National comparative data	5.7
	Unauthorised	School	0.6
	Absence	National comparative data	0.5

7.

7. **Exclusions**

Number of exclusions of pupils (of statutory school age) during The previous year:		Number
	Fixed period	1
	Permanent	0

7. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	15
	Satisfactory or better	97
	Less than satisfactory	3

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

7. Attainment and progress

1. By the end of Key Stage 1 and, by the age of nine pupils' attainment is satisfactory. Standards at the end of Key Stage 2 have improved since the last inspection. Pupils' progress, including those with special educational needs, is good, overall. By the end of Key Stage 1, standards of attainment are broadly in line with the national average, including reading, writing, mathematics and science. The results of the national tests for pupils at the end of Key Stage 1 in 1999 show that, in comparison with all schools, pupils' overall attainment was well below average in reading and writing and below average in mathematics. In comparison with similar schools, attainment was below average in reading and writing and average in mathematics. Pupils' attainment, in terms of the proportion attaining Level 2 or above in reading, writing and mathematics was below the national average. The proportion of pupils attaining the higher Level 3 was also below the national average in reading and mathematics and well below in writing. In science, the results of teachers' assessment show that the proportion of pupils attaining Level 2 or above was in line with the national average, but the proportion reaching the higher Level 3 was below the national average. The variation in attainment between the test results of 1999 and inspectors' judgements is due to the different characteristics of the two cohorts. The pupils who were tested in 1999 entered the school with an overall level of attainment which was lower than other years. There was an above average percentage of pupils who were on the special educational needs register (28 per cent) and a high proportion of pupils who were born in the summer months. In addition, there was a higher proportion of boys to girls in the cohort and some of the boys needed specific support to improve their behaviour. Each of these factors contributed to an overall lower level of attainment in 1999 than in the previous year.
2. The results at the end of Key Stage 1 between the years 1996 and 1998 show a steady improvement in standards in reading, writing and mathematics, from below the national average to broadly in line with the national average. Results over time show a variation in attainment by gender. In reading and writing, boys perform better than girls. The school is aware of these issues and is beginning to revise its teaching methods to ensure that the performance of girls improves.
3. In English, pupils' level of attainment in speaking and listening, reading and writing is in line with the level expected. Most pupils listen attentively and respond appropriately to teachers' questions and despite their low starting point, many steadily gain confidence as speakers. In reading, most pupils read with increasing accuracy and expression. Pupils build on their knowledge of letters and sounds which helps them to read unfamiliar words. Many pupils enjoy books. In writing, most pupils write independently and use capitals and full stops accurately. They spell simple words increasingly accurately, but their handwriting is less well developed and few join their letters. In mathematics, pupils have a secure understanding of tens and units and correctly order numbers up to 100 and are beginning to tell the time to the hour. In science, most pupils successfully classify different materials according to their properties and higher attaining pupils are beginning to make simple predictions about how materials might change as a result of heat.
4. Pupils make good progress, overall, in Key Stage 1. In English and mathematics, pupils' progress is good. This is because the curriculum is well planned and allows pupils to build successfully on their prior levels of skill, understanding and knowledge. Progress is also well supported by good teaching. Teachers have a good subject knowledge and use it well to support pupils' learning, for

example, in the development of pupils' subject specific language. In the majority of lessons, teachers have high expectations of what pupils can do which motivates pupils and helps them to maintain their interest in their work. Each of these factors has a beneficial impact on pupils' progress. In science, design and technology, geography, history, and physical education pupils make satisfactory progress. In information and communication technology and religious education pupils attain the level expected. They make satisfactory progress in information and communication technology and good progress in religious education. In art and music, pupils often make good progress and rapidly build on their observational skills. This is due in part to the high level of support provided for teachers by a comprehensive scheme of work and, in music, a knowledgeable subject co-ordinator provides very effective advice for teachers.

5. By the age of nine, pupils' attainment in English, mathematics and science is broadly in line with the level expected and pupils make satisfactory progress, overall. However, pupils often make good progress in Year 4. This is because teaching is often good. Teachers have high expectations of what the pupils can do, set challenging tasks for pupils and use information from assessment well when planning for pupils' future learning. These are contributory factors in the increased rate of pupils' progress in the year. In addition, pupils in Year 4 are organised into groups for literacy which are based upon their prior level of attainment. This allows teachers to focus on the needs of the pupils and often has a positive effect upon their progress. In information and communication technology and religious education pupils make satisfactory progress and attain the level expected locally. Pupils make satisfactory progress in design and technology, geography, history and physical education. They make good progress in art and music.
6. In both key stages, pupils with special educational needs make good progress in relation to their prior level of attainment in working towards their agreed targets. Pupils are well supported by both teachers and support staff, and are provided with suitably graded work which helps them to achieve the targets identified on their individual educational plans. Both higher and lower attaining pupils make the same progress as the majority of pupils in their year group. This is because teachers successfully provide activities which take into account the level of pupils' attainment and build effectively on their knowledge, understanding and skill.
7. The majority of children enter the nursery with levels of attainment which are well below those expected for their age in all of the areas of learning. Most make good progress in language and literacy, mathematics, knowledge and understanding of the world, physical and creative development, but, even so, the majority are still below the level expected by the time they enter the main school. Children's attainment in language and literacy is particularly low when they first enter the nursery. Around one quarter of the children have recognised speech concerns and receive additional support from outside agencies. This has a negative impact upon their rate of progress in other aspects of their learning. Children with special educational needs make satisfactory progress in relation to their prior attainment and work steadily towards achieving their agreed targets. Children's personal and social development is also below the level expected when they enter the nursery. Although most make good progress and develop their skill of relating to others, many often carry out their activities without interacting with other children around them.
8. Around half of the children in the reception classes transfer from the school's own nursery. Most of the children have had experience of pre-school education. The children's overall level of attainment on entry to the main school is below the level expected for their age in each of the recommended areas of learning. The children's level of skill in aspects of their physical development such as running and co-ordination are at a level expected for their age. However, many have not yet developed the skills expected in terms of their ability to use and manipulate pencils and scissors. Their level of personal and social development is also below the level expected on entry to the main school. This is because many do not have sufficiently developed

language and communication skills with which to help them develop their personal and social skills. Children, including those with special educational needs, continue to make good progress in each of the recommended areas of learning. The school provides a wide and very well balanced curriculum which helps children to build upon their existing skills, knowledge and understanding. This, together with teaching which is mostly good or better, helps to ensure children's good progress towards attaining the Desirable Learning Outcomes. By the age of five, most children attain the level expected in knowledge and understanding of the world, physical and creative development and in personal and social development. However, because many enter the school with low levels of language, literacy and numeracy, the majority do not meet the Desirable Learning Outcomes in these aspects of learning.

9. The school makes good use of the strategy for literacy and numeracy. Literacy is used well across the curriculum. Teachers are well aware of the need for pupils to improve their attainment in literacy in order to help them in their learning in other subjects. They take every opportunity to develop pupils literacy. The way that the literacy strategy is used has a positive effect upon standards. The school has only recently begun to use the numeracy strategy, but already there is evidence that it is having a positive impact on pupils' ability to manipulate numbers and explain how they solve problems.
10. The school has introduced targets to support pupils' progress. These are set, using information from previous assessments. The school has data from the assessment of children's level of attainment when they first enter the school. This information, together with the results of the regular review of the progress of pupils with special educational needs is beginning to be used to track pupils' progress and ensure that targets for learning support future progress.

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

11. The pupils' attitudes, behaviour, relationships and personal development are good. Since the last inspection, there has been an improvement in the pupils' behaviour. The children under five in the nursery and reception classes settle well into the school routines. They are keen to take part in class activities and move purposefully and confidently between activity areas. The children enjoy a wide range of activities provided for them, know where resources are kept and use them carefully. They listen carefully to their teacher, persevere with their work and behave well in class, assemblies and in the dining hall.
12. Pupils throughout the school have good attitudes to their work, to school life and to each other both in lessons and in extra-curricular activities. They listen attentively to the teacher, join in class discussions and make a positive contribution in lessons. They work with interest and often with enthusiasm; for example, in a science lesson in Key Stage 1, pupils enjoyed discussing and selecting suitable food for a healthy lunch. In Key Stage 2, pupils were keen to talk about the books they had read and their favourite authors. Most take personal enjoyment in learning and take pleasure and satisfaction from their own and others' achievements. Pupils across both key stages maintain good levels of sustained concentration and perform a wide range of tasks with skill and confidence.
13. Pupils' capacity for personal study develops well through research of topics studied and homework. Pupils of all levels of attainment are given a range of opportunities to work independently and to take responsibility for appropriate aspects of their learning. Pupils use their own resources, especially books and computer programs, to enhance their learning and contribute their findings to topic work in class. The provision of a broad range of extra-curricular activities, including violin teaching, country dance, choir and French classes also enable all pupils taking

part to extend their personal skills and talents.

14. Pupils with special educational needs, including those with statements and those who are autistic behave well and have a good attitude towards their tasks. They trust their teachers and have a clear idea of what is expected of them. Occasionally they lose concentration during formal sessions when they have to sit for long periods of time, but they are interested in their work, have satisfactory relationships with other pupils and expect to complete their tasks. The positive support provided for them by class assistants enables them to work with a sense of purpose and self-worth. They learn to work with increasing independence and take pride in their progress and achievement.
15. The behaviour of pupils is good both in class and around the school. They work collaboratively with each other in group and team activities in a sensible and considerate way. They are aware of the school's code of behaviour and respond well to the behaviour policy and to class rules. Pupils are friendly and helpful to adults and to each other. Behaviour at break-times and at lunchtime is generally good. They care for one another; for example, older pupils enjoy looking after younger ones and help them during mealtimes. New pupils to the school are allocated a "buddy" to help them to settle in. Pupils look after the school environment and equipment well. They respect the belongings and work of others and demonstrate good levels of self-discipline when moving around the school. Over the last year one pupil has been excluded for bad behaviour for a fixed period.
16. Relationships within the school between pupils and between pupils and adults are good. Pupils are polite and courteous. When their work requires them to work in pairs or larger groups they collaborate well, sharing the tasks and discussing what they are doing in a sensible and constructive manner. Playtimes and lunchtimes are lively and friendly events and, in general, pupils play and mix well. The friendly relationships that are established contribute positively to the school's ethos.
17. Pupils' personal development is good. Pupils show respect for each others' feelings especially in their personal and social education studies. Older pupils make a positive contribution to school life by taking responsibility for a wide range of tasks which include looking after the library and managing the ordering, selling and collecting of money for drinks at playtime. They have also written and read books and made games for pupils in the reception class. Pupils are encouraged to take care of their environment and enjoy the annual Grounds Day activities. Pupils respond positively to helping in the community and many help to raise funds for charities.

24. **Attendance**

18. The school has a satisfactory level of attendance, although there has been a slight decline since the last inspection report. Overall, the school's attendance rate is in line with national averages and the unauthorised absence rate is better.
19. There has been an increase in the number of pupils removed during term time for family holidays with September a particularly badly affected month. This has an adverse effect on the rate of pupils' progress. However, the school discourages this practice and treats as unauthorised any time beyond the agreed 10 day period.
20. Lessons begin promptly and no teaching time is lost. This is an improvement from the previous inspection. Punctuality to school is satisfactory. There are some latecomers, but the school records and deals with them appropriately and teaching time is not disrupted.

QUALITY OF EDUCATION PROVIDED

27. Teaching

21. The quality of teaching is good and has improved since the last inspection. It has particularly improved for children under five and in Key Stage 2. In 97 per cent of lessons teaching was satisfactory or better. In just under four out of ten lessons, teaching was good, in over one lesson in ten it was very good and in a few lessons it was excellent. Very occasionally, teaching was unsatisfactory. Teaching was better in Key Stage 1 than in Key Stage 2, but, even so, one third of teaching was good or better in Key Stage 2. Teaching for children under five was of a consistently high quality.
22. The quality of teaching for children under five is very good. It is hardly ever less than good and never less than satisfactory. There is very little variation in the quality of teaching between the nursery and reception classes. Teachers have a very good knowledge of how these young children learn and provide opportunities and a learning environment which supports well their progress. A common strength amongst teachers is their excellent day-to-day assessment of what children know, understand and can do and the way that they use this information to support future learning. Teachers have high expectations of what the children can do and organise lessons very well. Teachers manage pupils well and use a variety of teaching styles to complement the different activities and so aid learning. There is a good balance between individual and group activities which allow children to experiment and test out their ideas in a positive and caring learning environment. These aspects of teaching significantly support the rate at which children make progress. Teachers use support staff to good effect. In the nursery, the accommodation makes it difficult for a wide range of activities to take place when the staff are supervising children in the bathroom. Teachers and support staff work well together and through imaginative planning provide activities which maximise learning opportunities; for example, they use the outside learning environment and the staff room for a range of carefully structured learning activities which support children's literacy. Teachers work closely with children's parents; for example, children are provided with reading activities in the reception classes and in the nursery they take home songs to learn, such as 'Bananas in pyjamas'. This approach allows parents to support their children at home and has a beneficial impact on learning.
23. Teaching in Key Stage 1 is good. In around 40 per cent of lessons, teaching was good and it was never less than satisfactory. During the inspection there were a few examples of very good teaching and in one instance teaching was excellent. In Key Stage 2, teaching was satisfactory, overall, and there were several examples of good teaching in Year 4. In a few lessons, teaching was unsatisfactory. This happened when teachers used methods which did not support effective learning and, as a result, pupils' concentration and behaviour deteriorated and progress declined. On another occasion, insufficient time was used at the beginning of the lesson to allow pupils to consolidate previous learning before the next stage was embarked upon. This resulted in pupils becoming unsure of what they were doing and learning suffered. Teaching was also unsatisfactory when teachers had a limited understanding of the requirements of the curriculum; for example, in religious education, where opportunities for pupils to learn about the importance of Advent and Christmas to Christians were missed and, instead, only the factual aspect of the subject was taught.
24. In both key stages, teachers manage pupils' behaviour well. They ensure that they provide interesting lessons which often capture pupils' interest and maintain their concentration. Teachers use skilful questioning of pupils to assess their level of understanding, skill and knowledge and generally use the information gained satisfactorily when planning for pupils' next steps in

learning. In both key stages teachers' planning is good. By working closely together within their key stage and with colleagues in the same year group teachers share one another's strengths and expertise. This has a positive effect on the quality and consistency of lesson planning and in the way that teachers provide activities which match pupils' needs. For example, in literacy, lower attaining pupils in Years 3 and 4 are grouped together and are well supported by support assistants to ensure that maximum benefit is derived from the literacy hour. Teachers' planning ensures that lessons have clear, well focused learning objectives which are often shared with pupils, particularly in literacy and numeracy. This serves to focus pupils' thinking on what they are going to learn and supports their progress.

