

INSPECTION REPORT

NASEBY C. E. PRIMARY SCHOOL

Northampton

LEA area: Northamptonshire

Unique reference number: 121983

Headteacher: Mrs L Stirrat

Reporting inspector: Mr J Bishop
12184

Dates of inspection: 21 – 23 March 2000

Inspection number: 189628

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
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	School Lane Naseby Northants
Postcode:	NN6 6BZ
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Pat Yates
Date of previous inspection:	07/10/1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Bishop	Registered inspector	English	What sort of school is it?
		Mathematics	How high are standards? a) The school's results and achievements
		Music	How well is the school led and managed?
		Religious education	What should the school do to improve further?
		Physical education	
		Under fives	
		Equal opportunities	
Gillian Smith	Lay inspector	N/A	How high are standards? b) Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well the school work in partnership with parents?
Lynn Lowery	Team inspector	Science	How well are pupils taught ?
		Information technology	How good are the curricular and other opportunities offered to pupils ?
		Art	
		Design and technology	
		Geography	
		History	
		Special educational needs	

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Naseby Primary School is a Church of England Voluntary Controlled School providing education for 49 pupils of both sexes aged 4 to 11. There are 30 boys on roll and 19 girls. There are four children in the reception year, one of whom is aged under five. Several pupils travel in from outlying villages. The school is situated in a rural area north of Northampton with Kettering the nearest large town. Pupil numbers have grown over the past two years and the school is no longer the smallest in Northamptonshire. The most recent census data and information gathered by the school indicates that the socio-economic circumstances of pupils is above the national average. The school's assessment of children on entering school is that attainment at this time is generally above average overall with a few children below.

This, together with evidence gained before the inspection, indicates that attainment in literacy and numeracy is generally above what is expected of pupils of primary school age. The number of children from economically disadvantaged homes is well below average. The recorded percentage of pupils eligible for free school meals is ten per cent which is below the national average. Almost all pupils have English as their first language. Twenty three per cent of pupils are identified as having some degree of special educational need. This figure is in line with the national average.

Since the last inspection, a new headteacher has been appointed and has been in post for two years. Many new policies, including special educational needs, early years, staff development and physical education have been put in place. The school has recognised the need to improve outdoor facilities for those children in the reception year. It has introduced target setting strategies as a means of further raising standards. As part of this policy, targets for improvement are clearly defined in annual reports to parents.

HOW GOOD THE SCHOOL IS

This is an effective and successful school, which consistently maintains good standards, especially in English and mathematics. The quality of teaching is good. The headteacher and the governors give very positive educational direction to the school. The many strengths outweigh the few weaknesses. The school provides good value for money.

What the school does well

- Attainment in the core subjects of English and mathematics is consistently good or better.
- Overall, teaching is of a good standard with 90% of lessons observed being good or very good.
- The pupils enjoy school, are eager to learn and always try to do their best. Their behaviour is good.
- The school's partnership with parents is strong.
- The headteacher, with the effective support of the governors, creates an ethos that strongly supports learning. Leadership is a strength of the school.
- Teachers assess pupils' work well and their detailed planning is guided by what pupils have learnt.
- Pupils with special educational needs make good progress.
- There is a wide range of extra-curricular experiences which enhance the curriculum and pupils' personal development.

What could be improved

- The music curriculum at Key Stage 2 needs extending to include aspects other than singing.
- The marking of pupils' work does not give them sufficient information of what they need to do in order to improve.
- The school library is under-used and does not fully support the learning of reference skills or foster interest in non-fiction.
- The teaching of under fives needs to ensure that they have opportunities to be integrating into the Key Stage 1 class whilst ensuring their learning needs continue to be met.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in October 1996, a new headteacher has been appointed. The developments made in this time have improved on the satisfactory standards achieved by the pupils. A clearly defined curriculum for the under fives has been introduced. Appraisal of staff has been re-introduced. The assessment of pupils' work is good and is consistently applied in the three core subjects and most of the other foundation subjects. A sound balance of time is now allotted to all subjects. New computers have the school poised to make progress in information and communication technology and standards are rising.

Pupils' work is monitored throughout the school and the teachers keep detailed records of pupils' progress in English, mathematics and science. Due to the excellent leadership of the headteacher and the support of the governors, the school is well placed to further build on the very substantial improvements achieved since the last inspection.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			Similar schools	
	1997	1998	1999	1999	
English	C	E	B	B	well above average A above average B average C below average D well below average E
Mathematics	A	A	A	A	
Science	A	B	C	D	

Most of the five year olds in the current reception class achieve beyond what is normally expected for their age in language and literacy and in numeracy. At seven years of age, standards compared to national averages in 1999 are below in mathematics and very good in reading and writing. By the age of eleven, standards in 1999 are good in English and very high compared to national averages in mathematics and average in science. The work pupils were doing during the inspection suggests that pupils attain well and standards are appropriately above national averages and generally above schools with similar intakes. It should be noted that in schools of this size, with small numbers taking the tests, results can vary considerably from year to year, which means that comparisons with other schools are not secure.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn and they invariably give of their best. They are responsive and responsible and show positive attitudes in all they do. They respect the school's resources and handle them with care.
Behaviour, in and out of classrooms	Behaviour in classrooms is almost always good. Behaviour was good in the playground and around the school. Pupils are very courteous and confident with visitors.
Personal development and relationships	Personal development is good overall. Pupils respect each other as well as adults. Relationships throughout the school are positive. Pupils respond to the many opportunities to undertake responsibilities and the experiences provided by residential visits.
Attendance	Attendance is good and pupils enjoy coming to school.

The school has a very positive ethos with teachers and other staff in the school acting as good role models. Pupils work willingly. Pupils take much pride in the glazed tiles which they produced covering the history of Naseby. These are on permanent display in the new village hall.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Very Good

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

The teaching of English and mathematics is generally good or very good at both Key Stage 1 and Key Stage 2. Mathematics is particularly well taught at the end of Key Stage 2 and English is very well taught at the end of Key Stage 1. Teachers are enthusiastic, plan their work well and assess pupils' work so that future lessons will meet pupils' needs. Lessons are planned and conducted with an understanding of the differing ages and attainments of pupils with the result that all abilities are challenged. Teachers' marking is often supportive in informing pupils what it is they need to improve next although this technique is insufficiently employed. Pupils sometimes continue to repeat mistakes, and this slows their progress when marking is insufficiently informative. They have insufficient opportunities to develop research skills although this situation is now ready for improvement with the installation of a new reference library and the purchase of new computers. Twenty lessons were seen during the inspection; teaching was good or better in ninety per cent of lessons with fifty per cent very good. There were no unsatisfactory lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant and caters well for the wide range of pupils' interests and abilities. Residential visits, educational trips and a good range of extra-curricular activities provide practical experiences to extend the pupils' understanding of the wider world.
Provision for pupils with special educational needs	Provision is good. Work designed especially for them, enables pupils with special educational needs to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good overall. Weekly discussion lessons make a positive contribution to pupils' personal and social development. There are clear codes of behaviour and all adults in the school are good role models. Strong Christian values pervade the school and there is sound provision for spiritual development. Learning about the world's major religions helps to further pupils' understanding of life in a multi-faith society although there are insufficient books available which reflect life in a multi-cultural society.
How well the school cares for its pupils	The school provides a safe and well cared for environment. The school is very conscious of health and safety issues.

