

INSPECTION REPORT

Wilby Church of England Voluntary Aided Primary School
Wilby

LEA area : Northamptonshire

Unique Reference Number : 122033

Headteacher : Mrs J Brown

Reporting inspector : Mr T Taylor
4262

Dates of inspection : 13th - 15th September 1999

Under OFSTED contract number: 707671

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

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INFORMATION ABOUT THE SCHOOL

Type of school :	Infant and Junior
Type of control :	Voluntary Aided
Age range of pupils :	4 to 11 years
Gender of pupils :	Mixed
School address :	Church Lane Wilby Wellingborough NN8 2UG
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Appropriate authority :	Governing Body
Name of chair of governors :	Mr Melvyn Hunter
Date of previous inspection :	May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
T Taylor, Registered Inspector	Mathematics Science Information technology History Geography Special educational needs Provision for the under fives	Teaching Spiritual, moral, social and cultural development Leadership and management Staffing
K Greatorex, Lay Inspector	Equal opportunities	Attendance Attitudes, behaviour and personal development Support, guidance and pupils' welfare Partnership with parents and the community Accommodation
L Wright, Team Inspector	English Design and technology Art Music Physical education	Attainment and progress Curriculum and assessment Learning resources Efficiency

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MAIN FINDINGS

What the school does well

- The headteacher's leadership is good overall. It is having a significant impact upon the school's development.
- Attendance is very good and is efficiently monitored.
- The school provides well for those pupils who have special educational needs.
- The teaching of the children under five, is consistently good and their environment for learning is also good.
- The teaching in the upper part of Key Stage 2 is good.
- The school is developing its partnership with parents and the wider community effectively.
- The school's strategy for developing the pupils' literacy skills is increasingly effective.
- The school has made significant improvements since the last inspection, particularly in information technology, the curriculum, and the provision for the children under five. The school is a rapidly improving school.

Where the school has weaknesses

- I. The use of assessment procedures is undeveloped. There are few formal procedures for assessing the pupils' attainment in the various elements of the curriculum. This is unsatisfactory.
- II. The teachers' planning is not cohesive throughout the school.
- III. The governors' role in monitoring and evaluating the work of the school is under-developed.
- IV. The role of the curriculum coordinators is undeveloped.
- V. The behaviour of a small minority of the pupils is unsatisfactory.

The school is an improving school. The current weaknesses have been identified and action is being taken to strengthen them, but will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

There are few formal procedures for assessing the pupils' attainment in the various elements of the curriculum. Those that exist are mostly concerned with checking what the pupils have covered. The procedures for identifying the stages in learning that individual pupils have reached are limited, and thus the available information to help the school and the teachers in their planning is insufficient. The school has recognised this and is taking action to improve it.

The governors are very supportive but they have not identified procedures through which they can check what has been achieved by the school and what needs further to be done to improve standards and the quality of education. The quality of the financial planning is not sufficiently detailed to ensure that the developmental planning is fully efficient.

The curriculum coordinators do not have formal opportunities to oversee their subjects and to develop their responsibilities throughout the school. Their role in supporting the teaching, in determining what is successful, what the needs are and what needs to be done to bring about improvements is, therefore, inadequate.

The behaviour of a small number of the pupils is unsatisfactory. This affects the general rate of progress made by the pupils.

How the school has improved since the last inspection

The school has achieved much since the last inspection when the statutory requirements of the National Curriculum were not being fully met. The school's development planning has been improved. The school now offers a broad and balanced curriculum that matches the statutory requirements. The quality of the teaching has also been improved. The general quality of the curriculum planning has been advanced and the planning for the children under five is now good. The provision for information technology has been very significantly developed from the previously poor level, to a satisfactory level. It continues to improve. During the inspection, the headteacher stated that "the road to improvement has been constructed, but the tarmac may still not be dry." This is an accurate summary of the school's current position. It has a good capacity for further improvement.

Standards in subjects

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

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

Standards in English are generally good. The pupils' performance in the 1998 tests was well above the national average and above average compared with schools of similar type and size. Since 1996, the school has maintained the standards in English at an above average level. The indications are that the 1999 results are similarly good. The inspection findings confirm that the pupils speaking and listening skills are satisfactory while their reading skills are good. Their writing, handwriting and spelling skills are satisfactory. The pupils' literacy skills are well promoted by the skilled teaching and clear focus the school gives to their development.

The standards achieved in tests in mathematics in 1998 are below average overall. The 1998 test results show the number of pupils achieving the required level (Level 4) at 11 years of age was above the national average but the number gaining at a higher level was below the average. Average standards have been maintained in mathematics since 1996 and the indications are that the 1999 results are above average. The inspection findings indicate that the pupils' reach satisfactory standards overall. The pupils' number skills are generally good and they show a good knowledge of shape and measures. However, their investigative skills, and where they use mathematics across the curriculum, are unsatisfactory. Their data-handling skills are satisfactory but lack sufficient depth. The school is firmly adopting the national strategy for numeracy and is seeking improvements to its performance in mathematics.

Standards in science are above average. The pupils' performance at eleven, in 1998, was above the national average and high in comparison to similar schools. These good standards have been maintained since 1996 and the indications are that they have remained high in 1999. The inspection confirms these good results, particularly in the science aspects of Materials and Physical Processes. The pupils' knowledge and understanding of living things is satisfactory, but the school pays insufficient attention to the development of the pupils' experimental and investigative skills.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Satisfactory	Satisfactory overall with much good teaching.
Mathematics	Good	Satisfactory	Satisfactory overall with much good teaching.
Science	Good	Satisfactory	Satisfactory
Information technology	Good	Good	Good
Religious education	Separate Section 23 report	Separate Section 23 report	Separate Section 23 report
Other subjects	Good	Satisfactory	Satisfactory

The teaching for the children under five, and at the latter end of Key Stage 2, is good and sometimes very good. The planning of lessons is efficient and matches well the requirements of the nationally Desired Outcomes for Learning and the Programmes of Study for the National Curriculum. The organisation of the lessons and the methods used often provide stimulating opportunities for the pupils to learn. The teachers' expectations are high, both for behaviour and for work, and good discipline is maintained. Time is used well. The pace of lessons is brisk and the resources are carefully matched to the needs of the curriculum and the varying abilities of the pupils. They are well supported, especially those who have special educational needs. The teachers' knowledge of subjects is secure and there are particular strengths in the teaching of English, information technology and music. Homework is used effectively to support the learning in the classrooms.

The teaching at Key Stage 1 and in the early part of Key Stage 2 is satisfactory and sometimes good. Very little unsatisfactory teaching was noted during the inspection. Where unsatisfactory teaching occurred, it was heavily influenced by the inappropriate behaviour of a small minority of pupils who have limited self-discipline and who have not yet accepted the school's clearly defined Code of Behaviour. These pupils make the task of the teachers harder and this tends to depress the progress made by other pupils in the same classes. Overall however, the lessons are soundly planned and efficiently organised, and the teachers' expectations remain high. The teachers have sufficient subject knowledge. The pace of lessons is mostly brisk and purposeful and the learning objectives are defined and followed carefully.

The quality of the school's and the teachers' curriculum planning varies from good to satisfactory. It is not cohesive throughout. It was evident during the inspection that the information provided for the temporary teachers at early Key Stage 2 was insufficient to allow them to build effectively on evidence of the pupils' previous learning. Additionally, the school's assessment procedures are not effective in providing the teachers with sufficient information about what the pupils can do, and need to do next, to make good progress, both individually and collectively. The school has recognised the need to ensure the cohesiveness of the teacher's planning and to establish comprehensive systems of assessment to ensure the pupils' continuous progress.

Nevertheless, the quality of teaching overall is satisfactory. It is often good.

Other aspects of the school

Aspect	Comment
Behaviour	Overall the behaviour of the pupils is satisfactory. It is sometimes very good. A small percentage of the pupils in Years 1, 2, 3 and 4 are not always well behaved. The school is making strong efforts to remedy this.
Attendance	Very good.
Ethos*	The climate for learning is rapidly improving. The pupils' attitudes to work are generally positive. The school is taking action to modify the unsatisfactory attitudes of a small number of the pupils. The relationships are generally purposeful and the school has a strong commitment to improving standards.
Leadership and management	The leadership of the headteacher is good overall. The governors are caring and very supportive of the school. However, there is a need for them to take a more active role in monitoring and evaluating the school's work to ensure high standards and to promote the quality of education provided. The role of the curriculum coordinators in the monitoring and evaluation of developments and initiatives is insufficiently fulfilled. The school has recognised the need for development of this aspect.
Curriculum	The curriculum is good at the reception stage and satisfactory overall. It is broad and balanced and has strengths in many areas, for example in the development of the pupils' literacy skills and in music. Information technology is rapidly becoming a strength. Curriculum planning needs to be developed further to ensure its cohesion. The assessment procedures are undeveloped. There is currently, little use of formalised assessment procedures to help the school identify its strengths and weaknesses. The school has identified this as a priority area for development
Pupils with special educational needs	The provision for pupils with special educational needs is good. They make generally good progress.
Spiritual, moral, social and cultural development	Satisfactory. The spiritual and moral development of the pupils is sound. More needs to be done to promote their social awareness through collaborative work and their sense of responsibility. The school promotes the cultural development of the pupils satisfactorily.
Staffing, resources and accommodation	Satisfactory overall. There are sufficient suitably experienced and qualified teachers and support staff to promote the curriculum. The resources are being increased efficiently and effectively. The accommodation has been beneficially extended but does not provide sufficient space for indoor physical education.
Value for money	Satisfactory.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>VI. That the school promotes appropriate values.</p> <p>VII. That the school provides a helpful range of information about its work and the children's progress.</p> <p>VIII. That they feel part of the school.</p> <p>IX. That parents' ideas and comments are welcomed.</p> <p>X. That the ethos of the school has improved and continues to improve.</p> <p>XI. That the school handles problems well.</p> <p>XII. That a firm code of behaviour has been established.</p>	<p>XIII. The lack of feedback on the homework the</p> <p>XIV. That the governors appear to make some</p> <p>XV. That a small minority of the pupils behave</p>

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The school, justifiably, has the confidence of the majority of its parents and the community, who feel that it is doing a good job. They recognise that the school is improving rapidly, both in the standards it achieves and in the quality of education that it provides.