31.

25. Across the school, teachers generally have a secure knowledge of the subjects that they teach. There are a few teachers who lack confidence in music, but they are well supported by the subject co-ordinator. Teachers generally have a good knowledge of both literacy and numeracy and use this well to enhance pupils learning; for example, in mathematics, teachers use questioning well to deepen pupils' thinking. There is, however, a weakness in the teaching of handwriting. Teachers do not always attach sufficient importance to improving this aspect of the curriculum which has a negative impact on the standard of pupils' handwriting. Teachers' management of pupils' behaviour is good in Key Stage 1, but, in the lower part of Key Stage 2, pupils' behaviour occasionally deteriorates when lessons are not sufficiently well organised. Similarly, teachers generally use time and resources well but sometimes the pace of lessons slows in Key Stage 2. When this happens, the rate of pupils' progress declines.

26. The teaching of pupils with special educational needs is good. Teachers work hard and successfully to provide work which is carefully matched to pupils' needs. Work is sufficiently focused for pupils to make good progress towards achieving their agreed targets. Teachers' planning takes into account information gained from regular assessment of pupils' level of understanding, knowledge and skill. Individual tasks for pupils are well prepared; for example, the additional literacy support makes a positive impact on the rate of pupils' learning. Teachers make good use of the expertise of colleagues in the special educational needs unit when developing programmes to help pupils to achieve their targets, particularly in the area of behaviour management.

27. Teachers regularly assess pupils' work. Marking is up-to-date and sometimes provides pupils with ideas as to how they can improve the quality of their work. The school has recently started to review how it uses homework. In both key stages it is used well. Teachers regularly provide pupils with activities to take home. These are mainly connected with literacy and on-going work. Teachers provide literacy and numeracy targets for pupils which are made known to parents so that they can support their children's learning at home. The school has made a sensible decision not to send homework in numeracy home until the impact of the numeracy strategy has been evaluated at the end of the term. The revised policy for homework has not yet been shared with parents and so there is understandably some confusion amongst some parents as to what is expected.

34. **The curriculum and assessment**

28. The provision for the curriculum is good. The school provides a curriculum that is broad, balanced and relevant. In the past year, the school has concentrated effectively on the introduction of the national strategies for numeracy and literacy. However, insufficient emphasis is placed in the curriculum on improving pupils' handwriting and the time allocated to swimming in Key Stage 2 is not sufficiently long to support pupils' progress. The school has successfully ensured that foundation subjects are well represented in the curriculum. All subjects were observed during the inspection and there is ample evidence of work in all subjects in pupils' books and on display.

The curriculum is effectively planned to promote pupils' intellectual, physical, personal and social development and prepares pupils well for their transfer to a middle school at the age of nine.

29. The curriculum for children under five is very good. Planning in the nursery and reception classes is very good. There is a clear curriculum map which links well to the guidance for the education of children under five and leads into the National Curriculum. Day-to-day assessments are very good. The nursery staff make regular and detailed observations of individual children and use these to build profiles of children's progress. The thorough assessment procedures enable staff to plan suitable work to extend children's knowledge and skills. In the nursery, the learning intentions are displayed clearly next to different activities and illustrated with photographs. This gives very helpful information to parents about the purpose of the activities and how they help children to learn.
30. The school has policies and schemes of work in place for all subjects. Some of the schemes of work have been recently introduced and it is too soon to judge their impact on standards. All subjects of the National Curriculum and religious education are taught. The curriculum meets statutory requirements. There is an appropriate policy for sex education and drugs awareness is effectively taught through the science curriculum and also through the school's programme of personal, social and health education. The school's policy for personal and social education is very effective in promoting good behaviour and social skills. In Key Stage 1, the school has chosen to use the discretionary time for swimming and for personal social and health education. In Key Stage 2, this time is used effectively for personal, social and health education and French.
31. The long and medium term planning for the curriculum is good. The school has an effective curriculum map which details the topics to be taught in each year group and in which half term. This covers all the subjects of the National Curriculum, religious education and also includes multi-cultural education. Weekly planning indicates the content of lessons and identifies clearly the learning intentions to be achieved. These plans often identify what pupils of different prior attainment will do in the lessons. Lessons are evaluated and teachers amend their planning in response to this. The match of tasks to pupils' needs and levels of attainment is often good. Teachers plan together in year groups and this ensures that children in different classes have the same learning experiences. This practice is supportive towards teachers and allows them to share their expertise. In some subjects, for example in music, the co ordinator supports teachers by providing some short term plans for lessons.
32. Appropriate allocations of time are given to literacy and numeracy. The school has made a positive response to the introduction of the literacy and numeracy strategies. Sessions are well managed and pupils of differing attainment are well supported.
33. Provision for equal opportunities is good. The school provides an environment where all pupils have equal access to the National Curriculum. Staff have a clear understanding and awareness of the needs of pupils of different levels of attainment and these are met well through careful curriculum planning. The school also ensures equal access to the curriculum by providing activities for pupils which build on what pupils already know, understand and can do. The depth and quality of curriculum planning and monitoring play an important part in ensuring pupils' progress. Higher attaining pupils are sufficiently challenged and pupils with special educational need are well supported in their learning. There is equality of access to extra-curricular activities, including the choir, country dancing and gymnastics and also to additional specialist curriculum activities including violin, French and football coaching.

34. The school has also successfully addressed the weakness identified in the last inspection relating to equality of opportunity and the raising of pupils' awareness and appreciation of other cultures. It has increased the range of resources and developed a wider range of learning opportunities for pupils to learn about different ethnic communities.
35. Curriculum provision for pupils with special educational needs is good. Pupils with special educational needs and those few for whom English is an additional language, are very well supported. The school's assessment arrangements are used effectively to identify pupils' special educational needs early. Teachers, working with the co-ordinator, part-time teacher and classroom assistants for special educational needs arrange suitably graded work and extra support for pupils when necessary. The large number of pupils identified as having special educational needs means that there are groups of pupils with similar abilities in each class who are working at the same level and the arrangements made for them are suitable. Additional literacy support is provided very successfully for pupils who have particular difficulties in literacy. These arrangements enable pupils in mainstream classes to have the same opportunity to learn from the curriculum as other pupils and meet their needs effectively. The school's curriculum is written so that pupils build on previous experience and knowledge at a steady pace. This helps teachers to plan work for pupils which meets their needs and is in line with this framework. Monitoring by the school and the local education authority, through individual education plans and record sheets for pupils, ensures that their progress is regularly recorded, reviewed and discussed so that suitable work is provided. All pupils with special educational needs are treated with respect and consideration by adults and other pupils. They are valued members of the school community and take a full part in activities.
36. The school has additional arrangements in place for pupils with special educational needs. Outside agencies take part in assessments as necessary and the learning support teacher from the local education authority is closely involved with the school's special educational needs audit. The school's own part-time teacher provides valuable diagnostic teaching and liaises closely with the classroom assistants, providing additional literacy support, so that information is fed back to teachers to help them plan effectively. All assessment information from within the school and from outside agencies is accessible, so that teachers are properly informed and able to use the information effectively. Since the last inspection, the provision for pupils with special educational needs has improved.
37. The curriculum is enriched by a variety of extra-curricular activities. These include a flourishing choir, recorder groups, dance groups and participation in a community project run by a local professional football club. The school makes regular visits to local places of interest to support work in school. Visitors to school are welcomed and contribute effectively to the school's curriculum provision; for example, two local ministers regularly visit the school and during the inspection one led an Advent assembly. Another assembly was led by a representative of the Children's Society who prepared pupils for the forthcoming Christingle service. The school values support from its two reading volunteers and the school crossing patrol officer who regularly gives support in the nursery. The school provides a valuable residential experience for its older pupils which supports well their personal and social development.
38. In the previous inspection, the curriculum was judged to be broad and balanced although there were inconsistencies in time allocation within subjects and between classes. This issue has been addressed. The previous inspection also identified some weaknesses in short-term planning in that they did not always focus sufficiently on learning intentions. The school has addressed this issue and the findings of the inspection team are that learning intentions are clear and appropriate. The school has maintained and built upon its previous good practice and curriculum provision is good.

39. The school has good procedures for assessing pupils' attainment and progress. The policy for assessment is detailed and is linked to teachers' planning; it includes assessment of progress in the foundation as well as in the core subjects. However, procedures for assessing and recording pupils' attainment and progress in religious education are unsatisfactory. There is a marking policy which gives good guidance to teachers. It is used consistently throughout the school and teachers use it to guide pupils in improving their work. Teachers receive clear guidance as to what records of pupils' progress are to be kept in nearly all subjects except religious education. These records are used well to support future learning.
40. The school has recently introduced a programme of target setting. Results of national tests at the end of Key Stage 1 and of internal tests within key stages are analysed in terms of gender, different language groups and pupils of differing attainment. Very good use is made of information gained from assessing children's level of attainment when they first enter the school. The information arising from the audit of pupils with special educational needs is also used well to support curriculum planning. Teachers set individual targets for pupils in numeracy and literacy and are beginning to use information from assessments to track the progress of pupils as they move through the school.
41. In the previous inspection, the effective and comprehensive assessment procedures in the nursery were regarded as a useful model for use in the rest of the school. It was judged that assessments were not used sufficiently to influence the match of tasks to pupils' abilities and that comments used by teachers in their marking were insufficient to take learning forward. The school has worked very hard and successfully to develop its assessment procedures. The school's work on target-setting is proving very effective. The school has made good improvements in this area since the last inspection.

Designated provision in the unit for autistic pupils

42. The pupils' degree of learning difficulties means that they are working towards Level 1 in all areas of the curriculum. They make good progress towards their targets, using the structured visual method of teaching (TEACCH programme), which is devised to enable pupils to overcome their autistic behaviour. Most pupils are at a very early stage of communication and a few are beginning to speak with the intention of communicating. Others communicate by eye-pointing, gesture and by indicating symbols. They can use symbols to follow a work pattern with help and learn that they have to complete one task before beginning the next. Pupils are at different stages of recognising words, matching and recognising symbols and using them with meaning. In mathematics, pupils' attainment ranges from learning to use insert boards and one-to-one correlation, to knowing numbers up to ten, although not using them with understanding. Pupils can listen to music, take part in singing and gesturing in simple singing games and learn to make choices. All pupils are able to walk without help and they can walk along the pavements and in shops avoiding people and other obstacles. They can play outside on wheeled vehicles and run, but find kicking a ball difficult. More precise movements involved when manipulating smaller objects are more delayed. Pupils can feed themselves and eat well together at school.
43. Pupils make good progress in learning techniques designed to help them overcome their autistic behaviour. This is indicated by the progress they make towards their targets on their individual education plans and records indicating their developmental stage and capabilities when entering the unit. They make particularly good progress in tolerating adults and controlled changes in their environment at school, as well as in their willingness to attempt communication, to eat different

food and to complete their tasks.