Partnership with parents

The school receives pupils from several villages. Some pupils travel in from considerable distances. Parents are invited into school twice yearly to discuss the progress of their children. Many parents undertake effective and informed work as voluntary helpers in classrooms. There is a very strong School Association, which supports the school financially and socially. Many parents are pleased with the improvements made in the school over the past two years.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is excellent. The ethos created by the headteacher is increasingly supported by the whole school community, and strongly supports learning. The enthusiastic leadership of the headteacher is a strength of the school.
How well the governors fulfil their responsibilities	The positive attitude of governors is a strong feature of the school's management. They offer informed and enthusiastic support to the headteacher and to the school.
The school's evaluation of its performance	The school has a clear and effective view of its work and has succeeded in evaluating test and assessment results to identify areas in which improvement might be effected.
The strategic use of resources	Good use is made of staff, time, materials and the building. There are weaknesses in the use of the library. There is no school hall which is detrimental to progress in physical education and in providing opportunities for performing music and drama.

The school is appropriately staffed with teachers and support assistants and this enables pupils to learn in a satisfactory manner. The school building is well cared for and the ample grounds include an environmental area. The school is adequately resourced. The governors offer very good support to the headteacher and are well informed about pupils' academic progress and personal development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children like school • The teaching is good • The school is easy to approach • Children are expected to work hard • The school is well led and managed • The school is helping children become mature and responsible • Behaviour in school is good • The school works closely with parents • The children make good progress 	<ul style="list-style-type: none"> • Clearer information on how children are progressing • A wider range of extra-curricular activities • The amount of homework pupils receive.

The parents' meeting was very supportive of the school and in the way it educates the children who attend. In general, the inspection team would disagree with some of the comments made by parents. There is a wide range of extra-curricular activities, which includes chess, information technology and cycling clubs, football and netball teams as well as residential and other visits. The school's homework policy concerns some parents, particularly those who have older pupils. The school is aware that further clarification is necessary. Many parents praise annual reports which include clear targets for improving learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Over the last four years, pupils have achieved consistently good standards in the three core subjects of English, mathematics and science at both key stages although results in mathematics at Key Stage 1 are more variable, especially in 1999 where they compare unfavourably with test results in reading and writing. However, it should be noted that in schools of this size, with small numbers taking tests, percentage swings can be considerable. Work seen during the inspection indicates that standards remain well above average in English at Key Stage 1 and well above in mathematics at Key Stage 2 during the current year. Standards are above average in mathematics at Key Stage 1 and English at Key Stage 2. In 1999, according to the teachers' assessments, the school's science results were very high in terms of pupils achieving level 2 and generally in line with the national average for pupils achieving the higher level 3. At Key Stage 2, standards in science were very high in terms of pupils achieving level 4 but no pupils reached level 5 which was well below the national average. However, the standard of work seen during the inspection supports the school's view that this concern is being successfully addressed. The school has carefully analysed why pupils missed the higher level 5. Pupils of all levels of attainment are now being appropriately challenged.
2. When children enter the reception class, their knowledge, understanding and skills are generally in line or above those expected for their age. Children under five make sound progress in the reception class. Their personal and social development is satisfactory. They settle confidently into their daily routines, behaving well and gaining in independence. They listen attentively to adults and enjoy stories and rhymes. Children develop good speaking and reading skills and their writing shows steady improvement. Children begin to count and record numbers by sorting objects and examining patterns. They have a simple awareness of their immediate environment and enact aspects of this in role-play. Children use crayons and brushes competently and their artistic skills are good. The children's physical development is satisfactory. By the time they are five, the children have continued to make sound progress and standards are generally above what is expected for their age as they begin work on the National Curriculum.
3. Over much of the time since the last inspection in 1996, pupils' attainments in the National Curriculum tests at Key Stage 1 have remained above national averages in reading and writing but results in mathematics have been more variable. According to teachers' assessments, standards have followed a similar pattern except that it was expected that in mathematics, more pupils would achieve the higher level 3 than actually did. At Key Stage 2, standards over the past four years have been close to the national average in English, very high in mathematics and well above in science. However, in 1999, no pupils achieved the higher level 5 in the national tests for science although the teacher's assessment expected several pupils to do so. The percentage of pupils achieving level 5 in science was well below the national average. At the end of Key Stage 1, pupils' attainments for 1999 are very high, when compared to schools of similar intake, in reading and writing but below in mathematics. The writing results place the school in the top five per cent nationally. At the end of Key Stage 2, pupils' attainments for 1999, when compared to similar schools are very high in mathematics, above in English and below in science.
4. Taking the four years 1996 – 99 together, the figures show that, at Key Stage 1, the performance of pupils in reading is close to the national average and above in writing and mathematics. Taking the same four years, pupils' performance at Key Stage 2 in English is close to national averages, very high in mathematics and well above in science. Taking all the core subjects together, the performance of all the pupils at the end of Key Stage 2 is well above the national average. Pupils with special educational needs attain levels appropriate to their abilities and in line with the targets set in their individual education plans. Teachers plan lessons carefully, generally providing work which challenges pupils of all abilities into making good progress.
5. In English, pupils at both key stages speak well and are making satisfactory progress in developing their literacy skills. They generally listen well to one another and to adults. Pupils

at Key Stage 1 are keen to answer questions and voice appropriate views when predicting the outcome of stories. At Key Stage 2, speaking is a strength with older pupils using sentences well and they are building up an effective vocabulary which they use when writing emotive poetry, such as "The Evacuees". Most pupils at Key Stage 1 understand the sounds of letters, recognise many regularly used words and willingly attempt new and unfamiliar words. At both key stages, they show interest in their books and their reading is expressive, taking note of punctuation.

6. Pupils progress satisfactorily in writing at both key stages. At Key Stage 1, pupils are beginning to write at length with the oldest pupils using punctuation and adjectives effectively. At Key Stage 2, pupils write in a wide range of styles including story telling, poetry and writing for other subjects of the curriculum. Work is usually well presented but not all pupils at Key Stage 2 are using the cursive style.
7. Pupils at Key Stage 1 make satisfactory progress in mathematics and progress at Key Stage 2 is very good. Pupils at Key Stage 1 add and subtract to at least 20, most using mental strategies which are being reinforced by the effect of teaching the numeracy strategy. Most pupils, of all abilities, benefit from appropriate challenging work set in both classes.
8. At the end of Key Stage 1, standards in science, according to teacher assessments are above national averages and at Key Stage 2 all pupils reach the expected level 4 but no pupils reach the higher level 5 as expected by the teachers and this factor is well below national averages. Standards in English, mathematics and information technology have been substantially raised since the last inspection. Standards have been maintained in science and religious education. In all other subjects except music at Key Stage 2, progress has been maintained since the inspection in 1996. Music at Key Stage 2 is sound for singing but there is insufficient planning and application of the other aspects of the music curriculum. Pupils' work seen at the time of the inspection indicates that overall standards are at least appropriate in all subjects and often better.
9. The school has agreed appropriately challenging targets for English and mathematics with the local education authority. It met these targets in 1999 and evidence from the inspection suggests that the school is likely to achieve them in 2000. Standards are generally consistent between boys and girls.