The school has a homework policy which was presented to the governors in July 1999. This policy is due to be adopted by the school in the academic year 1999/2000 and its review date is set for June 2001. In view of the understandably very recent development of the homework policy, the inspection could not assess its overall effectiveness.

The governing body is developing further procedures for communicating with parents. A home/school policy has been developed in line with national requirements.

The inspection noted that a small percentage of the pupils at Key Stages 1 and 2 do not have a good attitude towards learning and that they have a weak 'work-ethic'. These pupils cause some disruption in some lessons and make the task of the teaching staff harder. The school has carefully promoted a sound 'Code of Behaviour', in consultation with the pupils, parents and governors. This is clearly displayed in all classrooms and in areas around the school. The school firmly encourages good behaviour but is concerned that some parents are not sufficiently supportive of the 'Code'.

KEY ISSUES FOR ACTION

In order to improve the standards and the quality of education that the school provides, the governors, headteacher and staff should:

- .Develop an assessment policy and ensure that the teachers understand and use assessment procedures to provide themselves and the school with clear information about the pupils' ongoing progress and the standards reached at each stage; (Paragraphs: 21, 22, 29, 35, 43)
- .develop the role of the curriculum coordinators in the monitoring and evaluation of the school's overall work, the quality of the teaching, the standards achieved and progress made by the pupils in the subjects for which they have responsibility; (Paragraphs: 43, 55)
- .improve the quality of the teachers' planning by ensuring that the requirements in the planning are the same throughout the school, and are met; (Paragraphs: 19, 26)
- .ensure that the governing body is more closely involved in the monitoring of developments and in the processes of evaluation of the effects of those developments; (Paragraphs: 42, 43, 53)
- .take action to ensure that all the pupils follow the good Code of Behaviour that the school has recently devised; (Paragraphs: 14, 35)
- . ensure that the progress of all pupils is consistently satisfactory or better at all stages. (Paragraph: 11)

INTRODUCTION

Characteristics of the school

1 Wilby Church of England Voluntary Aided Primary School serves the village of Wilby, near Wellingborough. The pupils are drawn from the villages of Wilby, Great Doddington, Irthlingborough and the town of Wellingborough. The school caters for boys and girls between the ages of 4 and 11. There are, currently, 97 pupils on roll. They are of mainly white ethnicity. The roll has increased by more than ten per cent since the last inspection. There is a clear admissions policy related to the church status of the school. The school caters for boys and girls from the age of 4 to 11 years. There are 12 pupils on the school's register of special needs of whom two have statements of special educational need. The pupils' attainment on entry is above average, and their socio-economic background is good compared to the national picture. The pupils normally enter the school in the year in which they are five years of age and are taught in a reception class. At the time of the inspection, there were 14 children under five. The school has made significant recent changes to

the class organisation and has employed a further teacher. The accommodation has been modified and extended with the support of the Diocesan authority.

2 As an introduction to its aims, the school's statement of purpose notes that: 'The beliefs and teaching of the Church of England form the foundation of Wilby's commitment to providing the opportunity for all pupils to develop their full potential in a secure, challenging and stimulating environment'.

Key Indicators

Attainment at Key Stage 1

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

Year	Boys	Girls	Total
1998	10	4	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	10	10	10
	Girls	4	4	4
	Total	14	14	14
Percentage at NC Level 2 or above	School	100 (N/A)	100 (N/A)	100 (N/A)
	National	80 (80)	81 (80)	84 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	10	10	10
	Girls	4	4	4
	Total	14	14	14
Percentage at NC Level 2 or above	School	93 (N/A)	100 (N/A)	86 (N/A)
	National	81 (79)	85 (82)	86 (84)

Attainment at Key Stage 2

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

Year	Boys	Girls	Total
1998	5	7	12

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	5	4	5
	Girls	6	4	6
	Total	11	8	11
Percentage at NC Level 4 or above	School	92 (70)	67 (80)	92 (90)
	National	65 (63)	59 (62)	69 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	5	5
	Girls	6	4	6
	Total	11	9	11
Percentage at NC Level 4 or above	School	92 (N/A)	92 (N/A)	92 (N/A)
	National	61 (63)	65 (64)	72 (69)

Attendance

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

		%
Authorised Absence	School	3.2
	National comparative data	5.7
Unauthorised Absence	School	0.0
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	18.5
Satisfactory or better	96.3

Less than satisfactory	3.7
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PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

3 Since the last inspection in May 1996, there have been fluctuations in standards. Most standards have been maintained and some have been significantly improved upon. The school's own improvement targets for reading, writing and mathematics were exceeded at Key Stage 1. At Key Stage 2, the school's own targets were equalled for English and science but not met for mathematics.

4 When the children start school in the Reception class, their attainment is usually above average overall. It is above average in speaking and listening, writing and mathematical skills. Their skills in reading and personal and social development are average. By the time they are five, they firmly achieve the Desirable Learning Outcomes in all the required areas of learning and are well prepared to engage with the programmes of study of the National Curriculum. The children make good progress in their learning, due to the teacher's secure knowledge of the learning needs of young children, her very good use of language to promote their awareness, and her very clear idea of what is necessary for them to make progress. This is a significant improvement on the findings of the last inspection, when provision for the under fives was a key issue for development.

5 The 1998 National Curriculum tests and assessments at the end of Key Stage 1 indicate that the standards achieved by the pupils are generally above average. Their attainment in speaking and listening, reading and writing is well above the national average. In mathematics, standards are average. The pupils' achievement in Number and Algebra, and Shape, Space and Measures is above the national average, but, in Using and Applying mathematics and in data-handling, their attainment is significantly below average. This is because these aspects of the mathematical curriculum are not sufficiently emphasised. Standards in reading at Key Stage 1 are well above the average for similar schools and above that average in writing and mathematics. The teacher assessments in science show that the pupil's performance is broadly in line with the national average. Standards are very good in the aspects of Materials and Physical Processes but below average in experimental and investigative science and Life and Living Processes. The proportion of pupils attaining at higher levels is below average because they are given few planned opportunities to practice their science skills. The inspection findings confirm these general levels of attainment.

6 National Curriculum tests, taken by the pupils at the end of Key Stage 2 in 1998 indicate that standards are well above the national average in English and science, and broadly in line in mathematics. The standards exceed those of similar schools in English and science, and fall below them in mathematics. The picture in mathematics is similar to that at Key Stage 1, where the emphasis has been placed on developing the pupils' number, and shape and measures skills. Insufficient attention has been given to promoting their use of mathematics across the curriculum and to data-handling. The findings of the inspection confirm these standards.

7 The introduction of the National Literacy Strategy has had a marked beneficial impact in helping to raise standards in English at both key stages. The National Numeracy Strategy is currently being introduced into the curriculum. The indications are that this is already improving the pupils' knowledge, understanding and skills in mathematics, particularly in the latter part of Key Stage 2.

8 The small numbers of pupils in each cohort taking the key stage tests makes analysis of their progress over time complex. For example, the very good results in 1996 are based on a cohort of four pupils whereas the current cohorts are nearer twelve pupils. Each pupil accounts for a high percentage of the total, for example 25 per cent in 1996. The percentages of pupils achieving at different levels can fluctuate significantly. Nevertheless, the overall picture gained is one in which the school is achieving satisfactory, and often good standards in the core subjects of the National Curriculum and has consistently maintained them over a period of three years. The 1999 National Curriculum test results indicate that this positive picture has been further maintained, and that the standards in mathematics have risen this year.

9 Although recent test results indicate that boys at Key Stage 1 perform significantly better in mathematics than girls, and that girls performance over all the core subjects is better than boys at Key Stage 2, no significant variation was noted during the inspection.

10 The inspection in May, 1996 found standards to be satisfactory overall. They were in line with national expectations in English, mathematics and science and in most of the foundation subjects apart from information technology. The school has maintained the standards and, in some cases, improved upon them. The current inspection findings show that in English, mathematics and science, information technology, art, design and technology, history, music and physical education, the pupils' attainments match national expectations at both key stages. The pupils' skills in using information technology have been very significantly advanced since the last inspection, when attainment was judged to be poor. Specialist teaching and the recent purchase of new equipment has resulted in a significant rise in standards. The quality of the pupils' work in art, judged to be good at the last inspection, is now satisfactory. This is because there is no secure scheme of work to support the teaching in this area, and the national priorities of literacy and numeracy have influenced the school's priorities. In music, the standards match expectations and the pupils make good progress.

11 Carefully structured lessons ensure that the pupils' build soundly on their previous learning across most of the curriculum. Overall, the pupils' progress is satisfactory in all of the core and foundation subjects of the National Curriculum at both key stages. It is good in information technology and music. The pupils' progress is better in all aspects of the curriculum at the reception stage and at the latter end of Key Stage 2 than it is in the rest of the school. The pupils with special educational needs make good progress at all stages due to the early identification of their needs and the constant, focused support they are given. This promotes their development well.