44. The pupils' behaviour is good. They have trusting relationships with their teachers and are willing to co-operate. Generally they require little prompting to finish their work and they are beginning to make good transitions from one activity to another. Some pupils initiate communication by eye pointing, symbol and gesture or even speech on some occasions. They respond very quickly to instructions such as "Hands down" by adults. Pupils usually work alongside each other with little or no acknowledgement of each other's presence. They behave well when walking to the shops to buy snacks, wait patiently for their teacher while she buys cakes and look in the bakery window with quiet approval. They show little initiative, but are learning to persist in their attempts to communicate. Pupils' attendance is good, despite having to attend hospital and other appointments.
45. Teaching is good and the delivery of the TEACCH programme is very good. Teachers and support staff have very good knowledge of autism and its implications for pupils. The individual education plans are very good. Targets for pupils are clearly identified and the activities devised to help pupils work towards them are very effective, so that targets are usually met in the time allocated and the pupils' skills established and consolidated. Sometimes, because of the emphasis on autistic behaviour and its management, opportunities are missed in other areas of the curriculum to extend pupils' knowledge and experience. Learning support assistants are very effective in supporting pupils as they learn, because they have a good knowledge of the pupils' difficulties and are involved and supported well by the teaching staff. All members of staff are extremely vigilant and sensitive to the needs of all the pupils. A particular strength in teaching is the consistency with which staff apply teaching techniques and systems.
46. The TEACCH programme provides a curriculum for developing the abilities of pupils with autism and this is well established, highly effective and very well used. It lays particular emphasis on pupils' social skills and behaviour, physical development and communication. The pupils' statements disapply pupils from taking standard attainment tasks, but expect them to follow the National Curriculum in a broad sense. The unit has, in response to that, devised a programme to cover certain aspects in all subject areas. This, while ensuring some coverage, is out of date and requires review so that pupils have greater access to a wider range of information. Although pupils' development level is low, the under-fives curriculum is not always appropriate for them because they require a curriculum which has a style, presentation and content which are appropriate to their age.
47. Assessment is very good. It is carried out meticulously and is an essential tool in planning the curriculum. Targets in individual education plans are devised, as a result, and information which is easily accessible on different elements of the pupils' development and history. Occasionally, assessment data in different areas of progress or difficulty lack exemplification which would clarify the precise nature of difficulty for personnel who are less closely involved.
48. Levels of integration and reverse integration with the rest of school are effective and entirely appropriate. Pupils from the unit are becoming more aware of the need to modify behaviour in different circumstances, for example, in collective worship. They are welcomed and excepted by other pupils. There is a programme, whereby pupils from the mainstream school go into the unit for music and reverse integration is carefully used.
49. The arrangements for transport work effectively. Liaison with outside agencies, such as the educational psychologist and the speech therapist, is very good. Their expertise provides valuable help and insight to support the work of unit staff. There is very good communication between the

pupils' carers and staff at school. A home/school book is used daily and there is a high level of communication by telephone. Links with the community are good and people recognise the pupils as they go out to the shops and are friendly towards them and the staff. The local surroundings are well used by staff to develop pupils' social skills.

50. The leadership of the member of staff with responsibility for the unit is very good. Other staff have a good sense of their role and work together purposefully as a team. The ethos for learning and the commitment to high standards is very good. However, links between the management of the mainstream school and the unit are not strong enough. They do not sufficiently enable senior staff to support the development of the unit's aims and provision and the links between the unit and mainstream staff.
51. The staffing levels in the unit are good, and teachers and support staff are highly skilled. However, the accommodation is cramped and limits the staff in their work with the pupils. The dining area is particularly inadequate. It is dark with stacks of furniture against the walls. Some of the furniture in the classrooms is old and unsuitable and has not been improved since the previous inspection, although its limitations were noted at that time. Inadequate room for storage makes the classrooms cluttered and provides a distracting atmosphere for pupils. Some paintwork is peeling and markings on the ground in the playground are worn. Other equipment is old. The staff have undertaken extensive fundraising to provide new and suitable games for pupils and have made much of the most basic equipment themselves. The staff have raised additional funds successfully to provide a small sensory room, recently installed and have made every effort to improve the pupils' surroundings. Changing and washing facilities for pupils who may be incontinent are cramped.
52. The staff use the facilities at their disposal in the unit well. There is good communication with the co-ordinator for information and communication technology and staff use their knowledge of behaviour management effectively to support the needs of pupils in the mainstream school. Staffing takes up the greater part of the funding available to the unit and the mainstream school provides significant financial support. However, the unit still has a need for extra funding to improve its accommodation, and to maintain the quality of training available to staff.

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

53. The school is a happy and caring community where everyone is valued. Good provision is made for the spiritual, moral, social and cultural development of all its pupils, including those with special educational needs. Its provision for cultural development is very good.
54. Pupils' spiritual awareness is fostered well by the planned programme of collective worship, which introduces them to the idea of thoughtful reflection. Time is given both in assemblies and "sharing" times for quiet thinking. The calm atmosphere, often created for "thinking time" by the lighting of a candle, is conducive to the development of spiritual values. Religious education provides pupils with opportunities to gain insights into the beliefs and values of Christianity, Judaism and Islam. In lessons across a range of subjects, pupils are helped to gain self-knowledge by exploring their own and others' feelings and are encouraged to express them through discussion, drawing and writing. Pupils are encouraged, through worship, to give thanks for "the beautiful world that God made", for families and friends and for those less fortunate than themselves. Good use is made of the school's link with the parish of The Holy Trinity, whose priest makes a valuable contribution to school worship and to religious education. Whole-school assemblies create a corporate sense of identity when pupils and staff sing hymns and reflect silently together. A special time of communal spirituality was observed during the inspection

when the school's choir sang a lovely, Christmas hymn jointly composed by the music co-ordinator and the chairman of the governors.

55. The school's provision for moral development is good. There are clear expectations of high standards of behaviour and acceptable conduct is effectively promoted through sets of positively framed rules, including "Oscar's Rules" displayed prominently around the school and in all the classrooms. Achievement, positive attitudes and good behaviour are celebrated in assemblies and a constructive system of simple rewards and sanctions underpins the rules for behaviour. Pupils have a clear understanding of right and wrong, at levels appropriate to their ages and understand that there is a need to respect the rights and property of others. Moral issues are generally well taught through personal and social education and are also discussed as they arise. This is reflected in the good behaviour of most pupils. Parents generally support the view that the school encourages team work and promotes good behaviour.
56. Provision for pupils' social development is good. Pupils are given opportunities to work together in class, in pairs and groups and to take turns and share resources and equipment. Through role-play in home-corners, hot-air balloons, churches and fire-stations, pupils learn to relate to each other in real life situations. Pupils are given opportunities to take responsibility, appropriate to their age and development, both within the classroom and the wider school community; for example, some older pupils in Key Stage 2 act as monitors in a variety of situations and take turns to help younger children at playtime and lunchtimes. Others make books for younger pupils and often read to them. Visits to and from the special educational needs unit develop pupils' awareness of differences and similarities within their own community and teach them the importance of respect and tolerance. Social awareness and responsibility are further developed through the successful links with the local parish, with local shops and businesses and through participation with other schools in musical concerts. Pupils' understanding of citizenship is promoted through a programme of personal and social education, through special occasions such as Grandparents' Day and by the school's support for charities such as The Children's Society.
57. A key issue of the previous inspection was to extend the pupils' understanding of other cultures. This aspect has improved significantly and the judgement of this inspection is that provision for cultural development is now very good. In geography and religious education, for instance, pupils learn about the lives and customs of people from their own and other cultures. They contrast their own locality of Kingsthorpe Grove with other localities in the United Kingdom and study life in a village in India. Through work in art, pupils learn about the styles of artists from different times and places such as Picasso, Rousseau and Augustus John. They experience music and play musical instruments from around the world, including African drums and a Caribbean steel pan. Their understanding of the richness and diversity of the multicultural society in which they live is enriched by learning about Islam and Judaism and by celebrating festivals from the major world religions, such as Diwali and the Chinese New Year. Good use is made of visitors with specialist knowledge such as local priests and representatives from other faiths and cultures. Visits to local places of historical or geographical interest are used effectively to alert pupils to their historical and cultural heritage as well as participation in May-pole and country dancing.
64. **Support, guidance and pupils' welfare**
58. The school has maintained the high standard of pastoral care shown at the last inspection and this makes an effective contribution to standards achieved. The positive views of parents concerning the way the school looks after their children and promotes good behaviour, were borne out by the findings of the current inspection.

59. The methods used by the school to monitor progress and personal development are good. Comprehensive records are maintained, starting from the initial home visit made before the child enters school. Class sheets are used to assess when a pupil has met key objectives in the core subjects of English, mathematics and science, but there is currently no procedure to assess progress in religious education. Examples of pupils' work are kept in the individual's main file that also includes the annual progress report to parents. Records of achievement keep additional pieces of work, one of which is chosen by the pupil, as well as copies of any "Proudgrams" the child may have been awarded to celebrate good work or effort.
60. The school also has good methods for monitoring and promoting discipline and good behaviour. The school's symbol of Oscar the Owl is used effectively to reinforce school rules. The clear list of rewards and sanctions entered in the school's behaviour policy is used consistently well to promote good behaviour. Key stage coordinators are informed of any behaviour problems relating to pupils in their key stage and the headteacher also maintains a record book of more serious incidents. Parents are contacted on the third incident or if a more serious event occurs. Parents are advised of good behaviour by the means of a proudgram and these awards are celebrated during weekly assemblies. Pupils also strive to gain team points for good behaviour, work and attitudes. Such methods, combined with the positive role models of adults, effectively promote good behaviour.
61. Pupils with special educational needs are well supported pastorally throughout the school. Individual education plans and statements for special educational need are regularly reviewed and documentation is up to date and effective.
62. There are satisfactory procedures for monitoring attendance. The school uses an electronic registration system that enables it to produce useful statistics to track attendance of individuals or groups of pupils. This is regularly monitored both by the headteacher and the school's educational welfare officer. Where there are particular concerns about attendance or punctuality, parents are contacted by telephone, letter or via a home visit. An attendance policy has recently been drafted in order to promote good attendance further and certificates are awarded to pupils who have excellent attendance.
63. The school provides good support and guidance to pupils through its policies for drugs awareness and sex education. Outside visitors, such as the school nurse, assist in the talks on these topics.
64. There are good child protection procedures in place. The headteacher is the named coordinator and she has been appropriately trained. Although others on the staff have not had recent, formal training, all are aware of the school's procedures and use concern sheets to record any incidents or suspicions. Any records relating to child protection issues are kept securely and the appropriate agencies such as social services and the educational welfare department are involved when necessary. The school has a policy for the physical restraint of pupils.
65. The school has a good health and safety policy and governors carry out regular inspections of the premises. Two minor health and safety matters were noted during the inspection relating to where register sheets are kept in the morning and the climbing frame sited in the designated special provision unit. The school has been informed of those concerns.
66. Provisions for medical care are satisfactory. Four staff members have first aid training, with some additionally trained in swimming pool rescue techniques. Although there is no medical room, the office is spacious and arrangements are made for pupils to be supervised there until their parents can collect them. Appropriate records are kept of pupils' medical needs and of any

accidents or incidents.

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

67. The school has maintained the good levels of communication with parents seen at the last inspection and the quality of information that parents receive is satisfactory, overall. Parents are happy with the newsletters as well as the curriculum information that is produced separately by the Early Years Unit, Key Stage 1 and Key Stage 2. However, some parents remain unclear about the school's homework policy. Meetings for parents are arranged to discuss new initiatives such as the National Numeracy Strategy and regular workshops are organised by the Early Years team. Two consultation evenings are organised each year for parents to discuss their children's work. The information that parents of pupils with special educational needs receive is good and they are fully involved in the review process.
68. The prospectus is clear and informative and contains all the statutory requirements, but this is not the case with the governors' annual report to parents, which is unsatisfactory. This document has several important items missing, of which the school has been made aware. In addition, the annual progress report that parents receive for their children is not of a high standard. The reports for pupils at the end of Year 2 do not include a teacher assessment level for science. The amount of information given, particularly for foundation subjects, is limited and does not focus on strengths and weaknesses. Parents of pupils with special educational needs are well informed of their child's progress and invited to annual reviews.
69. Parental involvement in their children's learning is good and has a positive impact on standards. The majority of parents who help out regularly, do so in the younger age groups and parents feel less encouraged to be involved further up the school. This is something that the headteacher hopes to address. Parents are very willing to assist on visits, with swimming as well as with practical making and mending sessions and improving the grounds. The majority of parents listen to their children read at home and sign the reading record books. Parents of younger children help them to learn songs at home and also read in school with their children at certain times of the week. The Friends' Association is actively run by a small group of parents. Funds raised through the many events organised have been used to make the playground more attractive and to provide soft play equipment for the designated special provision unit.
70. The school has maintained its close links with the five main receiving middle schools. There are joint training days for staff and subject and key stage co-ordinators meet regularly to ensure that there is no duplication of work. Plans are being made within the cluster groups to standardise transfer documents and also for lower schools to be advised of the Key Stage 2 results of their ex-pupils.
71. Links with the community are good. Several visits are organised for all pupils including the youngest and those in the designated special provision unit, to supermarkets and other shops nearby. The local library and a conservation area are also made use of and pupils visit the churches that are nearest to the school. For example, this year, the school will hold a carol service at one of the churches. Visitors coming into school add interest to the curriculum and to assemblies. A speaker from the Salvation Army was the basis for a religious education lesson for Year 4 pupils and a representative from the Children's Society spoke at a whole school assembly about a forthcoming fundraising event. Local clergy, the school nurse, police officers and other outside speakers are also regular visitors. Pupils also benefit from participating in a community project run by a local professional football club.