Pupils' attitudes, values and personal development

10. Pupils of all ages have very good attitudes to learning. They settle quickly at the start of their lessons and listen carefully to what their teacher is saying and to each other. They sustain concentration well and contribute freely to class discussions. During an assembly led by the older pupils, for example, they read their prepared texts clearly and spoke with confidence before the whole school. Pupils of all ages work well both independently and when they are placed into groups. They take care with their work, are eager to talk about it and show pride in what they have done.
11. Pupils behave very well and relationships are good. Pupils of all years mix freely and they are well mannered and polite. Pupils are friendly towards visitors and happily strike up conversations. They respond well to the school's praise system and are pleased to receive stickers and certificates during the weekly 'Praise Assembly'. Pupils behave well in the playground and are not overly boisterous. The playground runs alongside the road and the amount of space is restricted. Although several pupils play ball games, they are considerate of others who prefer to play more quietly. Pupils take care not to bump into each other and always ask permission to retrieve their ball if it goes out of bounds. There has been one fixed term exclusion over the last school year.
12. Pupils' personal development is good. An exceptionally wide range of trips is organised and pupils of all ages are thus offered the opportunity to experience a broad range of experiences, such as caving, hill walking and abseiling. Through the school's connections with the Jackfield Tile Museum in Shropshire, older pupils have been involved in the design and manufacture of a large panel of wall tiles for the newly built village hall. This project involved researching the history of the village and working out the most appropriate way of depicting some of the major events over the last thousand years. Culminating in a weekend trip to the museum, pupils created a most attractive and original panel that now serves as a permanent example of the school children's work. Pupils relish being given responsibilities around the school such as

tidying up the library or helping to put out the play equipment during mid morning break. Pupils successfully help to edit the school newsletter 'Big News At Naseby' and become pen-pals with children who live in a nearby village. This helps them to form early friendships with others who will be moving on to the local secondary school.

13. Attendance is good and has been consistently above the national average for at least the last three years. There have been no unauthorised absences and pupils arrive in good time for the start of the first lesson. Registration takes place quickly and time keeping during the school day is good. This helps pupils to make the most of their time at school and underpins their very positive attitudes and the high standard of work they subsequently achieve.

HOW WELL ARE PUPILS TAUGHT?

14. Overall, the quality of teaching is good. All the lessons observed were at least satisfactory and the vast majority were good or very good. The quality of teaching is a strength of the school. The teachers are particularly committed and put an enormous amount of time and effort into their work, not only during the school day, but in the evenings, weekends and holidays as well. With the exception of the headteacher, none of the staff are full-time. However, as they work very well together and give unstintingly of their time, the school is able to offer the wide and stimulating curriculum that would normally be seen in much bigger schools.
15. The quality of teaching for the under fives is good. Their lessons are based on national guidance and the activities planned enable pupils to achieve the desirable learning outcomes specified for pupils at the age of five. The pupils are encouraged to become independent and they develop good learning habits. Sometimes, they take part in activities planned for older pupils in the class and this prepares them well for the National Curriculum next year but this does not happen sufficiently often and the children frequently work away from the teacher and the rest of the class.
16. At both key stages, teachers demonstrate a good understanding of the National Curriculum programmes of study. In addition, they have read and assimilated the most recently recommended documentation. The teaching of music is relatively weak at Key Stage 2 as the curriculum taught is currently too narrow and this restricts pupils' learning. The lack of a hall makes it difficult to teach gymnastics well. Information technology is well taught and teachers ensure that pupils have the chance to use computers on a very regular basis and this supports learning across the curriculum. Teachers have put a lot of time and thought into planning the National Literacy and Numeracy Strategies. In their lesson plans, they clearly identify what pupils of different ages and abilities will be taught and the lesson activities are carefully chosen so that the intended learning outcomes are achieved. Teachers provide clear and challenging individual learning targets in literacy and numeracy to remind pupils of what they need to do next. Pupils are encouraged to explain their methodology in mathematical calculations and their views on poems and stories. This approach has a significant impact on pupils' learning. In other subjects, the basic skills are competently taught and the school makes good use of visiting specialists to provide specialist teaching of skills and this enables pupils to learn from a sound foundation.
17. Teachers' lesson plans are very detailed. They clearly specify the intended learning outcomes for pupils of different ages and abilities in the class. The planning also includes detailed advice for classroom assistants and learning support assistants. This enables them to be particularly effective in the classroom.
18. All teachers ask questions skilfully. They do this to check what pupils already know, what they have understood and to develop their ability to give reasoned answers. This is an improvement since the last inspection. Teachers provide clear explanations of what they would like pupils to do. Where new skills or knowledge are introduced, teachers are good at explaining and using demonstrations to ensure pupils have fully understood. Teachers know their pupils well and generally provide activities which are well matched to their learning needs. They have high expectations of pupils in terms of their behaviour and appropriate expectations with regard to the levels of attainment. Pupils who have special educational needs are given good support by learning support assistants and through the provision of work which is well matched to their needs. In addition, teachers write particularly detailed individual education plans which they then take fully into account when planning their work.

19. Teachers use a good range of teaching methods. Pupils have opportunities to work independently, in small groups and as a whole class. This helps them to develop good learning habits as younger pupils receive help from older pupils. Those who find the work difficult are helped by those who are more confident. Whenever appropriate, pupils are encouraged to use computers. Time is used efficiently and pupils are made aware of what they are expected to achieve in the time available.
20. Teachers manage pupils very well. The result is that a purposeful and calm working atmosphere is created in each class. Teachers expect good behaviour and are quick to reward pupils when appropriate. When attitudes or actions are occasionally inappropriate, teachers are quick to notice and correct. They use the school's assertive discipline strategy consistently and it is successful. Teachers encourage pupils to concentrate and take care with their work. They clearly value pupils' work and contributions. As a result, pupils are generally keen to please.
21. The pace of lessons is usually brisk, with teachers keeping pupils on target to achieve what is intended in the time available. Plenary sessions at the end of lessons are well used to consolidate the learning which has taken place and to encourage pupils to value the work of others. Teachers make good use of the resources available. If there is nothing suitable in the school, they often spend time making good quality resources of their own. In addition to the school's own resources, teachers borrow, make visits and arrange for visitors to come in to make learning more interesting for the pupils. Very good use is made of parents and friends of the school, who freely give of their time to help pupils with their learning. It is through the efforts of some of these helpers that pupils have the very rich and interesting curriculum on offer.
22. Teachers are very conscious of the need to assess pupils' progress and achievement. They do so very conscientiously and keep detailed records at both key stages in almost all subjects. They then use this information to help them match the level of work to the needs of individual pupils. Both oral and written comments are used to show pupils how they can improve their future work. Their written work is marked on a regular basis and praise and rewards for good work are given wherever they are due although it is not always made clear to pupils what they must do to improve.
23. Homework is being used effectively to reinforce what has been learnt in school, particularly in English and mathematics. It is also used to encourage pupils to carry out their own research in preparation for work in class and to extend what they have learnt in school. Pupils with special educational needs are set clear and achievable learning targets in their individual education plans. They are given help to achieve these and their progress is very carefully monitored to ensure that the pupils are achieving success. The careful monitoring also enables teachers to identify difficulties early and ensure that the pupils are always being appropriately challenged.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