12 Religious education was the focus of a separate Section 23 inspection.

Attitudes, behaviour and personal development

13 Most of the pupils have positive attitudes to their work and to school. This is pronounced at the reception stage and in the upper part of Key Stage 2. The pupils show interest in what they are asked to do and apply themselves conscientiously to their work. They take a pride in their achievements and are happy to share their ideas and work with their teachers and with other adults. The majority of the pupils are able to sustain good levels of concentration. However, a significant minority at Key Stage 1 and at lower Key Stage 2, do not maintain their concentration levels. Their interest quickly wanes, they slip towards off-task behaviour and are disruptive to other pupils who are trying hard. However, the other pupils remain on-task.

14 The behaviour of the pupils is satisfactory overall. During lessons, at playtimes and when moving about the school, most match the expected high standards of behaviour. The small number who display poor attitudes to work are noisy, and they misbehave during some lessons. Their self-discipline is limited and their behaviour is challenging, despite the best efforts of the staff to maintain the progress of their learning. The pupils' behaviour in assemblies is particularly good, demonstrating that all the pupils are capable of achieving the high expectations of the school's Code of Behaviour. There were no exclusions in the past year and there was no evidence of bullying or lack of respect for school property during the inspection.

15 The relationships in the school are satisfactory. The majority of the pupils form constructive relationships with each other, with teachers and with other adults who are helping them. They work cooperatively in class and at play. They listen to each other with interest and try to understand other points of view. Most are consistently patient and tolerant and show understanding.

16 The pupils' personal development is firmly fostered. The school provides many opportunities for them to take responsibility and this trust is well placed. The pupils perform jobs regularly within the classroom and around the school. The school encourages a greater degree of independence as the pupils get older. For example, older pupils run the school bank, taking responsibility for balancing the transactions. They also serve refreshments and collect money for them. The pupils benefit greatly from the numerous educational visits they make, and they help to take care of the environment, keeping the playground and the village tidy. They are involved in fund-raising for a number of charities. However, the pupils have insufficient opportunity to take responsibility for some of their learning. The personal and social development of the children under five is very good.

Attendance

17 Attendance at the school continues to be very good. It is above the national average and has been consistently good since the last inspection. There is virtually no unauthorised absence. Almost all the pupils

are punctual and this enables the school to make prompt and efficient starts to the school sessions.

QUALITY OF EDUCATION PROVIDED

Teaching

18 The quality of the teaching is very good at the reception stage and satisfactory overall at Key Stages 1 and 2. The teaching is often good, and sometimes very good in the latter part of Key Stage 2. The teaching has improved considerably since the last inspection, when almost a quarter of that seen was judged to be unsatisfactory. The current inspection found over ninety-six per cent of the teaching to be satisfactory or better.

The small percentage of unsatisfactory teaching seen, related to the management of the behaviour of a small minority of the pupils at Key Stages 1 and the early part of Key Stage 2. This minority appear set upon ignoring the school's behaviour code and make it difficult for teachers to maximise the learning opportunities. Nevertheless, the quality of the teaching throughout the school is effective and improving. The teaching of literacy is good and the teachers are working hard to promote the pupils' numeracy skills within the context of the new initiative for this aspect. Both elements are having a beneficial impact, although the revised work in numeracy has still to take hold fully. The teaching has particular strengths in music and, increasingly, in information technology, and in the provision for the children under five.

19 At the reception stage, the teaching effectively promotes the children's learning and overall progress. At the planning stage, it takes careful heed of the outcomes for learning considered nationally desirable for children of this age. The lessons and activities engage the children fully in their learning. They are interesting and often exciting, as when mirrors are used to develop a scientific knowledge of reflection, opacity and transparency. The very good teaching ensures that the children make a good start in their learning. At both Key Stages 1 and 2, the previous lack of guidance provided by thorough schemes of work related closely to the National Curriculum programmes of study, means that the teachers are currently having to adapt newly adopted national schemes. Their overall planning is still being developed. This process is taking time and the pupils' progress is consequently slowed. However, the lessons are purposeful. The learning objectives are clear and the teachers' expectations of good standards and the pupils' good progress remain high. Both time and resources are used effectively and beneficial use is made of the learning support staff to provide the pupils with extra support, especially those with special educational needs.

20 The management of the pupils is good at the Reception stage and in the latter part of Key Stage 2. Here, the school's Code of Behaviour is firmly implemented and the general good quality of the teaching and interesting lesson activities does much to advance the pupils' learning. The management of behaviour is less assured in the middle of the school. The teaching here is, on occasions, less effective in ensuring the pupils' good progress. The teachers' organisation is generally satisfactory and they have sound subject knowledge, but the tasks provided do not always match the varying needs of the pupils. Some of the pupils are very demanding but the teachers remain positive in their approaches.

21 The use of day-to-day assessment is a missing link in the teachers' planning throughout the school. The marking of the pupils' work noted during the inspection showed that it is used in a supportive way. Work is regularly checked and corrected. Curriculum coverage is usually ensured through the compilation of careful lists of work done, but there is limited evidence of the setting of individual targets for the pupils to ensure improvement. There is also little evidence of the collection of information from the scrutiny and analysis of the pupils' work that would help the teachers to know what knowledge, understanding and skills individual pupils have gained at each stage. Consequently, there is little information to help teachers in their planning of further work and in the matching of tasks to individuals to ensure good development.

22 The school has recognised the need to sharpen the teachers' awareness of the purposes of regular monitoring and the use of assessments in their day-to-day planning, and it is taking action to clarify the procedures. Overall, the quality of the teaching has improved since the last inspection and continues to do so. The picture is a very positive one.

The curriculum and assessment

23 The school provides a suitably broad and balanced curriculum. This is an improvement since the last inspection, when the curriculum was deemed to be "too narrow". It meets the statutory requirements,

although information technology has still to cover all aspects of the National Curriculum programme of study, for example, the element of controlling and modelling. However, there is an ongoing and rapid improvement in this subject and the teaching, based on a published scheme of work, is helping to ensure that this is covered. The school has appropriate equal opportunities policy which is reflected in the good practice observed in the school. The school's commitment to providing equal opportunities is based firmly on the value it places on each child. All the pupils have equal access to the curriculum. The provision for sex education and drugs awareness is satisfactory. The curriculum soundly promotes the pupils' intellectual and physical development, but their personal development is less well covered as the strategies for developing the self-discipline of some pupils are not yet in place.

24 The allocation of time to particular subjects has been matched to national and school priorities. Worthwhile experiences in other subjects have been retained. English and mathematics are given a high priority, resulting in maintained and improving standards. The school's aim to provide a rich, broad and balanced curriculum is being resolutely addressed by the headteacher. The school has successfully implemented the National Literacy Strategy for the effective development of the pupils' literacy skills and has made a firm start in introducing the National Numeracy Strategy. The contribution of numeracy to other curriculum subjects is not yet realised and is unsatisfactory. The school is currently working to improve this.

25 The curriculum for the children under five is good. This is a significant improvement on the last inspection findings. The provision now takes effective account of the children's needs and interests. Thorough curriculum planning leads to their making good progress in their learning and personal development. The curriculum for the pupils who have special educational needs meets its aims well. The pupils receive constant, focused support, enabling them to make good progress across the school.

26 Curriculum planning was judged to be a weakness during the last inspection. It is now satisfactory, and improving. The newly formed fourth class has enabled the school to implement a more efficient planning cycle, which prevents repetition of curriculum content. However, the policies to support the planning and teaching are of variable quality and relevance. Those written most recently, during the current headteacher's tenure, are of better quality and give clear aims for the teaching of particular subjects. Newly adopted published schemes of work provide more structure to the planning and ensure curriculum coverage and progression within subjects, but have yet to be firmly established. They have not been adapted to the needs and interests of the pupils of Wilby School. There are no schemes of work for English, music and art and this is unsatisfactory. The teachers' plans vary in quality. There are some good examples for some subjects and in some classes, but there is no common planning format throughout the school. The teachers' planning in the lower part of Key Stage 2 is unsatisfactory. It does not identify the aims and purposes of lessons. However, the quality of the curriculum planning overall shows some improvement.

27 The range and quality of the extra-curricular activities are satisfactory. The programme includes increased opportunities for sport and music-making. The good work of the peripatetic teachers enhances this. The curriculum is extended by visits within the locality and by residential experiences for the older pupils. These successfully complement the work in subjects. Local schools cluster activities and events, such as the production of 'Countdown 2000', which enables the pupils to mix with their peers and experience a wider range of academic and social situations.

28 Initial assessments (baseline) made when the children enter school, effectively aid the preparation of suitable teaching programmes that are well matched to the children's needs. There are good systems in place for the early identification of special educational needs. Throughout the year, careful records are kept of the progress of the pupils at the reception stage. These are efficiently used to identify the children's progress and attainments and to help in planning.

29 During the last inspection, the lack of assessment procedures and practice was an issue. There has been very little improvement at Key Stages 1 and 2. This is an unsatisfactory aspect of the school's work and remains an issue. At Key Stage 1 and Key Stage 2, the school uses a narrow range of tests and checks. Although some records, such as the phonic check, do indicate pupils' individual progress, most indicate only curriculum coverage. The results are not systematically analysed for trends. They have limited usefulness either in planning further work or in supporting curriculum development. Assessment foci and procedures are not a regular feature of the curriculum planning and opportunities are not identified either there or in teachers' day-to-day lesson planning. This means the school has only limited means of checking what the pupils know and can do, what their rate of progress is, and what are the strengths and weaknesses in their learning. There is

no assessment policy to support the teachers' work and the pupils are only rarely involved in assessing their own progress. The teachers' marking is not consistently informative and does not indicate targets for improvement. However, the teachers know the children well and the annual reports made to parents on their child's progress, are helpful. They provide the parents with satisfactory information on their child's attainment, strengths and weaknesses and areas for improvement. The reports on the youngest children are of good quality. The assessment of the pupils with special educational needs is good and the information gained is used effectively to help them to make good progress.