72. Community links are also fostered through the use of the swimming pool and lettings of other parts of the school premises, to the Scouts, for example. The Early Years Unit holds weekly community sessions for parents to come along with their children for a play hour. Other events such as a Grandparents' Day also enhance the school's mutually beneficial relationship with the community.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

73. The leadership and management are good. The newly appointed headteacher has a strong sense of vision and together with the deputy headteacher, senior management team and governing body provides a clear educational direction for the school. The governing body and its committees are regularly provided with valuable information which allows them to support the work of the school effectively. Governors are increasingly aware of the improvements within the school, through the work of the strategic planning group, which along with the senior management team evaluates the success of planned developments and is instrumental in developing a long-term strategic plan for the development of the school into the next millennium. The responsibilities of the governing body are shared between its members to ensure involvement of all and an equitable work-load; for example, the curriculum committee regularly reviews policies and undertakes tasks in response to the school development plan and national initiatives, such as the literacy and numeracy strategies. Governors are linked to specific curriculum areas, such as literacy, numeracy, information and communication technology, special educational needs and the under-fives. Subject co ordinators regularly report back to the committee when their subject is highlighted in the school development plan. This works well, with the result that the governing body is well informed of the standards attained by the school and acts as a critical friend.
74. Procedures for supporting and monitoring the curriculum development and teaching are good overall. However, there are weaknesses. The monitoring of the quality of teaching is satisfactory but is not yet fully developed. The headteacher monitors teachers' planning and there has been effective monitoring of the teaching of numeracy throughout the school and the quality of teaching for children under five. However, there is no procedure for supporting teaching through a carefully focused whole-school system of monitoring. The headteacher is very aware of the importance of regular monitoring and evaluation of teaching in order to raise standards further. The school has appropriate outline plans to address the issue. In contrast, the procedures for monitoring curriculum development are very good. The two key stage co-ordinators and subject co-ordinators are involved in the medium and short-term planning. This gives them a good picture of the quality of the curriculum and allows for any necessary reviews. However, the management has not identified the slight weakness in curricular provision in the special educational needs unit which does not always provide a curriculum which is appropriate for the pupils' age. In a few subjects, monitoring is across key stages, for example, in information and communication technology. An interested member of staff in Key Stage 2 works closely with colleagues in Key Stage 1, providing valuable support in planning the curriculum.
75. Development planning, monitoring and evaluation are very good. The headteacher and a member of the senior management team thoroughly analyse the results of the end of key stage tests and other assessments. Data are carefully analysed to identify issues of attainment in terms of gender within and across year groups. Areas of strength and those in need of development are identified and the necessary planning is then agreed to support future improvements; for example, the school has plans to improve the performance of girls in Year 3 in order to raise standards. Information gained from assessments and tests is used to set targets for the future for each year group. These are based upon realistic expectations. The school works closely with outside agencies, such as the

Local Education Authority, to support the effectiveness of its monitoring. The school also monitors effectively the standard of pupils' work by looking at samples of their finished work. The school development plan which incorporates the improvement plan, is a very useful document which clearly sets out the areas for development over the next few years.

76. The governing body has agreed a suitable policy for special educational needs. It identifies staff, their responsibilities and management procedures. The school has appointed a co-ordinator in accordance with the Code of Practice. There is a governor for special educational needs who visits the school regularly and is aware of the pupils' needs. The use of outside specialist support is well managed and liaison is good.
77. The school has made good progress in addressing the areas for development identified in the last inspection and is well placed to make further improvements. Particularly good improvement has been achieved in extending pupils' understanding of other cultures. In addition, good improvement has taken place in the way that teachers match planned activities to the needs of pupils so that progress improves. Satisfactory progress has been achieved in improving standards in reading and writing. However, further improvement is still needed in the area of pupils' handwriting. In recent months, the school has successfully been using the information gained in the last three years, from its monitoring of standards, to raise pupils' attainment. The school's ethos is very good and there is a very good commitment to high achievement. The school generally provides a good learning environment. However, the learning environments provided in the nursery and in the special educational needs unit are noticeably worse than in other areas of the school. In the special educational needs unit the accommodation is cluttered and the standard of furniture is not conducive to providing a positive learning environment to meet the needs of the pupils. In the nursery, the accommodation affords limited visual supervision of the children. As a result staff rightly have to close areas of the nursery when certain activities are planned and there are a limited number of staff available. This has a negative effect on children's learning. The school ensures that there are good relationships amongst pupils and provides good equality of access to the curriculum for all pupils.
- 84.
78. The governing body fulfills most, but not all, of its statutory obligations. The governors' annual report to parents does not provide sufficient information about the arrangements for taking disabled pupils into school, how they will be treated on equal terms with other pupils, facilities to help with access to the school for disabled pupils, the success of the special educational needs policy or the provision for pupils in the special educational needs unit. In addition, there is no account of spending on special educational needs within the school. Pupils' annual reports to parents do not provide the necessary information on pupils' attainment in science at the end of Key Stage 1.
85. **Staffing, accommodation and learning resources**
79. As at the last inspection, the school has a satisfactory match of suitably qualified and experienced teaching staff to meet the demands of the curriculum. The headteacher joined the school in April 1999 and several other members of staff have less than five years current service. To balance this, four teachers have taught at the school for 10 years and more. There is one newly qualified teacher who is supported well by her mentor, an established and experienced member of staff.
80. There is good provision of support staff whose presence makes a strong contribution to the school. The school also provides a good number and quality of adult support for pupils with special educational needs. The administrative, clerical staff and the caretaker, work well to support teaching staff and ensure the smooth day-to-day operation of the school.

81. There is currently no formal appraisal system in place, although the headteacher interviewed all members of staff shortly after her arrival to determine their personal development needs. From this, an effective draft staff development policy was drawn up to utilise training funds as effectively as possible.
82. The school buildings are over 90 years old and consequently a rolling repair and decoration programme is in place. The school copes well with this and the main buildings are attractive, with where possible, bright displays celebrating pupils' work. The classrooms are generally spacious and staff ensure that the wide corridors provide an effective learning environment. Particularly effective is the 1940's washday exhibit and the waiting area which is decorated as a rainforest. Provision for the school library is effective. The problem of the overcrowded canteen remains unresolved due to a lack of suitable, alternative space.
- 89.
83. The accommodation for the nursery and particularly for the designated special provision unit is unsatisfactory. In the latter case, the rooms are dingy and cramped, with the eating area especially unsuitable. This does not support a suitable learning environment in which to work. The nursery accommodation is in a slightly better condition, but still has an adverse impact on the quality of education because part of the nursery has to be shut down at certain times due to the position of walls and the limited visual supervision possible. For example, there is no vision panel to help staff maintain supervision when supporting a child in the bathroom.
84. Resources are satisfactory overall. There has been a particular improvement, since the previous inspection, in the resources in the Early Years Unit where they are now very good and in information and communication technology. Every classroom has a least one up-to-date computer and there are two with access to the Internet. All Key Stage 2 pupils have an e-mail address and the school has a good range of software. This is a considerable improvement since the last inspection. However, information and communication technology software to support pupils with special educational needs is limited. In addition, the library has not only been refurbished, but restocked and many old books replaced. There is a good supply of books to encourage reading and research. This finding confirms the views of parents. Resources throughout the school are accessible to staff and to pupils, with equipment well labeled and properly stored. Pupils benefit from the provision of an indoor teaching-pool on site, as well as the recent work done to provide an attractive outdoor classroom. There is an adequate level of resources in the designated special provision unit. However, many are old and shabby and are not appropriate for the age of pupil in the unit. The school is aware of the deficiencies in both indoor and outdoor equipment and has plans to improve both when funds are available.
85. The school has good access to external resources to enrich the curriculum, such as the local shopping centre and conservation area, and further afield to zoos and a sealife centre. The residential visits for older pupils enrich the curriculum.
92. **The efficiency of the school**
86. The efficiency of the school is good and has improved since the previous inspection. The school uses the resources made available to it well. Financial planning to support educational developments is good. The school's budget, including resources for special educational needs, is delegated to the school by the local authority. The finance committee meets regularly and efficiently sets the budget with the headteacher and bursar. Finances are frequently and regularly reviewed throughout the year by the headteacher, the bursar and the chairman of the finance committee. Elements of the budget are linked directly to long-term plans derived from the audit reports of subject co-ordinators. Funding is carefully allocated to support improvement, for

example, the development of targets set by the school as the result of the analysis of the standard attainment tasks. The school development plan has been incorporated successfully with the school improvement plan and is costed and dated. The headteacher and finance committee are successfully developing systems to ensure that funding for all educational areas is based on current data instead of previous spending patterns.

87. The results of the audit of the needs of pupils with special educational needs are carefully used to ensure that funding for these pupils is appropriately allocated to provide effective support to enable them to make good progress. Voluntary funding is used effectively to support different areas, such as information and communication technology and resources in the designated special provision unit. However, although the school has submitted a bid for new furniture for the unit, it has not allocated sufficient finances to improve the furniture since the issue was raised in the previous inspection report.
88. The school makes good use of all staff. Teachers and support staff use their time well and together use information about pupils were for example those with special educational needs, so that resources are readily available and suitably prepared. Part-time staff who work with pupils with special educational needs and those deployed to provide additional support through the additional literacy support, make a valuable contribution to pupils' progress. Subject co-ordinators have a clear grasp of their role and are beginning to be involved in budget setting. Several provide effective training in their subject areas for other teachers.
89. Learning resources are accessible and well used. The school's spacious classrooms and corridors are used effectively. However, the timetable for the use of the swimming pool, while suitable for children in the reception classes, does not provide lessons which are long enough for older pupils to consolidate and improve their skills and swimming techniques. This limits the rate of pupils' progress over time. Site and administrative staff are efficient and effective and ensure the cleanliness and smooth running of the school.
90. Financial control and school administration are very good. Recommendations from the auditors' report have been put into effect. Information technology is very effectively used so that detailed information is readily available for analysis and provides an efficient basis for supporting the work of the school. This ensures that detailed information is available to the headteacher and governors which helps them to respond effectively to the needs of the school and plan for long-term targets.
91. The funding available to the school is slightly above the average for a school of this size. Teaching, the quality of the curriculum and the pupils' response to learning are good. By the end of Key Stage 1 and the age of nine, attainment is broadly in line with the level expected. Pupils with special educational needs make good progress towards their targets. Children come into the nursery with standards of speaking and listening well below the expected level and make good progress. Taking all these factors into account, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

92. The nursery and reception classes provide a rich and stimulating learning environment for children

under five. The majority of children in the nursery were three years old at the time of the inspection. Children enter the reception classes in the September following their fourth birthday. At the time of the inspection, only nine children in the reception classes had reached the age of five. Approximately half the children in the reception classes have come from the school's nursery class. The majority of the remaining children have had other nursery or play group experience.

93. Children enter the nursery with levels of attainment which are well below those expected for their age in all the recommended areas of learning. This is particularly true of children's development in language and literacy. Approximately one quarter of the nursery children have been identified as needing support with language and are receiving help from speech therapists. The children receive a very good curriculum in the nursery and make good progress. However, when they transfer to the reception classes their attainment is still below the levels expected of children of their age in language and literacy, mathematics, personal and social development, some aspects of physical development and in aspects of knowledge and understanding of the world and creative development. Children continue to make good progress during their time in the reception classes. By the time they reach the age of five, most children attain the Desirable Learning Outcomes in knowledge and understanding of the world, physical and creative development and personal and social development. However, many do not attain the expected level in language and literacy and mathematics. Children with special educational needs are well supported and make good progress towards achieving their agreed targets.
94. Children's personal and social development is well promoted in the nursery and reception classes. Children respond positively to the consistently high expectations of behaviour and consideration for others promoted in all classes. They enjoy coming to school and show enthusiasm for the activities provided. Children in the nursery are familiar with daily routines and play contentedly alongside each other and some are beginning to play co-operatively. Children relate well to the nursery staff, although some are reluctant to talk to visitors, especially those children who have limited language skills. Children show enthusiasm for learning and most are keen to work with adults on targeted activities. The nursery staff provide appropriate activities to promote children's independence. Children are responsible for choosing when to have their snack, and "post" their name card in the box to show that they have done this. They are expected to tidy up after activities and generally do so
95. In the reception classes children are also happy and settled. They show greater levels of co-operation with others and develop more confidence in talking about what they are doing. Children are friendly towards each other and many play together well. They continue to respond well to their teachers and the school support staff. Most children are independent in changing for physical education lessons and dress themselves afterwards. They take turns, share equipment, are familiar with class routines and settle happily into each session. By the age of five, most attain the level expected for their age.
96. The majority of children enter the nursery with speaking and listening skills that are well below the level expected. Their poorly developed language skills have a negative impact on their progress in other areas of learning, particularly their personal and social development and their creative development. The nursery staff make very good provision to support children's language development. There are ample opportunities for children to develop their speaking, reading and writing. The majority of children have a limited vocabulary and answer questions with single words. Many rely heavily on non-verbal communication, nodding, pointing or shaking their heads to make their needs known. The teacher and nursery nurse provide a rich learning environment which stimulates children's language development. Children are encouraged to recognise their names on their coat pegs and on name cards. Displays are labelled purposefully and every

opportunity is taken to encourage children to begin reading and writing. Nursery staff have high expectations of children. They model language for them very positively and develop children's vocabulary in all activities.