24. Pupils are provided with a broad, balanced and relevant curriculum, which reflects the aims of the school. The curriculum fully meets statutory requirements and those of the locally agreed syllabus for religious education. Appropriate emphasis is placed on the teaching of English and mathematics. The school's planning and provision for teaching the Literacy and Numeracy Strategies is good. Teachers have put a lot of time and effort into planning a curriculum which fully takes into account the wide range of ages and abilities of pupils in each class. Consequently, all pupils are working at an appropriate level in numeracy and literacy lessons. The additional literacy lessons for Year 3 pupils are also well planned and taught. There are detailed schemes of work and subject policies for all subjects. The school has updated most of its planning to take account of recent guidance. This ensures that pupils continually make progress in these subjects as they move through the school. The introduction of the Literacy and Numeracy strategies has reduced the amount of time being spent on other subjects. Despite this, the subjects taught are interesting and teach pupils the required skills and knowledge, except in music where the breadth of coverage is limited. Pupils have the opportunity to study all aspects of the National Curriculum for information technology. The school has improved provision considerably since the last inspection. Pupils now have easy and frequent access to computers and use them to help with their work in most subjects.

25. The quality and range of the curriculum provided for those pupils who are under five is good. It includes all the areas of learning specified in national guidance and places an appropriate emphasis on their personal and social development.
26. Provision for pupils with special educational needs is good throughout the school. Their individual education plans are very well written and teachers take into account their learning targets when planning lessons. Their progress is carefully monitored and learning targets updated whenever necessary.
27. The school provides a good range of extra-curricular activities. These include, at different times of the year, football, netball, chess, computers, cycling, French, infant maths and a booster club to help older pupils prepare for Key Stage 2 national tests. The school has recently introduced a homework policy. It sets homework for the pupils in the form of reading, learning spellings and number activities. Older pupils are also asked to do work related to other subjects. The amount set depends upon the age of the pupils and ranges from ten to thirty minutes per evening. Older pupils often have a week to complete the work set and occasionally this causes them problems as they leave it all until the last minute rather than doing a little each evening. Some parents expressed concern about the amount of work set, but the inspection team found that the work set is benefiting pupils' progress.
28. The school provides pupils with a very good range of visits and visitors in order to enhance the curriculum. Pupils have experienced Victorian and evacuee days in the school. They have visited a museum to meet a Roman Centurion and they have been into their own village to research the buildings and land use. Visits have been made to places of scientific interest, for example, to Naseby Hall, Daventry Country Park and Buckden House. All pupils in the junior class take part in a residential visit, which contributes to the development of their social skills. The whole school visited the Theatre Royal to see a production of Cinderella. Visitors to the school include the local vicar, artists, police, fire brigade and St. John's Ambulance Brigade.
29. There are very constructive links with the local playgroup and other toddler groups. Children who attend playgroup are familiar with the school and staff before they start their full-time education and this helps them to settle quickly into school routines. There are sound links with the local secondary school. The local cluster of primary schools works well together and this benefits both teachers and pupils. The school has also established close links with several other local schools and pupils communicate with their penpals in these schools on a regular basis. The schools are of different sizes and visits are made so that pupils can see how education is both similar and different in other schools.
30. The provision for pupils' personal, social and health education is good. It includes health education, sex education and drugs awareness. Regular lessons are carefully planned and make a positive contribution to pupils' social development.
31. Overall, provision for pupils' personal, spiritual, moral, social and cultural development is very good. For the spiritual aspect, it is good. The pupils visit the local church and clergy regularly visit the school. Collective worship is well planned and is effective in developing the pupils' awareness of a greater being. Opportunities are regularly taken to give pupils the chance to wonder at nature, such as at daffodils. Music and art are used to promote spiritual development in assemblies and lessons.
32. The provision for moral development is very good. Pupils have contributed to the production of the school's Code of Conduct and are fully aware of its contents. There is an effective rewards system and pupils are keen to gain points. Pupils clearly understand right from wrong. In personal, social and health education, pupils have the chance to discuss moral issues and to

develop moral attitudes and behaviour. In all the lessons observed, pupils of all ages behaved well. All individuals in the school are valued and know this.

33. Excellent opportunities are provided to promote pupils' social development. Pupils have a range of responsibilities in the classroom. They are responsible for the school garden and opened it to the public as part of Naseby's Open Garden Event last year. Pupils are encouraged to think of ways to improve the school environment and this resulted in the planting of a thousand daffodil bulbs in the school grounds. The school operates a Citizenship Award in conjunction with the community police. All the pupils take part and receive their certificates in their Leavers' Assembly. In order to achieve it, they have to complete a First Aid course, they learn how to call the emergency services, they become knowledgeable about the dangers of drugs, make a contribution to the local community and take part in a residential experience. All this contributes to the production of socially aware pupils. The school day extends into the evenings on a regular basis and pupils and their parents have enjoyed monthly fun evenings, the most recent being an art and craft evening. There is an annual charity fun morning, which the pupils plan and also sports days. Pupils also have the chance to play team sports against other schools. Pupils make a wide range of interesting educational visits. Pupils' social development is supported by the very good role models set not only by the teachers but by all the other adults who contribute to the life of the school. All the Key Stage 2 pupils have pen-pals in other schools and they write to them and visit them for social events, such as the school disco, on a regular basis.
34. Provision for cultural development is very good. In religious education, pupils are developing an understanding of the major world faiths. They have visited the local church and a mosque. In history, they develop an understanding of cultures in the past and an awareness of their own culture. They have had the chance to live as 'Victorians' and 'evacuees' for a day. Pupils regularly take part in activities which contribute to village life. They make visits to the theatre and museums. Local crafts people teach them traditional crafts. In art, they look at the work of a range of artists, as well as art typical of other cultures. The oldest pupils have the chance to learn French.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. This school works hard to promote the welfare, health and safety of its pupils. Staff provide a welcoming and positive environment and everyone does their best to ensure that the time the pupils spend at school is productive and enjoyable.
36. Children under the age of five are well looked after and the educational and personal support they receive is of good quality. Children feel happy and secure and this helps them to make good progress in all areas of learning. The support provided for pupils with special educational needs is of high quality and meets their needs well. This helps to ensure that they make good progress throughout their time at school.
37. Procedures for monitoring pupils' academic progress are good overall and very detailed records are kept with regard to reading and spelling. When the youngest children join the school, they are assessed and detailed records of each child's initial and subsequent achievements are maintained. As they get older, very detailed records are kept concerning what they know and can do and these are well used by teachers when they are planning what pupils will do next. Personal Profile Books contain representative samples of pupils' work and are used very well to track the progress made by individuals. During lessons, close attention is paid to the needs and abilities of all pupils and they receive well-considered advice and support. Each pupil receives three targets for English and mathematics and these are regularly updated. The quality of this advice is high and is closely tailored to the needs of each individual.
38. Pupils' personal development is monitored formally through the Citizenship Award scheme and informally, based upon class teachers' close knowledge of their pupils' individual circumstances. Personal, social and health education is effectively taught through circle time discussions, science and religious education. Pupils are appropriately warned of the dangers of drug misuse. The high quality educational and personal support provided by this school helps pupils to make good progress in all areas of the curriculum and to achieve a high standard of work.