Pupils' spiritual, moral, social and cultural development

30 The pupils' spiritual, moral, social and cultural development are aspects also considered in the Section 23 inspection run concurrently with this inspection. Religious education and worship are subject to that inspection, as Wilby is a Church of England Voluntary Aided school.

31 The school promotes the spiritual, moral, social and cultural development of the pupils satisfactorily. There is, currently, no overall policy for this aspect of the school's work, but it is integral to the school's aims and purposes. The teachers and support staff are thoughtful in promoting these aspects in the normal course of the school's work, although they rarely identify specific opportunities in their planning.

32 The pupils' spiritual development is encouraged through stories, poetry, music and art. There are also regular assemblies and collective acts of worship which help to promote the pupils' reflection and contemplation. The relationships are generally positive and some opportunities are provided for the pupils to share their feelings and ideas. The school's work in promoting the pupils' moral development is strong. Stories read and accounts of events, often have specific moral messages. The pupils are encouraged to consider choices and dilemmas, and appropriate thoughts and courses of action. Care is taken to ensure that those who commit misdemeanours are dealt with in a sensitive way and that they face up to the problems caused by their actions. Emphasis is placed upon telling the truth. However, some parents at the pre-inspection meeting, felt that the school sometimes includes unnecessarily, those who have not transgressed, in the overall admonishments following an incident. No evidence to support this was noted during the inspection.

33 The provision for the pupils' social development is also satisfactory. Numerous opportunities are provided for them to engage in extra-curricular activities and to participate in community events. These include association with pupils from other local schools. The opportunities for the pupils to work collaboratively and to develop independent learning skills are inadequate. While some pupils in Years 5 and 6 have opportunities to create presentations on topics of their choice, using information technology for example, collaboration and increasing independence are not wide-spread features of the pupils' development. The school takes opportunities to promote cultural awareness through art, music and drama, visits to places of interest and the encouragement of visitors from a variety of different backgrounds. Beliefs and customs are regularly shared and the pupils' opportunities to learn about the variety and interest of local and world cultures and traditions are enhanced by lessons and displays around the school. The links the school has with the church and the local community provide an additional opportunity for learning, and are used effectively.

Support, guidance and pupils' welfare

34 The school continues to give its pupils good support and guidance. It effectively promotes the welfare, health and safety of the pupils in a secure and caring environment. The staff show great concern for the well-being of all the pupils. The teachers and support staff are sensitive to the needs of the pupils and the school is small enough for the staff to know the pupils well. This is beneficial in providing for their care. The pupils with special educational needs are well supported throughout by experienced and committed staff. The pupils' individual education plans are supportive and thorough and good use is made of the services of outside agencies to enhance the provision. The pupils make good progress. There is a governor with particular responsibility for special needs and a coordinator (SENCo) for this aspect.

35 While the personal development of the pupils is efficiently monitored, the oversight of their academic progress is unsatisfactory due to the lack of assessment procedures. All the staff have worked hard to improve the standards of behaviour. The procedures for monitoring and promoting good discipline are firmly in place but are not uniformly applied. Since the last inspection, a new code of behaviour has been introduced which has improved this aspect, but further improvement is still necessary. The staff try hard to encourage the pupils by making the school a warm, caring and increasingly happy place. The pupils confirm that incidents of

bullying are rare and are dealt with speedily, sensitively and effectively. There are good procedures for monitoring attendance. The registers are marked correctly and efficiently at the start of the day and after lunch. All absences are noted and contact is made with parents to justify any absence. Efficient provision is made for attendance figures to be reported in the school brochure and in the governors' annual reports to parents.

36 A detailed child protection policy is in place and all the staff understand their responsibilities in this aspect. They are aware of the need for vigilance and the steps to take if suspicions are aroused. The pupils confirm that they know whom to approach if they have a problem. General health and safety is well promoted in the school. The staff are alert to identifying potential hazards and report them where appropriate. All the staff are safety-conscious and watchful for the security of the pupils. Hazardous materials are efficiently stored.

Partnership with parents and the community

37 The school's partnership with parents and the community is good. Parents, governors and the local community are encouraged to become involved in the work of the school. Many respond enthusiastically and participate in a wide range of activities, including helping within classrooms, in tasks around the school and on outside visits and trips. These helpers are deployed effectively and their help is well supervised and structured. The helpers are generally knowledgeable, they relate well to the pupils and good use is made of their time.

38 There is a very active Friends of Wilby Primary School group which organises a range of events and provides substantial financial support for the school, strengthening the link between the school and the parents. They have, for example, provided the funding for the renewal of the school's information technology resources to great benefit in the pupils' opportunities for learning. The school values highly the contributions made by the parents which enhance the pupils' progress and general personal development.

39 The parents are informed well about the school and their children's activities through a range of letters, newsletters, reports and meetings. The individual reports on the pupils' progress provide good information about efforts made in learning, attainment and areas for further development. The best examples are those provided for the children under five which give very good, detailed information about what the children know and can do. The information given in the school prospectus and the governors' annual report for parents is very helpful, a fact acknowledged by parents who attended the pre-inspection meeting. The parents of pupils who have special educational needs are fully involved in the procedures for support.

40 Links with the wider community are a strength of the school. They are harmonious and substantially enrich the pupil's general progress and personal development. In addition to the good links with the police and other specialist agencies, visitors from a variety of colleges, museums and other outside sources provide useful educational benefits for the pupils. The school has worked hard to build the links with the local community and takes the initiative in organising events to strengthen the partnership further. Concerts and other functions are organised to celebrate festivals. The links with the adjacent church are extremely strong. Weekly assemblies are held there. The school's links with local firms are also strong.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

41 The headteacher's leadership of the school is good overall. She provides enthusiastic, sensitive and firm leadership and has a clear vision of the way the school should develop in order to provide and maintain high standards and a good quality of education. The headteacher has been in post for eighteen months, and during that time has dealt effectively with a range of complex issues, including urgent development of the curriculum, the incorporation of the national literacy and numeracy strategies, pupil behavioural problems, staff issues and the renewal of resources and the accommodation. The issues of the development of the coordinators' roles in monitoring the curriculum, and the development of assessment procedures, have still to be tackled. The school has a good capacity for further development under her leadership. The headteacher is supported well by the staff and the parents.

42 The governors are very supportive of the school, and of the staff and the pupils. They are active and have a positive approach. They take their responsibilities seriously and it is evident that they share the headteacher's commitment to improving and maintaining standards. They meet regularly as a governing body and have a variety of sub-committees to oversee developments. Despite their positive approaches and the regular visits many of them make, the aspect of monitoring and evaluating the school's ongoing work and development is not sufficiently established. The governors have yet to develop procedures to enable them to gain an accurate picture of the school's work and whether what has been proposed is actually being achieved. The current evaluative systems are informal. A financial audit (September 1998) of the school indicated a move towards a deficit situation. This has been averted, but it is not clear that the present staffing level can be maintained, and there is no clear contingency plan to sustain it. The governors receive reports from the headteacher, about standards, needs, resources and developments. However, these reports are not based firmly enough in precise information compiled by the curriculum coordinators. Neither the coordinators, nor the governors, have a sufficiently detailed view of the school's work. This aspect is unsatisfactory.

43 The school has embarked, very beneficially, on a programme of curriculum development. The school's action plan for improvement contains priorities for future action over a three-year period. However, the costs of developments are often not clearly stated and the success criteria, which involve the monitoring and evaluation elements, are sometimes vague. The overall plan is positive and developmental, but lacks the necessary structure to enable it to achieve its aims in a systematic manner. The priorities are relevant but do not appear in an order that helps the school and governing body to focus on the vital developments amongst the important ones. For example, the literacy, numeracy and home-school links have related to national initiatives

and have been enforced priorities. The school has dealt with these well. However, the good management of behaviour has not yet been achieved fully and an essential assessment policy has not yet been drawn up, despite it being an issue at the last inspection. The coordinators for the curriculum have not been provided with planned opportunities to review the work of the school and to define future needs. Three strands are therefore missing in the management structure: effective monitoring and evaluation of whole-school developments; effective monitoring and evaluation of the curriculum, through regular management team reviews; the development of systems of assessment that would ensure that the school has a clear knowledge of what the pupils know, and can do, at any stage.

44 The school has a strong commitment to achieving high standards. It has clear and relevant values and is increasingly successful in matching its aims. The provision for special educational needs is good. This aspect is efficiently managed. The ethos of the school overall, is good and statutory requirements are now being met. This was not so at the time of the last inspection. The school's potential for further development is good.

Staffing, accommodation and learning resources

45 There are sufficient teaching and non-teaching staff to match the requirements of the curriculum and the needs of the pupils. The teachers are experienced and are suitably qualified. Some have specialist teaching skills, for example in music, information technology and the education of young children, that are particularly beneficial. The number and experience of the non-teaching staff matches well the needs for support. Their work has a very positive affect on the progress of individual pupils, especially those with special educational needs, and on the work of the school overall. A newly-qualified teacher has been very recently appointed and the arrangements for her induction are firmly in place. The arrangements for staff-appraisal and professional review are in place and good use is made of in-service training to help the teachers and non-teaching staff to update their knowledge, understanding and skills. For example, this has recently been the case with literacy and numeracy training in which all the staff have participated.