97. By the time they transfer to the reception classes, children have made good progress in their language and literacy skills but most are still attaining levels below those expected. Their nursery experiences have enabled them to appreciate books and stories. They show an understanding of how books are organised and know that the writing on the front cover gives the name of the book and the person who wrote it. Some can write their names independently, although their physical skills in controlling their pencils are less well developed; for example, one child was dissatisfied at her attempt to write the letter "T" and explained how it should have been written. Most children are beginning to recognise letters of the alphabet, particularly those that occur in their own names. Children enjoy listening to stories and looking at books. Some have begun to "read" by using the pictures to tell stories and are beginning to recognise familiar words. The school is taking part in a pilot scheme for the development of children's knowledge of letters and their sounds. Children are making good progress with this and a few are beginning to write independently. Despite their good progress, many children do not reach the Desirable Learning Outcomes by the time they are five.
98. Children are beginning to develop an awareness of number and mathematical language through a variety of activities. In the nursery, activities are very practical which promotes children's understanding. During the inspection week, the children were taken into Northampton on a double decker bus. The visit reinforced their understanding of the terms in a practical way. Children use a variety of toys in the sand and water trays to talk about "full" and "empty". They pour their own drinks at snack time and can say whether the cup is full or empty. When playing "parachute" games, children identify the triangle shapes and choose the appropriate colour when asked.
99. In the reception classes, children enjoy singing number rhymes and confidently count to five and back. They understand the terms "more than" and "less than". Teachers use every opportunity to develop children's knowledge of numbers; for example, when calling the register they ask the children to add and subtract from the class total and number present. Children correctly calculate one more than twelve mentally, but needed to use their fingers when asked to add three and four. Most children count accurately to five and a few to ten. A few are beginning to count beyond ten, but often miss numbers without realising it. Most children are not yet confident in ordering the days of the week. Most children do not reach the level expected by the age of five.
100. Children enter the nursery with limited knowledge and understanding of the world. The majority of children have very low levels of language development which has an impact on their progress in this area. The nursery provides a very rich learning environment which effectively promotes children's knowledge and understanding. Children respond well to the activities offered and during their time in the nursery make good progress. However, most are still below the level expected when they transfer to the reception classes. Some children are competent in using the computer and operating a tape recorder, but are not always able to explain what they are doing. When learning about the properties of air, children use straws to blow small balls along a track and use pumps to blow up balloons. In playing "parachute" games children observed the action of a balloon being lifted by the movement of air. Children describe the difference in touch of a deflated or inflated balloon. They know that "when the air goes from your mouth to the balloon it gets bigger", but their limited language skills made it difficult for them to verbalise their observations and feelings. At the end of the week, with the help of a parent volunteer, the staff provided helium filled balloons. Their wonder at watching the balloons fly away contributed significantly to their spiritual development.

101. By the time they transfer to the reception classes, children have made good progress in their knowledge and understanding of the world, but their progress is still held back by their level of language development. Most children are competent in using the tracker ball to operate computer programmes and greatly enjoy this. Children use an interactive program in information and communication technology and successfully “click” on icons to animate them. Children talk about their families, but are not always clear about their position in the family compared with their brothers or sisters; for example one child aged four referred to her six year old brother as her “little brother”. Children are beginning to appreciate past events. Children used a display about remembering and had written about happy and sad things that they remembered. This activity was treated with sensitivity and contributed to children’s spiritual development.
102. During the inspection week, the reception classes were exploring the topic of “celebrations” and were thinking about weddings. In a group assembly, the teachers talked about the traditions associated with weddings. The children were fascinated by this session which promoted their knowledge and understanding of different wedding customs. Some children were eager to talk about their own experiences of having attended weddings and of having been bridesmaids or page boys. One of the imaginative play areas was set up as a church and children were given the opportunity to play at weddings and take the different roles of bride, groom, vicar and guest. Teachers had provided a good range of dressing up clothes, including a stole and surplice for the “vicar” a “wedding ring” and flowers. Children greatly enjoyed this activity.
103. When children enter the nursery some aspects of their physical development are in line with those expected of children of their age. They play outside with wheeled toys and large play equipment safely and with confidence. Children use space well and are developing an awareness of others in their use of the play area. They run, jump and balance with increasing skill. They begin to use pencils, crayons, scissors and other tools for sticking and joining materials.
104. Children in the reception classes enjoy their physical education lessons and move with increased confidence and skill. They are aware of space and take care not to bump into each other. They use either their hands or their feet to push beanbags around markers in the hall. They balance and climb on fixed apparatus confidently. In these aspects of physical development most children attain the desirable outcomes by the time they are five. Children enjoy writing and drawing and are developing their ability to use pencils and other tools. A significant number still need regular reminding of how to hold tools correctly. The majority of children dress themselves independently after physical education lessons, although some still have difficulty with fastenings.
105. The nursery and reception classes provide rich opportunities for children to use their imagination and to express their ideas in a range of play situations. Children in the nursery very much enjoy playing in the “hot air balloon” and taking imaginary journeys. They use the tape recorder to listen to songs and stories and enjoy mixing colours. During the inspection week, the children were learning about the colour blue. Many blue materials were used during the week, and water and play-doh had been coloured blue to reinforce the children’s understanding. Children draw pictures of themselves after looking into a mirror and talking about their reflection with an adult. A few of the children are beginning to draw recognisable features of the human body. As the children enter the nursery with limited language skills, their creative expression is developing slowly, but children are supported in making good progress through very effective teaching and a rich learning environment.
106. The good opportunities for creative development are continued in the reception classes. The imaginative play areas include a “fire engine”, a “space ship” and an “underwater scene”. Children thoroughly enjoyed dressing up and role playing; for example, a small “frogman” explored the underwater creatures in a corner of his classroom. The children know a range of

songs and rhymes and enjoy using instruments to accompany their singing. They choose different instruments to illustrate the animal sounds in “Old MacDonal had a farm”. They recognise the names of the instruments and know that sounds can be made by shaking, striking or scraping. Most children attain the level expected by the age of five.

107. The quality of teaching of children under five is very good. Teachers have very good knowledge of the learning needs of children under five and provide a wide range of stimulating activities which promote progress in all the recommended areas of learning. All the adults in the nursery and reception classes have high expectations of what children can do. They relate well with the children to encourage and stimulate their development in all areas. The activities provided are interesting and often challenging. Children are encouraged to be independent and to manage appropriate parts of the learning environment for themselves. Teachers and support staff have very good strategies for managing children and relationships are very good. The staff work very well together and provide excellent role models for children
108. Although the nursery is a very attractive environment, the building is arranged in a number of bays which makes supervision difficult. The staff rely heavily on the goodwill of volunteers to help with this, but there are times when areas have to be closed to the children because they cannot be supervised adequately by the two nursery staff. The staff involve parents well and several parents visit regularly to work with children. The school crossing attendant is also a regular and welcome visitor. In all four classes for children under five, daily routines and organisation are very good. There is a secure, calm and happy atmosphere which promotes learning. Since the last inspection, provision for children under five has improved, particularly in teaching and curriculum and assessment.

ENGLISH, MATHEMATICS, SCIENCE, INFORMATION AND COMMUNICATION TECHNOLOGY AND RELIGIOUS EDUCATION

115. English

109. Standards of attainment are satisfactory and pupils’ progress is good, overall. By the end of Key Stage 1, standards in speaking and listening, reading and writing are broadly in line with the national average. By the age of nine, pupils’ attainment is in line with the level expected for their age. This represents an improvement since the last inspection, where standards in reading and writing were inconsistent and the range of writing was too narrow. At that time, levels of attainment in Key Stage 2 were found to be unsatisfactory.
110. The results of national end of Key Stage 1 tests for 1999 show that overall standards in reading and writing were well below the national average and below average when compared with similar schools. The proportion of pupils achieving the higher Level 3 was also below national average in reading and well below average in writing. Analysis of test results since 1996, however, shows that standards have been improving steadily in reading and writing. The school’s literacy strategy has had a positive effect on attainment and progress, overall, and the lower standards in 1999 tests can be attributed to a lower attaining cohort when compared with previous cohorts. The combined data for the last three years show that boys performed better than girls in both reading and writing. The school has used information from tests and assessments well in order to address this issue and to set targets for the future.
111. By the end of Key Stage 1, pupils listen attentively and most respond appropriately to teachers’ questions. From a low starting point when they enter the school, most pupils make good progress in the development of listening skills and steadily gain confidence as speakers. In Key Stage 2,

pupils make satisfactory progress in speaking and listening. By the age of nine, most demonstrate an ability to listen carefully in a range of situations, such as in groups, in class and in assemblies. This is exemplified by their ability to take notes and recall information about William Booth and the foundation of the Salvation Army, following the visit of a guest speaker. Most pupils speak confidently within the classroom, but not enough pupils demonstrate confidence in speaking to a larger audience, such as in assembly, and there is limited evidence of formalised opportunities for speech and drama.

112. Pupils make good progress in reading in Key Stage 1, so that, by the age of seven, most read from a range of texts with increasing accuracy and expression. Pupils develop the ability to use picture and letter cues to help them read unfamiliar words and are beginning to use the context to understand what they read. Pupils express an enjoyment in books and are developing their research skills appropriately. Most, including lower attaining pupils, understand the purpose of a contents and an index and use them to locate information in a book. They are familiar with the school's library classification system. The practice of taking books home to read on a regular basis, together with shared reading sessions with parents make a significant contribution to pupils' progress in reading in Key Stage 1.
113. Standards in reading in Year 3 are below the level expected. A significant number of pupils receive additional language support. This enables them to make good progress in the development of reading and spelling strategies. By the age of nine, standards in reading are in line with national expectations. Pupils read a range of materials both for enjoyment and research. Many read fluently and with expression and are able to express preferences for favourite authors.
114. Progress in writing, through Key Stage 1, is good. By the age of seven, most pupils are able to write independently. They use capitals and full stops accurately. They learn to spell monosyllabic and other easy words increasingly well, which enables them to develop the ability to express their thoughts and ideas in writing. Most organise their writing into a logical sequence of sentences in stories, poems, book reviews and letters. Handwriting, however, is not sufficiently developed and, although most pupils can form letters accurately and write legibly, few demonstrate an ability to write, using a joined script. This impacts on the standard of handwriting achieved in Key Stage 2, where too few pupils consistently write in a style, which is joined, legible and fluent. Progress is satisfactory, overall, in Key Stage 2. The pace of learning slows in Year 3 and picks up again in Year 4. This is because pupils in Year 3 often take longer to build on their prior learning because several have special educational needs and require additional support. By the age of nine, however, attainment, overall, is broadly in line with the level expected. Pupils satisfactorily develop the use of more complex sentence construction, punctuation and spelling to write both factually and imaginatively for a variety of purposes and audiences, such as diaries, letters, character sketches, stories and limericks.
115. Progress, overall, is good. Pupils enter the school with levels of attainment which are often below the expected level and, by the time they leave at the end of Year 4, achieve satisfactory levels of attainment for their age. Pupils with special needs, in both key stages, make good progress in relation to their prior attainment. This is because they are well supported in class and in withdrawal groups and the work is well matched to their individual needs.
116. Pupils' attitudes to learning are good in both key stages. Most show interest and enjoyment and work with sustained concentration individually or in a group. They work co-operatively and sensibly when sharing their ideas and treat books with respect and care. Most pupils listen attentively and are generally well behaved and motivated, although a few become restless and fidgety when the pace of teaching slows. Most pupils are eager to comment and ask and answer questions.

117. The quality of teaching in the subject is good, overall. None of the lessons seen was unsatisfactory. There is, however, variation in the quality of teaching between key stages, with better teaching overall in Key Stage 1. For instance, three quarters of the lessons seen in Key Stage 1 were good or better with some very good teaching in Year 1, whereas in Key Stage 2, only half the lessons seen were good, most of these being in Year 4. In the best lessons, teachers have very high expectations for what the pupils can do. Main points are reinforced with challenging questions that also help to assess pupils' understanding. Links between reading, spelling and writing are successfully reinforced. Good teachers set a brisk pace and take pupils' learning forward in clear steps. They provide stimulating and interesting tasks that catch pupils' attention. Historical fiction in Year 4, for example, is particularly well used as starting points for pupils' own imaginative writing. Most teachers manage pupils' behaviour well. Careful listening skills are encouraged and pupils' comments and questions are welcomed. Reading skills are generally taught carefully and thoroughly. Spelling, simple grammar and punctuation are usually taught well. The adaptation of writing to its purpose is satisfactorily introduced and there are examples of pupils making lists and notes, of writing factual reports, stories and poems. However, teachers do not give sufficient attention to the teaching of handwriting which has a negative impact on the standard attained. In addition, in some lessons, teachers' subject knowledge is less secure and there is a lack of pace and rigour, which has a detrimental effect on progress.
118. The quality of teaching for pupils with special educational needs and for those who need additional language support is good. The learning support staff make a significant contribution to the good quality of teaching throughout the school.
- 125.
119. The policy and curriculum plan for English are good. This, together with the framework for the National Literacy Strategy, form an effective scheme of work which details progressive sequences of learning for the subject. Speaking and listening and drama are planned effectively, but planning for handwriting, although satisfactory, overall, is not as effective as in the other aspects of the subject. Assessment and recording procedures are good and are used well to set targets for individuals, year groups and for whole school improvement. The co-ordinator has good knowledge of the subject and has enthusiasm for it. Some monitoring of lessons and of teachers' planning has been undertaken and this is an identified area for development. A clear and detailed development plan has been produced. The involvement of a governor in the monitoring of literacy has raised awareness at managerial level. The resources for English are adequate, overall, and very accessible. There are good quality reading and library books. The school is building up its resources for the literacy hour, including a good number of books in large format and sets of books for group reading. The library provides a rich, attractive and stimulating reading environment. Procedures for monitoring the quality of teaching and supporting teaching and learning are effective, but are not sufficiently systematic to have a positive impact on standards.
120. The school's strategy for literacy is good and is appropriately developed throughout the curriculum. For instance, in history and religious education, pupils write to convey and record information. They develop technical language in science, music and information and communication technology and use computers to read, draft and present their work. Literacy is taught daily and time is generally used well. The teaching of the subject meets the requirements of the National Curriculum.
127. **Mathematics**
121. By the end of Key Stage 1 and the age of nine pupils' attainment is broadly in line with the national average. The results of the end of Key Stage 1 tests in 1999 showed that pupils' overall level of attainment was below the national average. However, in comparison with similar

schools, attainment was average. The proportion of pupils who attained Level 2 or above and the higher Level 3 was below the national average. The difference in results between those of 1999 and the inspection is because different cohorts of pupils were involved. In 1999, the cohort had a high proportion of pupils who were on the special educational needs register. Although records show that these pupils made satisfactory progress in terms of their prior level of attainment, the majority did not attain the expected level by the end of Year 2. This factor lowered the overall level of attainment for the cohort. Recent trends show that standards by the end of Key Stage 1 are improving and that there is no significant variation in attainment by gender.