39. Procedures for promoting good behaviour are very effective. Junior pupils were originally involved in the drawing up of the school's charter and this helps to ensure that they have reflected upon and clearly understand the impact upon others of any thoughtless or insensitive behaviour. The charter is displayed around the school building and there is an unspoken understanding of the type of behaviour expected and unsatisfactory behaviour is rare.
40. Procedures for monitoring attendance are good. Parents willingly provide reasons for their child's absence and there have not been any unauthorised absences for at least the last twelve months. Procedures for child protection are good. Routine health and safety procedures are good and statutory requirements are met.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. This school places great emphasis on working closely with parents and does everything it can to ensure that they are kept closely informed about the day-to-day life of the school as well as the progress made by their own children. Parents respond positively to these overtures and hold the school in exceptionally high regard. They are particularly pleased with the welcoming and friendly atmosphere, the quality of education provided and how the school plays an increasingly central role within this rural community. They particularly appreciate the way in which the school helps pupils to become mature and responsible citizens. The majority of parents feel that their children are making good progress and are confident that they would feel able to approach the school in the event of a problem. Some concerns, however, were expressed about the level of homework. The inspection found, however, that the amount set is appropriate for pupils of this age and is broadly comparable with many other schools. Although some parents expressed misgivings about the range of extra curricular activities provided, the level of activities provided was considered to be very good for a school of this size.
42. The quality of information provided is good and parents receive very detailed annual reports that give them a very good idea of how their child is progressing. Parents are also provided with very clear guidance on how they can help their child to improve and, each year, these written reports are supplemented by two consultation evenings. Attendance at these meetings is excellent.
43. Parents also receive a weekly newsletter and the 'Big News At Naseby' newspaper termly. The older pupils largely edit the latter and these communications help to keep parents in touch with what is going on. The school prospectus and governors' annual report make interesting reading and contain all the information they should.
44. Parents are keen to contribute to school life and they offer valuable support in a number of ways. For example, they regularly hear their children read at home and most avoid booking a holiday during the school term. The impact of this support is very positive and helps to ensure that the pupils are helped to achieve and maintain a high standard of work. Many parents attend the 'Open Assemblies' that are held every month and they offer staunch support for the Naseby School Association. Numerous parents help in classrooms and offer well-informed support to the pupils. The majority of pupils and their parents manage to come along to the monthly 'Fun Evenings' and they are introduced to activities such as pottery or face painting. Other fund raising events such as quiz evenings and Christmas discos are very well supported and they help to raise funds that are used to improve the quality and range of learning resources within the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The headteacher, supported by a competent governing body, is very effectively managing the school. They have agreed a school development plan which appropriately identifies the main priorities for future development. They take this into account when identifying staff training needs and financial commitments. The headteacher, together with the governors, is successfully promoting high standards in all aspects of school life, although there are weaknesses in the provision of music. All the staff work well together to maintain high standards in the core subjects. The headteacher and governors closely monitor standards in national tests and are making progress in developing a sufficiently detailed analysis of what pupils find difficult so that weaknesses may be compensated for. The headteacher is the co-

ordinator for all but three subjects. New and recently revised policies make a useful contribution to the teaching of subjects across the curriculum, but the lack of sufficient non-contact time makes it difficult for them to monitor teaching and curriculum provision rigorously. The school has carried out staff appraisal. The headteacher uses some of her time to teach in the other class. This is currently on an ad-hoc basis and has insufficient impact on teaching and learning. The school has appropriate aims and values and is successful in achieving most of them. There are good relationships evident between pupils, staff and parents. The school takes steps to ensure that all pupils have the chance to partake fully in all aspects of school life. The governors are committed to the support of pupils with special educational needs. The result is that these pupils achieve good standards for their ability and their quality of learning is good.

46. The governing body fulfils its statutory responsibilities and is fully aware of the performance and improvement in the school. The governors take their responsibilities seriously and some undertake a pastoral role, monitoring a year group throughout their seven years in the school. They have attended a large number of appropriate courses on a wide range of subjects related to their roles. They are well informed and make a valuable contribution to all aspects of school life. Committees have been set up with responsibilities for finance, fabric and the curriculum. All meet regularly and are very knowledgeable about the school's current position and where it would like to be. Many of the governors help in classrooms on a regular basis and informally gain an understanding of the school's strengths and weaknesses. Others make formal monitoring visits to classrooms and share their findings with teachers and the governing body. Specific governors have taken an interest in, and responsibility for, special educational needs provision, and curriculum areas. The chair of governors meets with the headteacher on a regular basis and is fully aware of the way the school functions and its strengths and weaknesses and this is an improvement since the last inspection. The governor with responsibility for finance is very well informed and takes the role seriously. He has a very clear understanding of the budget and plans very carefully, taking into account trends identified for the next three or four years. Day-to-day administration of the budget is tight. Steps are taken by the headteacher and governors to ensure that they shop around for the best value before making any financial commitments. Spending is linked to the school development plan but this does not identify subject resource needs on a long term basis. The governors recognise the financial implications of a growing number of pupils wishing to come to the school. There is a larger end-of-year financial carry-forward than is usually expected in a school of this size. The governors are judiciously building this in preparation for a continued growth in pupil numbers. Since the last inspection report, the monitoring of the schools' finances has been significantly improved and it is now very effective.
47. The school has taken sensible steps to evaluate its performance and is clearly aware of its strengths and weaknesses. It is taking steps to secure improvements in most of these areas. Standards in information and communication technology are much improved since the last inspection. This progress has been assisted by the recent installation of the National Grid for Learning computers. The school has identified its educational priorities and spending decisions are directly related to these. For example the school is committed to good quality provision for special educational needs pupils and is successful in achieving this.
48. The school is adequately staffed and this has a positive impact on standards. Classes are relatively small and teachers cope very well with the wide range of ages and abilities present in each class. The accommodation is very well maintained and a stimulating working environment is created. The school benefits from an environmental area and extensive playing fields but has no school hall which has a detrimental effect on gymnastics and makes many other activities, such as drama, difficult. A designated play area for the youngest pupils has been developed since the last inspection and an adequate range of wheeled toys for outdoor use purchased. Subjects generally have a satisfactory range of resources but there are too few non-fiction books available for pupils in the school library although those they have are of good quality. Overall, the school applies best value principles satisfactorily to the acquisition and use of its resources.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should:-