46 The school stands in grounds attached to the church. The extension which was newly completed prior to the last inspection, is now well used. Further extensions have taken place but an increase in the number of pupils on roll has meant that the benefits generated by the new buildings have lessened. The accommodation and playground areas are now somewhat cramped. The hall, library, classrooms, cloakrooms and the computer area are small for their designated purposes. The hall is pleasant but too restricted in size to be effectively used for indoor physical education. This limits the pupils' attainment and progress in some aspects of physical education. The playground is too small for all the pupils to use at the same time. The school has tried to overcome this difficulty by staggering the times of the playtimes for the different age groups.

47 The classrooms are well organised. The school's clean, bright and attractive appearance is enhanced by good displays of the pupils' work. The site is litter free, well maintained and secure.

48 The learning resources are satisfactory overall and have improved since the last inspection, where they were only adequate. The resources are of sound and often good quality. They are well cared for and are used effectively. Although space is very limited, the resources are well stored and sited so that the pupils have ready access to them. The learning resources across the curriculum meet the needs with some important exceptions. There is no control equipment for information technology and the range of equipment needed for the pupils to develop their mathematics and science skills to higher levels are inadequate. The school owns no historical artefacts, but makes good use of the county loan services to supplement the resources.

49 The school hall is too small to contain the large apparatus needed for the older pupils to apply their gymnastics skills and the floor area is too small to allow for more complex or imaginative sequences of movement. This limits the pupils' attainment and progress in physical education. There are insufficient atlases at Key Stage 1 for groups of pupils to work together in geography. The limited range of media available for art limits the pupils' experimentation with texture and techniques. However, the good range of games equipment enables the pupils to experience a wide range of sports activities and there are enough musical instruments for all the pupils to join in music-making on a regular basis. The new information technology equipment is of very good quality and the amount, and its effective use, provides all the pupils with regular opportunities to use it across the curriculum. The resources for the children under five make a good contribution towards creating a stimulating and interesting learning environment, and help to promote high standards.

50 The library has a suitable number of books of high quality for the older pupils to enjoy, and to aid

their learning in all curriculum areas. The range and number of books for the younger pupils is satisfactory. The pupils at Key Stage 2 are taught library skills and most know how to find the information they require. Residential field trips, visits and visitors are used effectively to enhance the pupils' experiences and learning, especially in geography and history. The teachers display the pupils' work carefully to reflect what has been taught and to enable the pupils to take pride in what they have done.

The efficiency of the school

51 There are some weaknesses in the school's efficiency, but it is determinedly trying to overcome them. The newly revised aims are being met. Overall, the school is efficient.

52 The use of the teaching and support staff is satisfactory. The teaching staff are deployed appropriately to ensure that the new curriculum initiatives develop rapidly, that the pupils make progress, and that standards continue to rise. The non-teaching staff are similarly well deployed. They make a positive and efficient contribution to the pupils' learning. Those responsible for supporting the pupils with identified special educational needs work very effectively to enable the pupils to sustain their progress. The caretaker and administrative staff work efficiently to enable the school to run smoothly on a day-to-day basis. This is particularly important as the headteacher has a substantial class-teaching commitment. The headteacher and the secretary form a supportive and hard-working team.

53 The financial audit of September 1998 found that the school's finances were well managed. Despite the satisfactory financial control, based on efficient administrative systems, there are some aspects in which the school is less efficient. The educational developments are neither sufficiently prioritised, nor adequately matched to the available finances. The school improvement plan is not costed beyond the current year with projected allocations and some important priorities are not costed at all. The finance sub-committee has no terms of reference for its work. These features are unsatisfactory and stem from issues identified during the last inspection.

54 The school has made resolute efforts to increase its budget and rescue itself from a potential deficit, noted in the financial audit. The number of pupils on roll has been increased and a fourth class has been created. This has removed the necessity of having combined key stage classes, provided the opportunity for the development of a reception only class, and enabled the development of a two-year rolling programme for the curriculum. This is efficient. However, the finance to maintain the staffing level beyond April 2000 has not been identified.

55 The learning resources are being built up gradually and sensibly. The school has already done much to improve them. However, the undeveloped role of the curriculum coordinators means that the curriculum needs are not identified in a systematic way and budgets are not allocated to specific, rather than general priorities. The available learning resources are used efficiently and effectively. This has a positive impact on the pupils' learning and general progress.

56 The pupils enter the school with above average attainment. The quality of the education provided is satisfactory and promotes at least sound attainment and progress for most of the pupils. In national tests and assessments, the standards are mostly above average. The school provides satisfactory value for money, and the current positive initiatives are ensuring that it is an improving one.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

57 The children usually enter school in the year in which they are five. Initially they attend part-time, in either the morning or the afternoon. They are catered for in a discrete reception class. Later, after the carefully planned initial introduction to school life, they combine as a whole class group. At the time of the inspection, there were fifteen children attending for either morning or afternoon sessions. The children's attainment on entry is generally above average and by the time they are five most have achieved the desirable outcomes for learning and are working firmly towards the programmes of study of the National Curriculum.

58 The quality of the teaching at this stage is very good. It ensures a very positive start for the children in their education and they make very good progress in all the aspects of their learning. The teacher's planning is good and the activities provided are lively, and often exciting. Many opportunities are taken for discussion and good attention is paid to the way in which the children present their work, which is carefully checked and assessed for progress. The children are encouraged to express their ideas and views and the teaching encourages them to make choices. The learning environment is carefully managed and organised. It is bright and inviting and the resources are sufficient and of very good quality. There are good displays of the children's work and attractive areas of interest.

Personal and social development

59 The children's personal and social development is very effectively fostered. The good initial introduction into school is sustained and the children soon learn the routines of school life and what is expected of them. They become increasingly confident and they learn to share the resources well, to take turns, to be considerate and to respect each other, and the adults who help them. They are provided with responsibilities, such as taking the register to the secretary's office and helping with the clearing up after activities. They rapidly gain a sense of right and wrong, following the teachers' good example. The children behave well and respond positively to their experiences. They often show pleasure in what they have learned and in the successes of others. The teaching in this aspect, as in all others, is very supportive.

Language and literacy

60 Good attention is paid to the development of the children's early literacy skills. The teaching effectively encourages a broad development of language through stories, rhymes, songs, discussions and writing in a variety of forms. The children soon talk with confidence and they learn to listen carefully. They share ideas and discoveries and are learning to predict what might happen next when carrying out an experiment or following a story. Their vocabulary rapidly increases and they show a real enjoyment in books. Their writing skills are quickly advanced and most can soon write letter shapes and their names independently. The quality and quantity of the children's writing is good generally and it develops rapidly, as does their knowledge of phonics. They make rapid progress and, by the time they are five, they are well prepared to engage with the programmes of study of the National Curriculum.

Mathematics

61 The children's development of mathematical knowledge and understanding is quickly and firmly established by the good quality of the teaching of this aspect of learning. The children can copy and create patterns. They learn effectively, through a range of practical activities, about sets and shapes, making comparisons of size and quantity. They learn numbers and their values and how to add them and take them away. They increase their mathematical vocabulary rapidly and learn to use it to describe number operations. Most gain a firm knowledge of basic mathematics before they reach the age of five and they are well prepared for their later learning.

Knowledge and understanding

62 The children are given many opportunities to work with simple tools and equipment and they are taught to use them safely. The teaching effectively provides opportunities for first-hand experiences, for choice and for the children's continuous progress. The children explore patterns and the natural cycles of change, such

as the weather. They learn about themselves, their families and the school and local community. They gradually learn about time past, time present and time future, and can reflect on their own experiences appropriately. There are very good opportunities to explore scientific phenomena, such as reflections in a mirror. In an investigation observed during the inspection, the children were asked to use mirrors to identify what they could see. This was accompanied by the rhyme: 'In the mirror I can see / Many things but mostly me'. The children were then invited to cloud the mirrors with their breath and to talk about the ensuing changes. The thoughtful and imaginative teaching extends the children's knowledge and understanding rapidly. The children also use computers from the earliest moment and by the time they are five their skills in exploring, communicating, making, reflecting and predicting about the world around them are very firmly advanced.

Physical development

63 The opportunities for physical development are somewhat restricted. The outside space is limited and uncovered and the classroom and hall spaces are rather cramped. This does not daunt the teacher and support staff who make what provision they can to provide the necessary facilities and resources. They are successful in their objectives and the children have satisfactory opportunities for exercise and play. The quality of the teaching is good. The children learn about their bodies and what is essential in foods and exercise for them to remain healthy. They explore spaces and use large and small equipment well. They learn to be aware of others and to change speed and direction, controlling their movements thoughtfully and efficiently. They are acquiring the ability to be still. They can cut and stick, and are learning to use a range of small tools appropriately. The children's coordination skills are generally good.

Creative development

64 The children paint bright, colourful images and draw attractively. They display a growing awareness of colour and shape. They use a variety of artistic media very effectively to create images in two and three dimensions, such as paper-bag puppets. Their observational skills are developed well. The children respond imaginatively to stories and poems and to music. They learn to memorise rhymes and simple songs and to sing confidently. They are beginning to discriminate between sounds and to value silence. They are effectively encouraged in their role play and can carry out a series of tasks illustrating the entertainment of visitors to tea, for example. The teaching encourages the children's creativity well and they make good progress in the development of their confidence and skills.

ENGLISH, MATHEMATICS AND SCIENCE

English

65 Standards in English are satisfactory. The previous inspection found that standards in English matched the national expectations, and that those for speaking and listening and reading were satisfactory. Standards have generally been maintained, and in reading they are now good at both key stages.