122. By the end of Key Stage 1, pupils' completed work shows a satisfactory balance between the different aspects of the subject. Most pupils have a secure understanding and correctly order numbers up to 100. Many are beginning to understand the relationship between repeated addition and multiplication; for example, eight times five equals 40 as do eight lots of five. Pupils successfully find a missing number in a simple equation and count forwards and backwards correctly. Most average attaining pupils tell the time to the hour and recognise odd and even numbers. They correctly name regular two-dimensional shapes and know some of their properties. When measuring, pupils use standard units such as metres and centimetres and understand fractions and simple mixed numbers. Pupils use and apply their mathematics in practical situations, for example, when measuring and recording the length of their classroom. They are beginning to explain how they solve a problem using correct mathematical terminology.
123. By the time pupils leave the school at the age of nine, they have a secure understanding of numbers up to thousands. They use mental strategies correctly to solve problems involving subtraction by 'counting on' and extend the same principle to three digit numbers. Many convert money from pounds to pounds and pence using decimal notation correctly and have a secure understanding of simple fractions. A few pupils find it difficult to explain how they solve a problem, but higher attaining pupils share their strategies confidently. Average and higher attaining pupils know how to calculate the perimeter of a regular two-dimensional shape and understand reflective symmetry. Higher attaining pupils correctly choose the most appropriate unit to measure their classroom and have a good understanding of the relationship between centimetres and metres. When classifying three-dimensional shapes, many pupils correctly name regular shapes, but are not clear about their various properties.
124. Pupils make satisfactory progress, overall. They make good progress in Key Stage 1 and build steadily on their previous learning. Their progress is helped by the clear planning through the school which helps to ensure that pupils are provided with activities which allow them to build on their level of attainment. Teachers provide a good mix of practical activities which help to consolidate pupils' learning. In Key Stage 2, progress is satisfactory, overall. However, progress improves in Year 4 and is often good. This is because teachers ensure that pupils successfully consolidate their learning from previous lessons before moving onwards. Pupils in Year 3 often take longer to build on their prior learning because several have special educational needs and require additional support. Pupils with special educational needs often make good progress. Their needs are well known to staff and they are provided with activities which help them to achieve their agreed targets. In addition, many are well supported by support staff. All of these factors help pupils' rate of progress.
125. Pupils have positive attitudes to learning and generally behave well in lessons. On the odd occasion when behaviour declines it is as a direct result of unsatisfactory teaching. Most pupils sustain concentration well, are keen to answer teachers' questions and listen carefully when others put their point of view. Pupils take care of the equipment that they use. Pupils' presentation of their work is often neat, tidy and carefully set out and many show a pride in their finished work.

126. The quality of teaching is satisfactory, overall, but there are many examples of good teaching in both key stages. Overall the quality of teaching is better in Key Stage 1. Very occasionally, teaching is unsatisfactory. When this happens, the way that short-term planning is developed in the lesson is inappropriate. Methods and organisation slow the lesson, pupils become restless and the rate of pupils' progress significantly declines.
127. Teachers have a secure subject knowledge and several are very confident when teaching the subject. Many teachers use their subject knowledge well, for example, by asking searching questions of the higher attaining pupils and so increase the pupils' learning. Relationships between pupils and teachers are good and teachers generally manage pupils' behaviour well. Where teaching is particularly effective, teachers use time and resource well. They pace the lesson effectively, insist that pupils complete their activities within set time limits and break the lesson into an introduction, main activity and consolidation session to good effect. As a result of these factors, pupils motivation is maintained, they retain their concentration and, as a result, their progress is often good. Common strengths in teaching are that teachers generally have high expectations of what pupils can do, their planning is shared within the year group and key stage, which helps to ensure that activities build on what pupils already know and they use question and answer sessions very effectively to assess pupils' understanding. The school is reviewing its policy for homework and while the numeracy strategy is bedding down they have sensibly decided to restrict homework for the time being.
128. The policy, long and medium-term planning provide a very useful framework for the curriculum and ensure that the requirements of the National Curriculum are met. The school has implemented the Numeracy strategy well and already there are indications that it is beginning to have a positive effect on pupils' progress, particularly on their mental agility. Planning across the school is good and ensures an appropriate balance between the different aspects of the subject. The medium and short-term planning is successful in providing a curriculum which builds steadily on previous skill, concepts and knowledge. Procedures for assessment are good and the school makes good use of information gained from assessment to support future curriculum development and to help raise standards.
129. The school is effective in promoting numeracy across the curriculum; for example, in science, pupils record the results of surveys using graphs, in information and communication technology they extract data using various tables and in geography and history they regularly use numeracy when carrying out research for maps and past times. Literacy is well supported through the recording of information and particularly through the frequent discussions about mathematics in lessons.
130. The subject is well led by an able co-ordinator. Regular monitoring of the curriculum takes place and results of assessments and tests are carefully analysed to highlight strengths and areas for improvement. Learning resources are satisfactory and easily accessible. Since the last inspection, improvements have been made in the way that standards are monitored and the information gained from assessments is used to support curriculum development.

Science

131. By the end of Key Stage 1 and by the age of nine, standards are broadly in line with the level expected. The results of the teachers' assessments at the end of Key Stage 1 in 1999 show that the proportion of pupils' attainment at Level 2 and above was in line with the national average. In comparison with similar schools it was above average. However, the proportion of higher attaining pupils who achieved Level 3 was below the national average, although it was average in

comparison with similar schools. The results for 1999 show a slight fall in standards from those of 1998. However, the pupils who were assessed in 1999 were from a lower attaining cohort than was the case in previous years; for example, the proportion of pupils on the special educational needs register was above average. This characteristic of the cohort had the effect of depressing the cohort's overall level of attainment. Inspection evidence shows that many pupils leaving school at the end of Year 4 attain the Level 3 expected for pupils at that age and a significant percentage are already working towards Level 4.

132. At the end of Key Stage 1, pupils are able to carry out a simple test, make simple predictions and compare these with the results they have observed. They are beginning to understand what a fair test is and how to make it fair. Pupils understand the concepts of push and pull and record how far objects can travel over different surfaces. They correctly label basic body parts, sort living things into groups based on their characteristics and know that living things, such as babies and plants, need basic conditions in which to survive. Most pupils understand how a simple electrical circuit works and that a bulb will not light up if the circuit is broken. They record their findings in simple bar charts and tables and also in writing.
133. At the end of Year 4, pupils are able to describe the properties of materials as solid, liquid or gas and use the correct terminology, including 'dissolving' and 'separating', to describe what is happening when these materials change. They know that materials can be changed irreversibly by heating. They correctly draw and label parts of an electrical circuit and explain the role of insulators and conductors in their work on electricity. Most pupils understand what a fair test is and can devise their own test to check their predictions, including what will happen when they mix different powders in water. They record their results in a variety of ways, including graphs and charts, use information and communications technology to improve their data base and draw conclusions from their investigations which they check against their scientific knowledge. Pupils correctly label parts of a plant and explain in detail what is required to make it flourish. They extend their knowledge about the human body and how the major organs function and know how exercise and healthy eating can affect the growth and function of different body parts.
134. Most pupils, including those with special educational needs, make satisfactory progress across both key stages. Pupils with special educational needs benefit from the time and support given by learning support assistants in the classroom. These pupils play a full part in the broad variety of learning activities which enable them to make steady progress in their learning across the key stages
135. In making progress over time, pupils increase their skills in presenting information, interpreting results and recording outcomes. They develop greater understanding of how scientific processes work and use their knowledge to predict outcomes and devise more complex tests to evaluate scientific hypotheses. Pupils extend and refine their scientific vocabulary and build on knowledge gained especially in relation to the functions and structure of the human body, the properties of materials and the structure and application of electricity and forces in the world around them.
136. Pupils show positive attitudes to their work. They listen attentively, are keen to share knowledge and contribute ideas and observations in question and answer sessions and when conducting tests and recording their findings. They work with interest and enthusiasm and are capable of working independently and in collaboration. Older pupils increasingly take responsibility for appropriate parts of their work. Many pupils in both key stages show a lively inquisitiveness in the subject, enjoy their work and are keen to extend their knowledge and apply it to practical activities.
137. The quality of teaching in both key stages is satisfactory, overall, and one good lesson was seen in

Key Stage 1. In the most effective lessons, the teaching points are capably delivered, resources were used well and the quality of information coming from the question and answer session enables pupils to offer ideas and test their knowledge well and then apply it to well-planned and appropriate learning activities. Teachers' planning throughout both key stages is good and the methods and organisation used for teaching and learning are clearly set out in the weekly plans. Teachers have secure subject knowledge and plan carefully and regularly together to ensure a good balance across the different aspects of the subject. Planning also helps to ensure that pupils are provided with activities which build on what they already know, understand and can do.

138. Teachers use assessment to monitor pupils' progress and inform future planning effectively. Pupils' behaviour is effectively managed so that most pupils behave well and work with care and concentration. Resources are used well to support learning and teachers are aware of safety issues in experiments. Tasks are generally well-matched to the needs of all pupils and there is a strong focus on providing challenging activities for higher attaining pupils to raise their rate of progress and level of attainment.

145.

139. The science curriculum meets the requirements of the National Curriculum. The school has implemented units of the Qualifications and Curriculum Authority scheme of work and there is a good balance of emphasis in teaching to all the attainment targets in the planning and delivery of the curriculum. On-going assessment and recording procedures are in place and test results are carefully monitored to identify trends over time in attainment and performance that may need addressing. The setting of key learning objectives for each year group has made a positive contribution to raising standards and this is reflected in the improvement in the attainment, especially by higher attaining pupils in Key Stage 2. The subject co-ordinator has made a positive contribution to ensure the effective management and delivery of the curriculum. Planning is closely monitored to assess how the scheme of work is being followed, although monitoring of teaching is not yet in place.

140. Resources for science are good. They are well maintained and accessible. There is a good range of scientific equipment to support the experimental and investigative aspect of the subject. The subject also has a positive impact on developing skills and knowledge in other subject areas, including literacy, geography, history, information and communications and design technologies. Pupils improve their literacy skills through the reading of instructions and scientific information, developing their scientific vocabulary. Literacy is also supported through writing up their experiments both in written form and on the word processor. Numeracy skills in measure, number, shape and data handling are used to carry out experiments, record findings and interpret numerical findings in a scientific context. Since the last inspection the quality of the curriculum and teaching have improved in Key Stage 2. However, since no judgement was made about standards in the last inspection, it is not possible to judge the rate of improvement in terms of pupils' attainment.

147. **Information and communication technology**

141. Most pupils attain the level expected by the ages of both seven and nine and most, including those with special educational needs, make satisfactory progress, overall, in both key stages. By the end of Key Stage 1, most pupils operate a computer confidently. They enjoy using the CD-ROM programs to share stories. Pupils are confident in using the mouse to animate objects on the screen. They control programs effectively and describe the effects of their actions. They make good use of art and design programs to develop their skills with the keyboard and the mouse. By the time pupils leave the school at the age of nine, the majority handle programs confidently and demonstrate good control of the keyboard and computer facilities. For example, they change fonts, pitch, and print pictures and text. Pupils in Years 3 and 4 have begun to use e-mail and are confident in composing and sending messages. Many pupils successfully organise and amend

their ideas to take account of their audience and the intended purpose of the task.

142. The progress of pupils over time, including those with special educational needs, is satisfactory overall. They edit and present text and data in different ways. Pupils develop their abilities to use different programs to support a range of subjects across the curriculum. They become increasingly aware of audience in presenting their work. In Key Stage 1, pupils give simple instructions to a programmable robot. As they move through Key Stage 2, their skill in control technology improves satisfactorily. Pupils increase their control of the mouse, select and use different tools to save their work. They develop their skill when composing text directly on to the screen, as well as producing final drafts of their written work.
143. Pupils are very keen to engage with all aspects of the subject. They listen well to instructions and show good levels of concentration. They are particularly engaged and attentive in the whole class lesson observed. Pupils work very well together and those who have mastered specific skills are keen to help other children, showing them how to save and print their work.
144. Only one lesson was observed during the inspection and so it is not possible to make a judgement about the quality of teaching. However, from scrutiny of teachers' plans, observing pupils working individually and in pairs, scrutinising their work and from discussions with both teachers and pupils, it is clear that teachers' planning is sufficiently detailed and contains effective learning intentions. These provide pupils with satisfactory opportunities to use information and communication technology to support their learning. Activities are effectively organised and structured and good use is made of the available resources, both hardware and software. A number of the teachers are currently attending courses to enhance their expertise in information and communication technology. Teachers have good subject knowledge which enables them to enhance pupils' understanding. They use technical language accurately in the correct context and provide pupils of differing attainment with increasingly difficult tasks.
145. There is clear planning for the subject, using the scheme developed by the subject co-ordinator. This links well to the programme of study in the National Curriculum and helps to ensure that statutory requirements are met. The subject co-ordinator has very good subject knowledge and uses it well to support colleagues.. The use of information and communication technology in other curriculum areas is developing satisfactorily. The school has successfully introduced the National Grid for Learning. The co-ordinator has developed a successful system for the assessment of pupils' attainment and progress and there is a detailed recording system to support future planning.
146. Resources for this subject are adequate and are being improved. Each class has a multi-media computer available and these are used to good effect. The subject co-ordinator provides very effective leadership, helpful technical advice for colleagues and has a clear view of how the subject needs to develop. The school has an effective policy and development plan. The quality of provision is enhanced by the attendance of several teachers on courses funded by the New Opportunities Fund. The co-ordinator has provided colleagues with a useful and coherent framework for assessment and monitors the subject effectively through reviews of curriculum planning and by attending teachers' planning meetings.
147. Since the last inspection, the school has made good improvements in developing pupils' progress and standards are steadily rising. The introduction of improved resources in the nursery and reception classes is having a positive effect on attainment.