- Improve the quality of learning in music at Key Stage 2 by:
 - providing more opportunities for pupils to experience composing and performing;
 - widening pupils' experiences of music from other cultures by increasing the range of resources available.

(Paragraphs 8, 16, 105, 106, 108)

- Increase pupils' progress by:
 - extending the good practice evident in marking so that all pupils have an increasingly clear idea of how they can develop their work.

(Paragraphs 22, 69)

- Develop the use of the library and pupils' interest in non-fiction by:
 - providing more time for pupils to use the library for individual research;
 - widening the range of books available;
 - introducing more non-fiction texts into literacy lessons.

(Paragraphs 48, 68, 96)

- In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan:
 - review the provision for children under five to ensure educational consistency from reception to Key Stage 1 by clarifying the role of the teacher in providing teaching input.

(Paragraphs 15, 57)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	50	40	10	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	49
Number of full-time pupils eligible for free school meals	0	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	12

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence	%
School data	5.0
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	48
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2.2
Number of pupils per qualified teacher	22.3
Average class size	24.5

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	73

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	1
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	1998/1999
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	£
Total income	104,470
Total expenditure	98,677
Expenditure per pupil	1,974
Balance brought forward from previous year	9,170
Balance carried forward to next year	14,963

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	49
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	42	3	0	0
My child is making good progress in school.	55	42	0	0	3
Behaviour in the school is good.	21	73	3	0	3
My child gets the right amount of work to do at home.	25	44	19	3	9
The teaching is good.	55	39	3	0	3
I am kept well informed about how my child is getting on.	42	42	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	64	30	6	0	0
The school expects my child to work hard and achieve his or her best.	61	36	3	0	0
The school works closely with parents.	55	39	3	0	3
The school is well led and managed.	48	42	6	0	3
The school is helping my child become mature and responsible.	48	48	0	0	3
The school provides an interesting range of activities outside lessons.	30	39	30	0	0

Other issues raised by parents

The parents' meeting was attended by 13 parents. The overall tone of the meeting was very supportive of the school. None of the issues suggested by the questionnaire were supported at the meeting. The general tone of the meeting was that the school, since the last inspection, is sharper, tidier and better presented.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

49. Children enter the school at the beginning of the academic year in September. These children will reach their fifth birthday by August 31st of the following year. At the time of the inspection there were 4 children in the reception class one of whom was aged under five. They share the classroom with another 19 pupils from Years 1 and 2.
50. Children's attainment on entry to the school is generally above that expected nationally for children of similar age in all areas of learning. They make satisfactory progress overall and quickly become happy and confident learners, taking a full part in the range of activities offered to them. By the time the majority of the children reach the age of five years, they are generally above the expected levels of attainment in all areas of learning.

Personal and Social Development

51. Children concentrate well and persevere in what they are doing. They play independently and with their friends in the role play corner, setting up simple role-play activities such as a toy shop, café or greenhouse. They listen to each other in class discussion sessions. The children behave well and show respect for their teacher and other adults, as well as for each other. They appreciate one another's achievements and applaud success. They show appropriate emotion in response to stories and when listening to the experiences of each other. The development of independence and a positive attitude is constantly reinforced by good teaching and adults acting as effective role models. The children learn to share and make choices during play.

Language and Literacy

52. The majority of the children listen well to their teacher and other adults. They follow instructions with a good degree of accuracy. When problems occur in the classroom, the children have opportunities to discuss the events, and this helps them develop expressive and descriptive language. Younger children are introduced to books and stories through literacy lessons and class readings from 'big books'. The children are beginning to develop early reading skills through using and learning key words. They also use word games to identify and match words. The majority of children are beginning to understand that words and pictures carry meaning and they re-tell stories from memory. They extract simple information from books by studying illustrations. They treat books carefully in school and when they take them home. Most of the children attempt to copy write and are beginning to form letters with increasing accuracy. Some are beginning to write meaningful sentences when using the post office writing area. However this writing area is not always fully available and this restricts the choices available to those children who wish to write. The teacher has a good understanding of the requirements of the English curriculum for under fives and uses this to provide demanding challenges.

Mathematics

53. Sound progress is made in this area of learning. There is a wide range of activities and opportunities that emphasise numbers and enable the children to develop the skills of counting. Many count accurately to 20 and some much further. Most recognise numerals up to 10 and correctly order them. When using counters, most of the children identify patterns of numbers and investigate ways of making numbers through dice games. They are beginning to be aware of the skills of weighing. The children use appropriate vocabulary, such as 'heavier' and 'lighter' and they correctly identify coins when shopping in the toy shop. The teaching gives a high priority to mathematics and this provides a sound foundation in preparation for the National Curriculum.

Knowledge and Understanding

54. Satisfactory progress is made in this area of learning. The children develop a good knowledge of the world around them. They are growing in confidence when using computers, controlling the cursor on the screen with increasingly deft use of the mouse, but have insufficient opportunities to program robotic toys. They develop their scientific knowledge when, for example, they grow cress and test their five senses by tasting and feeling fruit. An awareness of history is developed

through the stories of Beatrix Potter and by looking at toys, houses and farm machinery. They make good use of the school's environmental area and garden when the weather is suitable. The teaching is sound and planning is good and this ensures a wide coverage of appropriate experiences.

Physical Development

55. By the time they are five, most children are likely to meet and often exceed the expectations for their age. Progress is satisfactory. The children are given a wide range of opportunities to develop their co-ordination and manipulative skills and they handle pencils, brushes, scissors and tools confidently. They take part in a range of activities such as printing, gluing and using construction apparatus. The children move confidently during physical education sessions in a chapel, where a range of activities is provided for the development of balance and control over their movements. They learn to match movement to rhythm. There is now an adequate supply of outside equipment such as wheeled toys or balancing apparatus. This is an improvement since the last inspection. The teaching is enthusiastic and effective with teachers making great efforts to overcome the accommodation difficulties.