66 In 1998, the reading test results in National Curriculum assessments at the end of Key Stage 1, were well above average. They were also above average for schools of similar type and size. Writing test results were also well above the national average and above the average for similar schools. The teacher assessments indicated broadly similar standards to those obtained in the tests. The assessment results in speaking and listening were well above the average. The proportion of pupils reaching higher levels of attainment in reading was above that for similar school, but below the average in writing. At the end of Key Stage 2, the national tests indicate that standards were well above the average and above average for similar schools. The proportion of pupils reaching the higher level, Level 5, was above the national average, but broadly in line for those of similar schools. This information, and that from the most recent tests in 1999, indicates that the school's performance in English has been maintained over time.

67 The current inspection findings indicate that the standards achieved and the pupils' progress are satisfactory throughout the school. By the time they are eleven, the pupils develop sound speaking and listening skills, and good reading skills. However, their handwriting skills are less than satisfactory until they reach the upper end of Key Stage 2.

68 Throughout the school, the pupils are given many opportunities to listen and respond to stories and instructions, and to ask and answer questions. In the lessons observed, many pupils appeared reluctant to answer the teachers' questions or offer information. They eventually responded well to the teachers' determination and high expectations for involvement, so that ultimately, the class discussions made a positive contribution to the pupils' learning. Most of the pupils listen attentively to their teachers and each other, but in some classes at Key Stage 1 and early Key Stage 2, a small number of the pupils appear set on not listening. They try to talk when the teacher is talking in a deliberate attempt to be disruptive. These pupils make only slow progress in developing their listening skills.

69 At Key Stage 1, the pupils read aloud from books clearly and accurately. By the end of Key Stage 2, most of the pupils read complex texts aloud, fluently and accurately and with good understanding and expression. Public performances, sometimes as part of a local schools cluster event, such as the musical drama 'Countdown 2000' provide the pupils with extended opportunities to speak with clarity. These activities contribute well to their attainment and general progress. By the end of Key Stage 2, most of the pupils can talk confidently with adults and to groups, but few instances were noted during the inspection where the pupils were given opportunities to speak in a sustained way or for different purposes, such as explaining ideas or reporting findings and observations. This has a negative affect on the pupils' overall attainment.

70 The pupils are given a good foundation in writing and many enter Key Stage 1 with good phonic knowledge and the ability to write simple sentences. At the end of Year 2, the pupils have made sound progress and many are writing their own lists, stories, letters and accounts of events. Most of the work is correctly demarcated with capital letters and full stops, and the pupils are beginning to use question marks. However, there is limitation to their use of imaginative words and phrases. The pupils present their work neatly and carefully, but, by the end of Year 2, are still printing. They have not begun to develop an individual handwriting style.

71 Satisfactory progress is made in writing by the pupils at Key Stage 2. By eleven, they are familiar with the strategies of drafting and re-drafting, revising and presenting final copies of their work. They sometimes successfully use their word-processing skills for these activities. They are able to identify and use a range of writing styles and genres, such as myths and horror stories. They use punctuation correctly and apply spelling rules with accuracy. Although the pupils write complex stories, the imagination shown in their language and style is less than could be expected. The variety and range of writing they use in other areas, such as history and science, are satisfactory. The pupils present their work neatly but, in Year 6, they have not developed a fluent, cursive handwriting style, and they frequently write in pencil.

72 The pupils' attainment in reading is generally good. Most become fluent readers by the time they are eleven. Younger pupils have good word-recognition and word-attack skills. By the end of Key Stage 1, most can read simple texts accurately and with understanding and enjoyment. They can use simple dictionaries and understand the functions of the index and glossary pages in reference books. By the end of Key Stage 2, most of the pupils read competently and confidently and can talk about character and plot and predict events in stories. Library information skills are taught systematically, and the pupils use them effectively to find information. Although the pupils are encouraged to take their reading books home regularly, the accompanying reading records rarely have any appropriate analysis of the difficulties the pupils might have, or a record of their progress.

73 Literacy skills are well developed at both key stages, due to the carefully structured teaching, based on the National Literacy Strategy. The attitude of the pupils' to their learning is good overall. The pupils make sound progress in reading and writing as the teaching of these aspects is linked effectively. The pupils with special educational needs make good progress, due to the well focused support they receive. The quality of the teaching of English is satisfactory overall. Some of the teaching is very good. The teachers have a sound knowledge of the aims of the literacy initiative. They plan interesting and varied work and pace their lessons well. The teachers are beginning to specify the objectives of lessons and make them known to the pupils, and to identify how they might assess levels of attainment. This is not sufficiently developed and sometimes the lack of information leads to pupils of lower ability receiving tasks which are beyond them, especially at Key Stage 1 and lower Key Stage 2. The good teaching makes the work relevant to pupils of all abilities and the objectives of lessons are shared with the pupils. The development of vocabulary and the use of English in other subjects is under-emphasised, and this is a weakness.

74 There is no scheme of work to cover the aspects of English that are not incorporated in the literacy

activities, such as speaking and listening, and writing. The policy for these aspects is being redrafted currently. The school has no common planning methods to ensure that these are covered progressively. Standardised tests are used to provide information about the progress the pupils make, but the teachers have insufficient knowledge and understanding of the application of assessment techniques. This means that the diagnosis of pupils' difficulties, and target-setting for increased attainment, cannot be assured. The co-ordination of English is shared between two members of staff, one in Key Stage 1 and one in Key Stage 2. Both have a satisfactory knowledge of the standards at their particular key stage, but the information is not sufficiently shared to ensure the school has an accurate insight of the work in English as a whole. This situation is exacerbated by the fact that the roles and responsibilities of the coordinators and governors in monitoring standards are under-developed.

75 Homework, usually in the form of reading and spelling practice, and studies for the older pupils, is used effectively to reinforce and extend the work done in school. Information technology is used beneficially to support the pupils' learning in English.

Mathematics

76 Overall, standards in mathematics are satisfactory. National Curriculum assessments indicate that in 1998, all the pupils taking the tests at the age of seven, at the end of Key Stage 1, reached the required Level 2. The proportion of pupils who achieved at a higher level was above the national average and above the average for schools of similar type and size. In the same year, the results of tests for eleven years-olds indicate that the number of pupils attaining at the appropriate level, Level 4, was above the national average, but that the number achieving at a higher level was below it, and well below that for similar schools. Over the period from 1996 to 1998, the pupils' performance has fluctuated but has remained at average levels or above. The remarkably good performance of the pupils in 1996 is based on a cohort of only four pupils. Small cohorts of pupils can distort statistics as one pupil is equivalent to a large percentage of the total. However, it is clear that the school has achieved at least satisfactory and often better standards in particular elements of mathematics over time at both key stages. Evidence for this satisfactory position, is supported by the recent 1999 results.

77 The inspection findings confirm that standards are satisfactory. The school's introduction of a published scheme of work for mathematics is having a good effect in ensuring the pupils' follow a clear and progressive curriculum at all stages. The introduction of the National Numeracy Strategy, in September of this year, is also helping the teaching staff to focus firmly on the pupils' overall development in the subject. Throughout the school, the pupils attain a satisfactory knowledge and understanding of number and number operations appropriate to their age and stage of development. By the time they are seven, the majority of the pupils have acquired an appropriate mathematical vocabulary. They can count and order numbers up to one thousand, carry out number operations and work mentally with numbers to one hundred. They have a sound knowledge of simple multiplication tables, money, place value and fractions. Their knowledge of shape, space and measurement is secure. Their knowledge and understanding of the processes for interpreting data, as in graphical representation and diagrams, is adequate, but less secure. This is because less emphasis is placed upon this aspect in the teaching, and information technology is used insufficiently to support its development. By the age of eleven, the majority of the pupils achieve a satisfactory knowledge and understanding of number operations using large numbers, of simple algebra, of measures, digital time, probability, and the properties of regular and irregular shapes. Their mental mathematical skills are firmly advanced, especially in Years 5 and 6. The pupils' facility in handling data is extended satisfactorily but, as at Key Stage 1, this aspect is under-emphasised. The pupils' use and application of mathematics in other subjects is unsatisfactory at all stages. They do not have sufficient opportunities to practice their mathematical skills across the range of the curriculum. This places limits on their attainment and progress in the subject which is reflected in the standards achieved in the key stage assessment results.

78 The progress of the pupils in mathematics is good in the very early stages, satisfactory at Key Stage 1 and in the early part of Key Stage 2. It is good in the latter part of Key Stage 2. The pupils' numeracy skills are satisfactorily developed. The recent adoption of the Numeracy Initiative is just beginning to have some impact, but it is too early to make judgements on its effectiveness in relation to the pupils' progress. The pupils with special educational needs make sound, and often good progress, as they take advantage of the good support provided for them.

79 The teaching of mathematics overall is sound and often good. An example of a very good lesson was noted at the latter part of Key Stage 2. This involved work on 'commutable pairs' and it promoted the pupils'

mental attainment and progress very effectively. The higher attaining pupils were effectively challenged and those of lesser abilities were well supported. The teachers plan their lessons conscientiously and, during the activities, often use a lively sense of humour to encourage the pupils in their efforts. Their subject knowledge is sound and they organise the lessons well, conducting them at a brisk pace. The teachers' expectations are high, but in the early part of Key Stage 2, the lack of information available from ongoing assessments of the pupils' stages of development, sometimes means that lessons conducted by temporary teachers insufficiently match the pupils' abilities. Some pupils tend then to struggle with the work. The teachers' lesson planning appropriately identifies the learning objectives but rarely indicates what procedures and criteria will be used to ensure that they are achieved and what progress the pupils are making. The teachers' marking of the pupils' work is conscientious and thorough. It is supportive in its praise, but offers few targets for the pupils so that they might understand where improvements are needed.