154. Religious education

148. Standards in religious education, by the end of Key Stage 1 and by the age of nine, are similar to those expected in the Locally Agreed Syllabus for pupils of this age. As they move through the school, all pupils, including those with special educational needs, make satisfactory progress, overall, in their knowledge and understanding of religions and in their response to questions of meaning and value.
149. By the end of Key Stage 1, pupils gain a satisfactory knowledge of Christianity, Judaism and Islam, and of celebrations from other religions such as Diwali. They make good progress as they learn to explore, reflect on and respond to religious beliefs, values and experiences. They know how Christians, Jews, and Muslims celebrate special times, such as Advent, Christmas, Easter, Hannukah and Ramadan. Most pupils know that the Bible is a special book for Christians because it contains stories about God and Jesus. They know about the Torah, Moses, the importance of rules for living such as the Ten Commandments and are able to reflect on these in relation to the need for rules at home and in school. They visit the local parish church of The Holy Trinity and increase their understanding of the various parts of a church, such as the font, altar and pulpit. They correctly retell the story of Christmas and are acquainted with stories of Jesus' life and some of his parables, such as the "Good Samaritan". Hearing stories and finding out about the traditions and customs of various religions, help pupils recognise the importance of caring for one another and of saying "thank you" so that they come to write their own prayers of thanksgiving.
150. As they move into Key Stage 2, pupils make satisfactory progress. They increase their knowledge of Christianity and Islam. They learn what it is that Christians and Muslims believe and begin to gain an understanding of faith in action and how people's beliefs can direct them towards a particular way of life. They explore, for example, the importance of prayer in the life of Muslims and about William Booth and the founding of the Salvation Army. In exploring some of the symbolism used in Christianity, one pupil in Year 3 wrote about the use of candles, "Jesus is like the light. He shows us the way to go."
151. Pupils are very interested in the subject. They generally concentrate well and, where teaching is good, they become engrossed and fascinated by what they hear. Relationships are good and pupils often show a sensitive understanding and respect for other people's beliefs and values. The subject makes a significant contribution to pupils' spiritual, moral, social and cultural development.
152. The quality of teaching is good, overall. The best teaching was seen in Key Stage 1. One unsatisfactory lesson was seen in Key Stage 2. Lessons are generally well organised and teachers create an atmosphere where pupils' answers are valued. Lessons reinforce the school's ethos and philosophy and generally contribute effectively to pupils' spiritual, moral, social and cultural development. Teaching is best where teachers are secure in their subject knowledge and make good use of appropriate and relevant resources and artefacts, such as the Advent Wreath and Christingle, which were used effectively in Key Stage 1. The best lessons are planned effectively and teachers are clear about what they want pupils to learn. Where teaching is good, teachers have high expectations and make skilful use of challenging questions which enable pupils to make good progress in their knowledge and understanding of religion and in their ability to respond to human experiences, values and beliefs. In their explanations teachers often try to create an atmosphere of wonder and amazement, and provide opportunities for reflection. On the odd occasion when teaching is unsatisfactory, there is insecure subject knowledge on the part of the teacher, opportunities are missed for spiritual development and explanations do little to further pupils' knowledge and understanding. In addition, the choice of resources is inappropriate.

159.

153. The curriculum is well planned. A long-term plan and scheme of work for each year group have been drawn up, based on the requirements of the locally agreed syllabus. However, there are currently no whole school procedures for assessment or recording of pupils' progress other than in the pupils' annual reports. This is unsatisfactory. Resources for religious education, including artefacts and photo packs, are adequate, of good quality and easily accessible. Good use is made of visits to local churches and of their ministers and of other visiting speakers to enrich the curriculum. Since the last inspection standards have been maintained.

OTHER SUBJECTS OR COURSES

Art

154. Standards in art are good in both key stages and pupils, including those with special educational needs make good progress. This is an improvement since the previous inspection. Insufficient teaching was seen during the inspection to make a judgement and information for the report is drawn from the few lessons seen, teachers' planning, curriculum documents and the pupils' own work and comments.

155. Pupils enter school able to manage a variety of tools, are beginning to observe carefully and have an appreciation of colour and pattern. This makes a good basis for future work. By the end of Key Stage 1, pupils' observational drawings from life and from pictures by great artists are good. Some work in Year 1 is very good and higher attaining pupils show already that, as well as developing an awareness of colour, they learn to represent texture. Pupils have some difficulty expressing their ideas, but persevere to make themselves understood with help. They develop their skill in observing details and represent sea life after looking at books and photographs by mixing paint and producing comb patterns to represent water. They successfully add other media to represent sea creatures. In Year 2, pupils draw their own imaginative jungles after looking at pictures by Rousseau. They experiment with textured paper and use this knowledge by combining different ideas and media in their sea pictures.

156. In Year 3, pupils develop their printing skills well by looking at patterns, making and modifying their own design before they make their final prints. By the time they reach Year 4, pupils look at original drawings, copy, modify and design their own patterns. They cut templates and test out their work before producing the finished product.

157. Throughout both key stages, pupils build up their subject specific vocabulary and ability to evaluate and modify their work at a good pace. Their ability to explain their reasons for the choices they make develops steadily and literacy in the subject is sound. Their sense of colour and pattern is good.

158. Pupils' attitudes to learning are good. They enjoy their work and their concentration is good. They work well in pairs and with increasing independence. They discuss their work together and are aware of links with different areas in the curriculum, especially in history, when observing cross-hatching in William Hogarth's pictures. They understand that different styles of dress indicate that portraits were painted at different times in the past. Their discussions are valuable and focused and they are happy to involve adults in them. They ask few questions, however, and few show initiative during their work.

165.

159. Art is taught in half-term blocks alternately with design and technology. Lessons are planned by the curriculum co-ordinator effectively in conjunction with teachers, so that the same work is presented to year groups at the same time. The curriculum co-ordinator is an art specialist and has provided in-service training to the staff successfully to develop their subject knowledge. The subject is well led and the new scheme, devised with other art co-ordinators in the local authority is almost complete. This is a useful document that covers the curriculum and ensures that pupils build steadily on previous knowledge and experience so that they do not repeat work at the same level, but consolidate their skills and language. Assessment techniques are satisfactory and support pupils in maintaining their rate of progress through the school. The co-ordinator has not had the opportunity to monitor classroom teaching and learning, but plans lessons with teachers, supports them and oversees the outcome of pupils' work. There are clear aims to develop the subject, particularly as part of the multicultural arts week when there are plans to have an artist in residence and to develop an awareness of Afro-Caribbean art.

160. Resources for art, including information technology, are good. They are well used to support teaching and are easily accessible. Since the last inspection, the school has maintained the standards it achieves and the rate of pupils' progress has improved.

167. **Design and technology**

161. Pupils, including those with special educational needs, make satisfactory progress in both key stages. However, occasionally, higher attaining pupils are insufficiently challenged because the tasks set for them are not extended enough and do not, therefore, develop the pupils' designing and making skills sufficiently. Few lessons were seen, but photographs of pupils' work are kept in a portfolio and show satisfactory standards and coverage of the different elements of the curriculum. In Key Stage 1, pupils' practical ability is in advance of their language development. By Year 4, their ability to express themselves clearly has improved and they are able to explain more fluently and have a wider subject specific vocabulary. The carefully staged approach presented by teachers means that pupils build on experience and knowledge systematically, but this is not challenging enough in all elements of the subject for average or higher attaining pupils to enable them to make good progress.

162. Pupils in Year 1 use a range of tools with confidence and have experience of handling a wide variety of materials. In Year 2, pupils explain why a purse needs to be fastened and suggest different ways to ensure closure. A few pupils describe previous work on joining different types of fabric. Several pupils find it difficult to use the language introduced to them as part of the lesson and have to think carefully before they speak, for example, when talking about threading needles and stitching. They work in an orderly way and understand that tasks have to be completed in the correct order to complete the product. Their ability to make, test and evaluate the product is sound, but the design element is weaker.

163. In Key Stage 2, pupils could describe their work more coherently and they successfully design products with a particular audience in mind; for example, they design and make a suitable game with an appropriate interest level for children in the reception class. They can plan their work, refer to previous experience and understand the properties of the materials they use at a satisfactory level. However, higher attaining pupils do not always sufficiently extend their skills when planning their design. Most pupils evaluate their work suitably and literacy in the subject is satisfactory.

164. Pupils' attitude to learning is good in both key stages. They show interest and enjoyment in the

practical work. For example, one pupil said that he was proud of his sewing and it made him feel good. This attitude is prevalent in pupils. They find it more difficult to sit and listen to lengthy explanations from the teacher when practical activities are not involved and they are eager to do their work.

165. The quality of teaching in Key Stage 1 is satisfactory. It is not possible to make a judgement about teaching in Key Stage 2 as only one lesson was observed. Teachers' planning is sound. The curriculum co-ordinator plans lessons with the teacher, so that all year groups teach the same lessons in the same block. While this ensures that essential elements of the curriculum are covered and the pupils have a sound basic knowledge of the subject, there are insufficient opportunities for pupils to experiment to create objects as a result of their own knowledge and imagination and to experiment.

166. The subject co-ordinator provides satisfactory leadership in the subject. A scheme of work is largely completed. It is based on the document provided by the Qualifications and Curriculum authority and previous schemes used in the local education authority. There is little monitoring of teaching and learning in the subject, but the co-ordinator works closely with staff by discussing outcomes of teaching and checking the standard of pupils' work. Opportunities for the co-ordinator to attend in-service training have been limited and this is unsatisfactory as she is not a subject specialist. Learning resources are satisfactory and the long-term development plan provides an effective focus for improving the quality of provision. Since the last inspection, standards have been maintained.

173. **Geography**

167. Most pupils, including those with special educational needs, make satisfactory progress in both key stages. In Key Stage 1, pupils show an understanding of plans and correctly identify features of their local area from photographs. They use simple geographic terms like 'park', 'road 'over' and 'behind', explore their local environment and know about people who work in the community. By the end of the key stage pupils improve their understanding of plans and draw simple pictorial maps showing the locations of key features in their area and how to walk to them. They also use a range of maps to identify places used in the geography scheme for their key stage. They compare features and lifestyle in contrasting locations including Northampton and Tenby in Wales and see how the different localities affect the use of land, services and leisure activities. As they move through the key stage pupils extend their knowledge of a different location when studying the Isle of Struay in Scotland. Pupils begin to understand about the weather and how it can affect people and their surroundings. They understand that people can influence the quality of their environment and design their own project to create interesting changes and improvements in the school grounds.

168. In Key Stage 2, pupils develop their understanding of weather and its effects. They increase their knowledge of contrasting localities. They improve their use of maps and photographs of the local areas of the Yorkshire Dales and Hughtown in the Isle of Man, and study land use. Most pupils widen their subject specific vocabulary and use terms such as 'industrial' and 'agricultural' correctly. Their mapping skills also improve and many make more detailed maps of their locality using symbols and keys appropriately. Pupils are able to identify features on oblique aerial photographs, follow directions and use globes and atlases to plot journeys to more distant locations such as India.

169. Pupils have positive attitudes to the subject and generally behave well in lessons. They listen attentively and concentrate well on their tasks. They are keen to share their ideas and knowledge

and many show an active curiosity to learn more about the places they are studying. Pupils collaborate well in their group work, but are also capable of independent research when seeking information about different countries.

170. The quality of teaching is satisfactory, overall, although one unsatisfactory lesson was seen during the inspection. Teachers are generally secure in their subject knowledge and learning objectives are clearly identified in their planning. Activities are sufficiently challenging to enable pupils of differing prior attainment to make satisfactory progress. In the most effective lessons, teachers use time well and lessons proceed at a brisk pace which helps pupils maintain their level of concentration. On the odd occasion where teaching was unsatisfactory pupils were not given sufficient preparation at the beginning of the lesson to help them to consolidate previous learning and focus clearly on the task set.
171. Teachers use ongoing assessment of pupils' performance both in lessons and at the end of a unit of study well. However, strategies to monitor lesson outcomes are not consistently built into weekly planning throughout the school. Pupils' behaviour is generally managed effectively and support staff are used well to help pupils' learning. Resources are used well and teachers have good relationships with the pupils.
172. There is a thorough scheme of work which ensures that statutory requirements are met through a balanced coverage of skills and themes over time. The planning for the geography curriculum is good and helps to ensure that pupils build sequentially on their prior levels of understanding and skills across both key stages. Teachers plan carefully across year groups and phases to ensure that the units of work include the main aspects of the subject effectively. The curriculum is planned to make good use of the plentiful and varied geography resources which contribute well to the effective delivery of the subject. The co-ordinator is responsible for the planning in Key Stage 1 and has oversight of the planning in Key Stage 2. This helps to ensure that the curriculum coverage is well monitored. The school makes effective use of its grounds, especially through the activities on Grounds Day. The curriculum successfully helps pupils develop their numeracy and literacy and links well with other subjects including art, design and technology, history and information and communications technology. In Key Stage 1, literacy is developed well through the use of stories, including "Morag's Island", "The Lighthouse Keeper" and "Tumbledown". It is developed further in Key Stage 2 through pupils' research on different countries, writing postcards from different localities and in developing geographic vocabulary. Numeracy skills are used and developed through the school in measuring distance, map reading, work on temperature and rainfall and plotting graphs of different temperatures. Since the last inspection, standards have been maintained.