Creative Development

56. The children make sound progress in this area of learning. A wide range of media and resources is provided. The children are confident in choosing materials and using them independently. Percussion instruments are available and children are aware of loud and soft music. They also listen to African and South American music during acts of collective worship. They have clear ideas on whether or not they like the music they hear. The teacher's planning is detailed and ensures that all children receive appropriate experiences.
57. The teaching of under fives ranges from satisfactory to very good and is usually good. Support staff and parent helpers are used effectively to support children and they play an important part in monitoring progress. Lessons are well planned and work is well matched to the different abilities and ages within the class. The teacher has a good understanding of the curriculum for the under fives and uses this knowledge to provide demanding challenges particularly in language, literacy and mathematics. A high priority is rightly given to literacy and numeracy and children are provided with a sound foundation, which prepares them for the National Curriculum. There are shortcomings in the teaching of the under fives in that too much responsibility for their progress is delegated to others by the teacher and when this group works away from the rest of the class too frequently, it loses opportunities to learn from older pupils.
58. The assessment of children's progress is sound. Clear and comprehensive records are kept and these are well used to plan future lessons. All adults working with the class contribute to the records. Reports to parents are concise and clearly outline what the children can do. Children respond well to their time in class and are keen to join in all activities. They work well together as well as individually. They show confidence in attempting new work. There is a wide range of resources and they are well used to raise standards.
59. The 1996 inspection report found that there was satisfactory progress in all areas of learning and this position has been maintained.

ENGLISH

60. Pupils' attainment in English is broadly above national averages at both key stages.
61. Pupils' attainment in the national curriculum tests at the end of Key Stage 1 in 1999 was very high when compared to national averages for reading and writing and also when compared to schools of a similar intake. The percentage of pupils obtaining the higher level 3 was close to the national average in reading and very high in writing. At Key Stage 2, the percentage of pupils attaining the expected level 4 in the National Curriculum tests in 1999 was above the national average and was close to the national average for pupils gaining level 5. The standard of work seen during the inspection, coupled with the school's consistently good National Curriculum results over the past four years, show that standards in English are very good at Key Stage 1 and good at Key Stage 2. These levels of attainment represent substantial improvements on the attainment reported at the time of the last inspection in 1996. The inspection of pupils' work from the current year supports

the view that attainment has considerably improved.

62. At Key Stage 1, pupils listen well and concentrate for long periods of time as they listen to, read together and talk about books in the literacy hour. They are relaxed and are keen to express their views in class discussions. At Key Stage 2, pupils speak confidently and listen intently. They offer complex contributions in discussions on the poem "The Highwayman" by Alfred Noyes, using words such as 'devious' and 'mysterious' to good effect.
63. Pupils at Key Stage 1 read their texts together with obvious enjoyment and talk with understanding about the effect of verbs on writing. They understand about full stops and capital letters and they know about speech marks. Pupils in Year 2 appreciate the effect of punctuation when they retell the stories they have read. Dictionaries are well used in Years 3 and 4 to support writing. Throughout Key Stage 2, pupils read demanding books such as an abridged version of 'Macbeth', but their knowledge and enjoyment of non-fiction is limited. There is an insufficiently wide range of reference books in the recently resited library to encourage use by pupils so that they might further develop their reference skills.
64. By the time the pupils are seven, they are used to writing in a variety of ways. They write book reviews, report on visits to the zoo or the swimming pool and write in support of other topics such as the Egyptians. They enjoy writing poems, for example, about the colour blue. By the age of nine, they have examined grammatical structure and are aware of both the mundane and positive uses of conjunctions and other parts of speech. By the age of eleven, pupils continue to write for a wide range of purposes. They write powerful poetry about evacuees, reports on scientific work and experiences when caving in Derbyshire. The quality of writing is raised by the effective use of drafting at both key stages. Not all pupils at both key stages take sufficient care with handwriting and presentation. Some pupils do not regularly use the cursive style at Key Stage 2 and at Key Stage 1 presentation is inhibited when pupils are asked to write in exercise books in which the guidelines are too close together.
65. At both key stages, pupils with special educational needs make good progress towards their individual targets. Much of the work set is matched to their needs, as it is to the needs of pupils of all abilities, and the teachers, classroom assistants and volunteer helpers give very good support in helping individual pupils. The number of pupils requiring extra support has been much reduced over the past year and the quality of support offered has been much improved since the last inspection.
66. Pupils regularly take home reading books. Homework is regularly set and this often includes spelling and reading at both key stages and writing at Key Stage 2. Some parents have expressed concern at the heavy homework requirements for the older pupils. Homework is, however, contributing well to the above average standards achieved.
67. Pupils enjoy their work and are keen to take an active part in class discussions. They invariably settle to work quickly and sensibly and sustain their efforts for long periods of time. Pupils work well together and respect each other's viewpoints. This results in a classroom atmosphere which is highly conducive to learning. This is a strength of the school.
68. Literacy is being used to good effect when pupils write in support of topics they are studying. By the end of Key Stage 2, pupils understand how contents pages and indexes work. Most know how to find books in the library but do not often use their skills to further their knowledge. Computers are well used to support learning in English.
69. Teaching is good overall. It is very good at Key Stage 2 and good at Key Stage 1. Strengths include thorough lesson planning with clear learning objectives. Teachers are adept at using probing questions to further discussion, which is an improvement since the last inspection. Resources such as thesauruses and dictionaries are routinely used to Key Stage 2. Pupils have individual learning targets to remind them of what they need to improve next. Work is well graded to the different ages and abilities in the class, extending all pupils. The marking of pupils' work is often detailed and helpful in assisting pupils to understand what it is they need to improve on next but this approach is not regularly used and inhibits its value in further improving the quality of pupils' writing. The thoroughness and obvious enthusiasm of the teachers has produced a learning environment in which learning thrives. The pupils are enthusiastic, attentive and industrious.
70. The progress of pupils' English work is carefully monitored and recorded and there is effective

analysis of test results, all of which is used to help teachers plan future lessons. The English curriculum is broad and balanced and is based on the National Literacy Strategy. English makes a sound contribution to the spiritual, moral, social and cultural development of pupils especially in the relationships built up by the way pupils are encouraged to consider the view of others.

71. The accommodation is sufficient and well used with pleasant displays. The library has good quality books but there are too few. There is insufficient information available to pupils, for example, about other ethnic cultures. The supply of books suitable for whole class work is inadequate at Key Stage 2. Dictionaries are plentiful and well used.