80 The oldest and youngest pupils show good interest in mathematics. They cooperate well in lessons and readily respond to their teachers' questions and instructions. They work with some enthusiasm and willingly demonstrate their skills. They behave appropriately and are considerate to their teachers and to each other. This is less so in the age groups in the middle of the school. Most of the pupils are concerned to work hard and give of their best, but during the inspection, a small group of pupils determinedly made the management task of the teachers difficult. This lessened the possible progress of others, despite the teachers' firm efforts to ensure good working practices.

81 The school has begun to emphasise the development of mathematics. All the staff have been involved in recent in-service training. A meeting has been planned to explain the National Numeracy Initiative to the parents. The work of the school has been audited, briefly, by the headteacher and this has led to some development of the resources, and some attention to the quality of the teacher's planning. However, the coordinator for mathematics has not had an opportunity to monitor and evaluate the school's work overall and there is no formalised programme for this to take place. The school's assessment procedures are under-developed and the information available about the attainment and progress of the pupils, both individually and in the year groups, is limited mainly to the end of key stage assessment results. Records are kept of what has been covered, but these are not generally helpful, and, sometimes not complete. There is a need for a sharper development of the assessment procedures in mathematics so that the school's aim to raise standards is based on practical information about what needs to be done to achieve it. Nevertheless, a conscientious start has been made in improving the mathematics standards in the school.

Science

82 Standards in science at the time of the last inspection were satisfactory at both key stages. Limitations were noted in the pupils' skills in experimental and investigative work, but their knowledge and understanding of the subject was secure. This position has not radically changed. The overall standards are satisfactory and the pupils make sound and appropriate progress at all stages. The 1998 National Curriculum teacher assessment results indicate that the pupils of seven achieved in line with the national average overall. They achieved at high level in the aspects of Materials and their Properties and Physical Processes but less well in the aspect of Life and Living Processes and poorly in experimental and investigative science. At the end of Key Stage 2, when the pupils reach eleven, the same year's test results indicate that the pupils' attainment was well above the national average and well above the average for similar schools. The percentage of the pupils who achieved at the higher level (Level 5), was double the national average. Analysis of the assessment results from 1996 to 1999 indicate that the good standards at Key Stage 2 have been firmly maintained over time. The current inspection confirms these satisfactory, and often good standards. It also confirms that there are differences in emphasis within the school's science curriculum. The aspect of investigative science is not insufficiently developed and, although the pupils have a sound knowledge and understanding of the subject, their skills as 'scientists' remain limited.

83 The good start provided for the youngest children in reception is steadily and successfully built upon. The pupils at Key Stage 1 have a firm knowledge of plants and plant names and growth. They know what conditions promote healthy growth in the animal and plant worlds, and the importance of hygiene. They display a good knowledge of materials and their properties and uses, and of forces, such as magnetism and gravity, and what effect these have in the world about us. The pupils' progress is satisfactory. The pupils at Key Stage 2 do a great deal of science work and extend their previously gained knowledge well. They study aspects of materials such as sieving and filtering, dissolving, saturation and change. Their studies include environments, light and electricity and they make good progress. Their opportunities for investigative work are limited. They

do not have sufficient opportunities to develop their own ideas and experiments.

84 A limited amount of teaching of science was seen during the inspection. That seen was at the Reception stage and at the beginning of Key Stage 2. The teaching of science in the early part of the school was very good and promotes the children's progress well. At Key Stage 2 it was satisfactory. The teacher's learning objectives were clear and efficiently followed, and the lesson was well structured and relevant. The teacher's expectations were high and firm discipline was maintained. However, a small group of the pupils' sought to test the teacher's tolerance continuously, and the overall progress of the group was slow. Observations and discussions with pupils reveal that the majority enjoy their science work. The evidence from scrutiny of the work indicates that most pupils work hard and diligently and make continuous progress in the learning, including those with special educational needs.

85 The school's policy for science, produced in 1995, is now inadequate. Two published schemes of work have been adopted recently. In combination they are ensuring that an appropriate curriculum is being provided and that the learning objectives for science overall, and specifically in lessons, are clear in the teachers' work. Assessment procedures are included in these programmes and while these are not yet being followed throughout the school, the impact of the new schemes is positive. The pupils' literacy and numeracy skills are generally satisfactorily developed in science lessons, although the opportunities for the handling of statistical information and data, and the use of computers are insufficient. The coordinator for science has no formal opportunities to monitor the teachers' work and the pupils' development at each stage, but a process of informal monitoring has begun. Consultations have started with regard to further in-service training for staff and for the overall provision of science, but other recent national initiatives have diverted attention elsewhere. The resources are adequate but there are limitations in those for the study of electricity and the human body.

OTHER SUBJECTS

Information technology

86 The school has recently placed substantial emphasis on improving its work in information technology. In this it has been very successful. At the time of the last inspection, standards were poor. The teachers' knowledge and understanding of the subject and its purposes were insufficient. The pupils' knowledge and understanding were found to be inadequate and the National Curriculum requirements were not met. In the relatively short time that the current headteacher has been in post, the school's development of information technology use has been very focused, very purposeful and markedly beneficial. Standards overall, are now satisfactory, and the pupils at all stages make good progress.

87 The resources have been carefully renewed and updated, largely with the help of funds raised by the Friends of the School Association, and the advice and support of the local education authority's support services. This has increased the opportunities for the pupils to use computers beneficially in many aspects of their work. Substantial staff development has also taken place. The coordinator for the subject has attended long-term in-service training. The very recently appointed newly-qualified teacher has firm information technology skills. In addition, during the inspection, the voluntary support of a post-graduate about to enter teacher-training, was observed to be providing good levels of support to the pupils in their learning. These factors are ensuring that the rate of progress of the pupils is rapidly increased, and that the breadth and depth of their knowledge, understanding and skills is carefully substantiated.

88 The pupils in the reception class are able to manipulate a mouse, recognise icons and, with support, follow on screen instructions. Most of the pupils at Key Stages 1 and 2 are able to use computers to write, edit, save and print text and to retrieve information from a CD ROM. At Key Stage 2, older pupils are beginning to be able to use the audio and visual elements of programs such as 'Illuminatus' to create multi-media presentations, as in their studies of Wilby. This includes the skills of imposing graphics, page set-up and font design and voice recording. Examples were noted during the inspection, of the compilation of data for mathematics and science using information technology, but these were not extensive. The development of control technology also has yet to be broadly established in the pupils' experiences and skills. However, standards are rising rapidly and statutory requirements are being steadily met.

89 The pupils are keen to use computers and other technological devices. Individuals who have special educational needs are learning to use them as a matter of course. This is beneficial to their continuous development. The pupils work hard and pay close attention to the instructions of their teachers. Throughout the school, the pupils behave well in information technology lessons and they support each other well. The older pupils are able to contribute thoughtfully to the lesson activities, and many volunteer to stay in a lunchtimes to continue their work. Some use information technology resources at home to complete homework. The school encourages this. The pupils with special educational needs make good progress.

90 The quality of the teaching is good overall. The lessons are well planned and their organisation ensures that the pupils' obtain maximum benefit from sessions. The methods include direct teaching and opportunities for the pupils to explore and make choices. Small group work is effectively used to promote good teacher-pupil contact and support. Firm attention is given to the development of the pupils' literacy skills, but insufficient attention is given to numeracy skills.

91 The coordinator for information technology has a sound grasp of the subject and understands the requirements of the curriculum and the needs of the pupils. A national scheme of work has been adopted and is being carefully followed to ensure the pupils' sound general development. The resources overall are good and are efficiently and effectively used. The accommodation is rather cramped. Limitations on space is a feature in a number of areas of the school, but the information technology resources have been placed centrally to allow ready access to all classes.

92 The school, having made it a priority to improve the quality of provision in information technology in order to raise standards, is rapidly achieving its aims.

Religious education

Art

1 One art lesson only was observed during the inspection. The judgements are based on this, and the scrutiny of the pupils' work around the school and the sketchbooks of pupils at Key Stage 2. The pupils begin Key Stage 1 with well-developed pencil and brush control. The progress they make at both key stages is satisfactory. The quality of their work is in line with expectations for the age group and the standards noted at the last inspection have been maintained. The restricted range of materials in use that were noted then, has not been extended.

95 No collections of the pupils' work are kept. There are few images available of art by famous artists from other cultures or periods to stimulate the pupils' imagination. The pupils at Key Stage 1 paint large colourful pictures, for example of Pinocchio, and display sound composition skills and sense of proportion. They are confident in their use of brushes. They study the work of Paul Klee and can reproduce successfully, his style in making their own drawings. At Key Stage 2, the pupils can make water-colour prints which sensitively and accurately portray the colours and designs of the stained-glass windows of Peterborough Cathedral. They use sketchbooks for experiments with style, such as pencil portraits, following the Cubist style of Picasso. Their drawing techniques are not well developed at Key Stage 2 and the older pupils' line drawings are often immature. However, in the lesson observed the teachers' good planning was clearly linked to the required programme of study. The clear explanations and high expectations in term of the pupils' concentration and effort, resulted in their making good progress. The pupils can mix primary colours effectively to produce a range of subtle, graduated shades and they show good awareness of the relationship between colour and mood. They can record their observations of an image accurately to convey the atmosphere and quality of the original. They show confidence in handling materials and talk fluently about their own work.

96 The newly-appointed coordinator has a good knowledge of how art should be planned and taught throughout the school and of how pupils can make progress. There is no policy or scheme of work to support the teachers in their lesson planning. The coordinator is planning to introduce both. Some multi-cultural influence is used as a basis for the pupils' art work, but this aspect is not sufficiently developed.