History

173. Pupils, including those with special educational needs, make satisfactory progress in both key stages. In Key Stage 1, pupils develop a secure understanding of chronology; for example, in Year 1 they know that washday artefacts were not used by their parents but may well have been used by their grandparents about fifty years ago. As they move through the school, they increase their knowledge of past times and know that the past can be divided into different periods. Average and higher attaining pupils know that certain every-day implements have changed over the years and correctly explain how they differ. Most pupils use an historical vocabulary correctly when talking about the passing of time. By the time pupils leave the school at the age of nine many correctly place different periods of time in the correct chronological order. They know for instance, that the Ancient Greeks were alive before the Romans and that the Saxons followed on from the Romans in England. Higher attaining pupils know why various invaders came to this country and know the meaning of AD and BC. As they move through the school, pupils widen

their understanding of different sources of information. They know, for example, that newspapers may give a biased view of the past but are not sure how to prove this. They recognise the importance of first hand information; for example, when talking to someone who had been an evacuee during the second world war.

174. Pupils show a keen interest in their work. They are interested in the past and those in Year 1 are fascinated by artefacts from the past. They listen attentively to what they are told and answer questions thoughtfully. Although no lessons were seen in Key Stage 2, pupils in Year 4 have positive attitudes towards the subject. They too are confident to discuss aspects of the past and average and higher attaining pupils correctly connect the events and their effect to the social situation in different periods. Pupils behave well in lessons, take turns sensibly when talking about their work and take good care of resources. Older pupils are sufficiently interested in their work to continue their study of history at home, for example, through reading and by accessing the internet.
175. The quality of teaching in Key Stage 1 is satisfactory. It is not possible to make a judgement about teaching in Key Stage 2 since no lessons were observed. Teachers plan their lessons thoroughly; for example, in a Year 1 lesson, learning objectives were well focused and the support assistant was very clear about what was to be taught. Resources are used well and play a positive part in providing pupils with an understanding of how people lived in the past. The use of domestic utensils from life in Britain of around fifty years ago intrigued pupils and supported learning effectively. Teachers use questioning effectively to check pupils' understanding and to consolidate their learning. They use questioning effectively to encourage pupils to think carefully about how artefacts might have been used which helps pupils to deepen their understanding of the past. Teachers use satisfactory teaching organisation and methods; for example, in one lesson, pupils worked in small groups which allowed them to spend sufficient time working with artefacts to grasp the issues to be learnt. Teachers have a secure understanding of the subject and use it well to support learning; for example, they use their knowledge of the recent past to enhance pupils' learning by providing anecdotal stories from their family. Homework is used effectively to support learning.
176. The curriculum meets the requirements of the National Curriculum. The school uses a useful scheme of work to help guide teachers in their planning. Historical knowledge and skills are carefully developed in the correct order as pupils move through the school. Pupils' progress is effectively assessed at the end of each unit of work and the information gained is satisfactorily recorded and used to support future planning. The subject co-ordinator provides helpful support for staff in their planning and by providing advice. Resources are satisfactory and effectively deployed. Visits to places of interest and visiting experts to the school enrich pupils' learning; for example, pupils benefit from a visit to nearby Holdenby House to experience life in the past. Literacy and numeracy are well supported through the subject; for example, in Year 4, pupils use the historical story 'Goodnight Mr Tom', as the basis for literacy sessions and regularly use numeracy when placing events and periods in context. Since the last inspection, the school has completed the subject policy and revised the scheme of work which has improved the planning for the curriculum. No judgement was made about standards at the time of the last inspection.

183. **Music**

177. Pupils make good progress in both key stages. Pupils with special educational needs are fully involved in music lessons and make sound progress in relation to their prior levels of attainment. In Key Stage 1, pupils develop a satisfactory repertoire of songs which they sing well. Their very good listening skills help them to respond to the teacher's instructions and help them to play instruments softly or loudly as required. Pupils are developing a good understanding of high and low notes. Pupils successfully identify rising and falling patterns in musical phrases and correctly identify different voices when listening to taped music. They are also developing a good understanding of pulse and can play simple rhythmic patterns accurately. Pupils in Year 1 work together successfully to compose a short piece depicting "Santa's journey". They chose suitable instruments to represent different sounds and worked well together to perform their piece which was then recorded.
178. Pupils in Years 3 and 4 improve their standard of performance; for example, pupils in the choir took part in a concert given by local schools at the Dergate Centre. They performed this in the Friday achievement assembly. Pupils continue to develop their listening skills, which enables them to learn songs quickly and accurately. In some of the lessons observed, they initially found the activities challenging, but their good attitudes towards the subject and their perseverance enabled them to improve their musical skills by the end of the lesson.
179. Pupils show interest and enthusiasm for their music lessons. They behave well and their good listening skills contribute to their progress. They sustain effort and concentration, which helps them to develop their musical skills.
180. The quality of teaching is good, overall, and it is never less than satisfactory. This is due in part to the very good support given to colleagues by the subject co-ordinator who provides very effective guidance to colleagues and supports them in their planning. Very good teaching is characterised by teachers' having good subject knowledge and high expectations of pupils' attainment. This enables pupils to make good progress. Music is taught in all classes using an appropriate scheme of work. Teachers work hard to provide a good range of musical experiences for pupils. However, some of them lack confidence in the subject. They make use of the effective plans provided by the co-ordinator but some lack the skills to use these to best effect and are not able to develop pupils' musical skills and understanding beyond a basic level.
181. The school has a policy and scheme of work which give good guidance to teachers as to what should be taught in each year group. The co-ordinator has provided very good guidance to colleagues and gives very effective support in their short-term planning. The school has a good range of resources. Each year group has a box of percussion instruments to support class teaching. The school has a good range of pitched and un-pitched percussion instruments. Pupils in Key Stage 2 are offered the opportunity to be considered for violin tuition. Many of these pupils make satisfactory progress.
182. There are currently displays of a range of instruments from different cultures which effectively promote pupils' understanding of the contribution of different cultures to music. The curriculum is well developed in the school. The range of activities provide a good framework for pupils to build on their level of skills knowledge and understanding as they move through the key stages. The co-ordinator supports colleagues well in assessing pupils' musical skills and this also helps to ensure that skills are taught sequentially. Since the last inspection, the quality of teaching has improved and the school has completed the development of its scheme of work to support curriculum planning.

189. **Physical education**

189.

190. Most pupils, including those with special educational needs, make satisfactory progress in both key stages and attain the level expected by the end of Key Stage 1 and the age of nine. Pupils in each year group carry out activities safely whether working individually or as a member of a group. In Key Stage 1, pupils respond appropriately to a rhythm and develop a sequence of movements depicting ways of travelling; for example, when miming the route from home to school, they create circular movements to depict a roundabout. They improve their control and poise, using turning and jumps satisfactorily. By the time they are in Year 2, pupils work well with a partner and a small group when developing a series of dance movements. They practise and remember their movements; for example, when travelling in a linear fashion to build a 'spaghetti dance'. At this stage, several pupils still have difficulty combining their movements into a smooth sequence. In gymnastics, most pupils improve their ways of travelling and travel over, under and along apparatus with increasing control and balance. Most pupils show satisfactory levels of confidence in the swimming pool. Most successfully use a front paddle to swim a few metres, but very few develop a recognised stroke.

190.

191. In Key Stage 2, pupils improve their swimming strokes and by the time they leave the school, over half attain the requirements of the National Curriculum. However, pupils have a very short amount of time in the pool (12 minutes) every two weeks out of three. This is not sufficient to allow them to consolidate previous learning and develop new skills. By the time pupils are in Year 4, their movements in dance are increasingly sophisticated. For example, when responding to music, they depict a snowflake being blown about by the wind with sensitivity. They develop a narrative through their movements and include rhythmic responses and contrasting actions which are slow, fast, high and low. They combine their dance and develop it further with other pupils to include mirror actions. By the age of nine, most pupils are beginning to make thoughtful judgements about their own and others' performance. Several suggest ways in which a performance can be improved. Most pupils are beginning to play small sided games and successfully develop their skills of striking a small ball and increase their accuracy when sending it to a partner.

191.

192. Pupils' attitudes are good and they are well behaved. Most respond quickly to teachers' instructions and work sensibly and safely. Nearly all pupils wear appropriate clothing during lessons and are mindful of health and safety issues.

192.

193. The quality of teaching is satisfactory. It is never less than satisfactory and there were examples of good teaching. Teachers have a secure subject knowledge and use it to support their teaching effectively; for example, they demonstrate the effect that they want in dance lessons. This helps pupils create their own movements, once they have a visual picture to build upon. Planning for lessons is well focused with clear step-by-step objectives which build appropriately on pupils' existing level of skill. Teachers are well aware of safety issues and manage pupils' behaviour well. The organisation of lessons, particularly in gymnastics and dance, ensure that pupils are provided with suitably challenging activities which match pupils' needs, including those pupils with special educational needs. In the most effective lessons, teachers ensure that lessons proceed at a brisk pace and that time targets are set to motivate pupils and maintain steady progress. In the best lessons, teachers make sure that pupils are provided with opportunities to observe others' work and develop their skill of judging a performance.

193.

194. The subject is led by two co-ordinators whose subject specialisms complement each other well. They provide valuable support for colleagues by helping to plan lessons and giving advice when needed. The long-term planning and thorough schemes of work ensure that the requirements of

the National Curriculum are met and that there is a satisfactory balance between the different aspects of the subject. Monitoring of the curriculum is effectively carried out through the planning process and each co-ordinator is attached to one of the key stages. Procedures for assessing pupils' progress are satisfactory. The school provides regular swimming lessons throughout the school year. Whilst this is good provision and allows the very youngest children in the reception classes to gain confidence in the water, the time allowed in the water for older pupils is too short to help them to consolidate previous learning and improve their skills and techniques. The school employs a well qualified and experienced swimming instructor who is effectively deployed. The school provides a good range of extra-curricular activities which include, football, dance and gymnastics. In addition, the school has support from members of a local football club and provide older pupils with a residential experience where they experience a range of outdoor and adventure activities. This has a beneficial effect on pupils' personal and social development. Resources for the subject are satisfactory and easily accessible. Accommodation is good with an indoor heated swimming pool and two halls. Since the last inspection, standards have been maintained.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

183. The inspection was carried out by a team of six inspectors, including a lay inspector, who spent a total of 24 inspection days in school. A total of 82 hours was spent observing lessons, talking with pupils and scrutinising their past and present work.

184. A range of evidence was considered by the inspection team. It included:

- the observation of 99 lessons or parts of lessons;
- the observation of acts of worship;
- listening to 48 pupils read from their reading books or own work;
- the scrutiny of pupils' previous and current work;
- discussions with pupils, staff and governors;
- scrutiny of teachers' plans and policy documents;
- checking the attendance registers, records of pupils' progress and reports for parents;
- examination of the budget, other financial data and the minutes of the governing body's meetings;
- the views expressed by 10 parents who attended the meeting for parents; and
- an analysis of parents' responses on the 102 returned questionnaires.

197. DATA AND INDICATORS

197. 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 – Y4	384	15	133	108
Nursery Unit	26	0	2	0

197. Teachers and classes

197. Qualified teachers (YR – Y4)

Total number of qualified teachers (full-time equivalent):	18.02
Number of pupils per qualified teacher:	21.31

197. Education support staff (YR – Y4)

Total number of education support staff:	12
Total aggregate hours worked each week:	310

197. Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	26

197. Education support staff (Nursery school, classes or unit)

Total number of education support staff:	1
Total aggregate hours worked each week:	33
Average class size:	22.6

197. Financial data

Financial year:	1999/2000
	£
Total Income	683640
Total Expenditure	693269
Expenditure per pupil	1703
Balance brought forward from previous year	0
Balance carried forward to next year	9629

197. **PARENTAL SURVEY**

Number of questionnaires sent out: 232
 Number of questionnaires returned: 102

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	37	54	4	1	3
I would find it easy to approach the school with questions or problems to do with my child(ren)	44	48	0	6	1
The school handles complaints from parents well	11	49	25	8	3
The school gives me a clear understanding of what is taught	20	61	10	6	2
The school keeps me well informed about my child(ren)'s progress	25	57	7	5	3
The school enables my child(ren) to achieve a good standard of work	22	61	10	2	3
The school encourages children to get involved in more than just their daily lessons	24	48	17	6	3
I am satisfied with the work that my child(ren) is/are expected to do at home	23	42	21	6	2
The school's values and attitudes have a positive effect on my child(ren)	30	59	6	3	1
The school achieves high standards of good behaviour	20	66	9	3	1
My child(ren) like(s) school	49	45	4	0	2

197.