Design and technology

97 No design and technology lessons were seen during the inspection. The judgements are made on the basis of scrutiny of the pupils' previous work, discussions with teachers and pupils and scrutiny of the teachers' planning. The pupils make satisfactory progress throughout the school in the development of their making skills and the quality of their work reaches the standards expected of the age group. The pupils enjoy their design and technology lessons and are justifiably proud of what they have made. At Key Stage 1, the pupils also make good progress in their designing skills. For example, they make detailed written analyses of what is a good puppet before drawing and designing their own. They make good quality hand-puppets with oversewn edges, which are then decorated colourfully and imaginatively, with beads and braid. At Key Stage 2, the pupils' cutting and glueing skills are developed soundly through such projects as 'The Creation of the World' - a fabric wall -hanging, and the construction, in wood, of the internal structure of Peterborough Cathedral. Following a visit to the cathedral, a group of older pupils designed and made a full-size bishop's cope and mitre in fabric, using a sewing machine with accuracy to add surface decoration. This is an impressive corporate achievement.

In making a variety of products, artefacts and models, the pupils use tools and materials with increasing competence. The range of materials available, including those for food technology, and construction kits is satisfactory. At Key Stage 2, the pupils' progress in designing and evaluating their work is unsatisfactory. They continue to design by means of drawings and plans but do not add dimensions or scale and they do not develop a sufficiently rigorous approach to evaluating, by matching what they have made to their original intentions.

98 There is a scheme of work which ensures the systematic development of the pupils' skills in making. Units of work are carefully chosen to give the pupils a spread of experiences, of systems, techniques and materials, and this provides the teachers with a good structure for their planning. The pupils' numeracy skills are not significantly advanced through design and technology lessons. The teachers' planning is sound, except at lower Key Stage 2. Standards have been maintained since the last inspection.

Geography

99 No lessons were seen in geography, and due to the timing of the inspection, the available amount of the pupils' work was insufficient for reliable judgements to be made on its quality, or the pupils' progress. There is a good policy for the subject which contains a useful outline scheme of work. The subject is taught as units of work on a half-termly basis, alternating with history studies.

History

100 History is taught in half-termly units, alternating through the year with geography studies. There is a supportive policy for history which carefully outlines the skills and concepts the pupils need to acquire overall, and an outline scheme of work for the children under five and Key Stages 1 and 2. The pupils visit places of historical interest and a variety of sources, such as books, videos, documents and visitors, are used to illustrate events and times past. The school owns no historical artefacts but makes very good use of the local loan services to supplement the resources.

101 Standards at the time of the last inspection were satisfactory. Evidence from lesson observations and scrutiny of work indicate that the current position is similar. The quality of the pupils' work is satisfactory and they make sound progress. The youngest pupils gain a firm idea of things happening in the past and are encouraged to consider the future through events such as birthdays. At Key Stage 1, this chronological pattern is reinforced with topics on homes long ago, and the lives of famous people are studied, such as Christopher Columbus and Florence Nightingale. At Key Stage 2, the units of work in history range from ancient times to a study of modern British history. Sound attention is paid to the development of the pupils' skills in historical enquiry and trips and visits are carefully organised to match the current topic being studied. For example, the pupils studying homes of the past, visit the Heritage Museum at Wellingborough. At Key Stage 2, the pupils studying life in Tudor times, visit Sulgrave Manor in Northampton. This is good practice.

102 In the lessons seen, the teaching varied between unsatisfactory and good. In the unsatisfactory lesson at Key Stage 1, the teacher's learning objectives were clear but the introduction was too long and the method used to establish what the pupils already knew about the famous person being studied was limited in its effectiveness. Some of the pupils displayed poor behaviour and progress overall was unsatisfactory. At Key Stage 2, the teaching is satisfactory and often good. The teachers' planning specifies the learning objectives which are firmly followed during the lessons. The pupils are encouraged to remember and reflect, to relate their own experiences and knowledge, and to study source materials. They are usually attentive and interested and make satisfactory, and often good, progress. The teachers' planning formats lack uniformity in structure and content, and often do not indicate any criteria for the judging the success of lessons or how well the pupils are doing. This lessens the quality of support that the plans provide, especially for new or temporary members of staff. The pupils' literacy skills are satisfactorily advanced in their work in history.

Music

103 The pupils make good progress in music at both key stages, and most achieve satisfactory standards. The pupils' good progress is due to the determined efforts of the specialist teacher to reinstate sufficient time for music-making throughout the school. The teacher teaches throughout the school and communicates her enthusiasm, good knowledge and love for music successfully. The pupils have worthwhile learning experiences. The curriculum provides for the creative development of music through instrumental work, singing and performance. At Key Stage 1, the pupils move and make actions in time with music and act as conductors, beating time with enthusiasm. At Key Stage 2, they can identify simple musical rhymes and conduct with increasing accuracy and confidence, even when listening to a new piece. The younger pupils' listening skills are developed well and they can repeat sung phrases correctly. They sing clearly, tunefully and with enjoyment. This good foundation of skills is later developed further and the majority of the older pupils can explain the contrasting elements in a composition, using musical terms accurately. They can identify different musical styles such as 'pop' and 'baroque'. The older pupils need considerable encouragement to sing wholeheartedly, but the teacher's high expectations are eventually met.

104 Although there is currently no whole-school scheme of work to support the teaching of the subject, the teachers' very good knowledge results in well-structured lessons that promote the pupils' progress. The teaching, including that of the peripatetic staff, is always good and often very good. The older pupils develop further a love and understanding of music, through small group instrumental lessons. They play with concentration and feeling. A variety of extra-curricular activities helps the pupils to develop their experience of

performance.

105 The last inspection found that the resources for music were inadequate. This is no longer the case. There are sufficient instruments to enable each pupil to have regular opportunities for music-making.

Physical education

106 The school's planning for physical education is sound. The curriculum is broad and balanced, and the generous allotment of time to the subject enables the pupils to develop skills across all the elements. The teachers' planning is satisfactory and is effectively supported by a detailed and well-structured published scheme. The school adapts this, where necessary, to suit the levels of ability of the pupils and the environment of the school. The lesson plans indicate that the pupils' previous progress is built upon satisfactorily. School records show that standards in swimming are good. All pupils are able to swim at least twenty-five metres by the time they leave the school. Parents run some after school sports sessions. For example, in one well organised example seen, of netball practice, the Key Stage 2 pupils worked very hard and with concentration, practising their throwing and catching skills. The pupils can throw and catch accurately and efficiently and these activities enhance their general progress.

107 In a gymnastics lesson observed at early Key Stage 2, the teacher gave clear directions for the activities and different strategies were used well to encourage the pupils' participation. The teaching is generally sound. Most of the pupils were able to develop and improve complex balancing positions, but a small group of pupils took every opportunity to misbehave despite the teacher's best efforts. Their progress was minimal. The majority of the pupils did not allow this lack of self-discipline to affect their own learning. They made every effort to compensate by their exemplary behaviour.

108 The school hall is too small to accommodate apparatus suitable for the older, larger pupils. This limits what they can achieve in gymnastics. The floor space is too cramped for classes of pupils of any age to develop longer series of movements, for example in dance. This too limits their attainment and progress. However, the extra-curricular activities, organised throughout the year, afford good opportunities for the pupils to experience a variety of sports and games, often with expert coaching.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

- Pre-inspection meetings were held with the staff and the governors.
- A pre-inspection meeting was held with parents.
- A questionnaire about the school's life and work was provided for parents
- Documentation was scrutinised, including policies, planning and financial documents and minutes of meetings.
- Twenty-seven lessons or parts of lessons were observed.
- Samples of the pupils' work from reception and Years 2, 4 and 6 were scrutinised. Additional samples of work spanning all the age groups was also scrutinised.
- A sample of pupils were heard reading aloud.
- Discussions were held with the headteacher, the teaching and the non-teaching staff about their responsibilities and work in school.
- Discussions were held with a sample of pupils at Year 4 and at Years 5 and 6, about their life and work in school.
- An additional meeting took place with the governing body, including the Chair of Governors and the Finance Governor.
- The attendance registers were scrutinised.
- Lunchtimes and playtimes were observed.
- Assemblies were attended.
- The accommodation was inspected.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	97	2	12	0

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	4.2
Number of pupils per qualified teacher	18.6 : 1

Education support staff (YR - Y6)

Total number of education support staff	4
Total aggregate hours worked each week	59.0

Average class size: 30

Financial data

Financial year:	1998/9
	£
Total Income	142343
Total Expenditure	145545
Expenditure per pupil	1635
Balance brought forward from previous year	9240
Balance carried forward to next year	6038

PARENTAL SURVEY

Number of questionnaires sent out:

93

Number of questionnaires returned:

32

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	50.0	50.0	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	65.6	28.2	3.1	3.1	0
The school handles complaints from parents well	21.9	53.1	21.9	3.1	0
The school gives me a clear understanding of what is taught	21.9	56.3	15.6	6.2	0
The school keeps me well informed about my child(ren)'s progress	28.2	59.4	6.2	6.2	0
The school enables my child(ren) to achieve a good standard of work	25.0	56.3	6.2	3.1	0
The school encourages children to get involved in more than just their daily lessons	40.6	56.3	3.1	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	25.0	56.3	6.2	12.5	0
The school's values and attitudes have a positive effect on my child(ren)	43.8	50.0	3.1	3.1	0
The school achieves high standards of good behaviour	34.4	46.9	3.1	15.6	0
My child(ren) like(s) school	43.8	46.9	9.3	0	0

Other issues raised by parents

A few parents were concerned that the governing body sometimes made decisions affecting parents without apparent consultation.