MATHEMATICS

72. In 1999, the percentage of pupils at Key Stage 1 attaining the expected level 2 was very high when compared to the national average, but the percentage of pupils obtaining the higher level 3 was below the national average and below the average for similar schools. Taking the four years from 1996 to 1999 together, the trend shows that the performance of pupils at Key Stage 1 has been above the national average. At Key Stage 2, the performance of pupils in the four year period from 1996 to 1999 has been above the national average for pupils obtaining the expected level 4 and well above for pupils obtaining the higher level 5. In 1999, the percentage of pupils reaching the expected level was close to the national average. In comparison to similar schools in 1999, test results at Key Stage 2 were very high. Evidence from work seen during the inspection confirms that standards being achieved at the end of the key stages are above national averages at Key Stage 1 and well above at Key Stage 2. The introduction of the National Numeracy Strategy is having a positive impact in raising attainment. Standards have been improved since the last inspection.
73. By the age of seven, numeracy skills are developing well, with pupils confidently adding and subtracting to 20. Higher attaining pupils halve and double up to 100. With support, lower attaining pupils identify odd and even numbers. Pupils relate their number work to real life situations and understand how to form simple equations. Throughout the key stage, mental strategies are developing well. At the end of Key Stage 2, attainment is on course for pupils to achieve above average levels by the time they leave the school. By the age of 11, most pupils have a firm understanding of the basic processes of addition, subtraction, multiplication and division. They have very well developed numeracy skills and their ability to carry out mental calculations is good. Higher attaining pupils understand the place value of decimals and they understand the complexities of symmetry and use information technology to support their learning. The quality of some work is reduced when lines of symmetry are drawn free hand rather than with a ruler. Examples of previous work show that pupils have a good knowledge of how to solve number and money problems; they round up figures to the nearest hundred in order to estimate the answers to calculations. Pupils appreciate the links between vulgar and decimal fractions. Younger pupils at Key Stage 2 explain negative number and recognise three-dimensional shapes.
74. In both key stages, pupils have very good attitudes to their lessons in mathematics. They quickly settle to their work and concentrate well on the challenging tasks set by their teachers. Teaching is good at Key Stage 1 and very good at Key Stage 2. Throughout the school, teachers have good subject knowledge and are implementing the National Numeracy Strategy conscientiously. A strength of the teaching is the good questioning of pupils so that their skills and understanding are effectively developed. Teachers encourage pupils to explain their methodology and this has a significant impact on pupils' learning. There is good support for pupils with special educational needs from the learning support assistant and through the provision of work well matched to their abilities. These pupils make good progress in their learning. The involvement of voluntary helpers in lessons, particularly at Key Stage 1, also plays a significant part in pupils' learning. Higher attaining pupils are suitably challenged and make good progress in their learning of mathematics. Teachers plan lessons well, identifying for each lesson what it is that pupils will learn. They generally have high expectations for pupils so that pupils' knowledge is extended. An appropriate amount of time is given for pupils to consolidate their learning. In the best lessons, the plenary session at the end is used effectively to assess what pupils have learned. However, when marking pupils' work, teachers rarely tell them what to do next time in order to improve. At Key Stage 1, teachers make the learning of mathematics fun and enjoyable through practical activities which motivate pupils to learn. At Key Stage 2, more emphasis is on written work which most pupils enjoy and are keen to complete. Teachers know pupils well, managing and organising

their classes well. This results in very good behaviour which creates an ethos in which learning thrives. No incidents of misbehaviour were seen during the inspection. Throughout both key stages pupils respond positively to the high expectation of good behaviour by the teachers and this has a significant impact on their progress. Overall, the teaching of mathematics is good, with very good teaching at Key Stage 2. The high standard of teaching contributes positively to the good learning and this generates enthusiasm and application in the pupils.

75. The subject is well led by the headteacher who gives a clear direction for the development of the subject. She sees teachers' plans but, as yet, has not had the opportunity to observe teaching but effectively monitors pupils' work throughout the school. Assessment and record keeping is good and the knowledge gained helps teachers plan future lessons. Resources are good. This year, new resources have been purchased to support the introduction of the National Numeracy Strategy. Evaluation of the effectiveness of the spending is due to take place at the end of the year to see how it has improved pupils' learning in mathematics. Information technology is used to enhance learning. Since the last inspection, there have been improvements in the standards achieved and in the quality of planning which now includes clear aims and objectives to guide learning. Graded work now challenges a range of pupils from those who require extra support to those who are high attainers. Marking is still insufficiently used to inform pupils what it is they need to do next. All pupils have individual learning targets which encourage pupils by helping them understand what it is they need to do next.

SCIENCE

76. At Key Stage 1, the number of pupils achieving level 2 and above in 1999 was very high compared with the national average, while the number of pupils achieving the higher level 3, was broadly in line. No pupils achieved less than a level 2 and this is better than the picture nationally. When compared with schools of a similar type, the school's overall results at Key Stage 1 are very high in terms of the number of pupils achieving level 2 or above. The number achieving level 3 is broadly in line with the average for similar schools according to teacher assessments.
77. At Key Stage 2, the number of pupils achieving level 4 or above was very high compared with the national average and compared with schools of a similar type. The fact that no pupils achieved below level 4 is better than the results nationally. However, no pupils achieved level 5 last year and this adversely affected the schools' overall results. It means that the school results are in line with national averages but below when compared to schools with similar intakes. The scrutiny of work and observation of lessons during the inspection indicates that all pupils are receiving appropriate challenge in their work. In addition, the school has carefully analysed why pupils last year just missed obtaining sufficient marks to achieve level 5. This is enabling them to prepare the pupils even more thoroughly for the final tests and raise standards for higher attaining pupils.
78. Pupils at Key Stage 1 learn how to carry out investigations and are beginning to think about how to make them fair. They make sensible predictions, for example about how seeds will grow under different conditions. They compare the results to their predictions and with guidance are able to reach sensible conclusions. Pupils name the different parts of plants and know what they are used for. They name an appropriate range of materials and understand some of their properties, for example, whether they are strong or waterproof. They name an appropriate range of items made from plastic. They have investigated magnets and know which materials they are likely to attract. They have investigated sources of light and are beginning to understand reflection. They know about the five senses and what they are used for.
79. Pupils at the end of Key Stage 2 have a good understanding of fair testing and are beginning to apply this knowledge when planning their investigations. They know how light travels and have used this knowledge to design and make their own periscopes. They understand the terms 'transparent', 'translucent' and 'opaque'. Pupils extend their understanding of forces. During inspection week, the oldest pupils demonstrated their understanding of water and air resistance. A secure understanding of plant and human life cycles is evident. Pupils have a good understanding and produce correctly drawn circuit diagrams. They know that some materials can be changed in different ways and that these changes may or may not be reversible. They have used books and computers to carry out research on the earth, moon and the universe.
80. Overall, pupils are making good progress at both key stages. There is a detailed and comprehensive scheme of work. It ensures that pupils continually build upon their skills and knowledge as they move through the school. Teachers are very aware of the needs of the wide

range of ages and abilities in their classes. They put a lot of time and thought into planning different levels of activity in order to meet the needs of all the pupils in the class. Good use is made of classroom assistants to enable this to happen. Care is taken to ensure that pupils with special educational needs receive sufficient guidance to enable them to make appropriate progress and they achieve good results.

81. Pupils' attitudes towards science are positive. Their behaviour is generally very good. They particularly enjoy practical investigations. Throughout the school, they are keen to ask and answer questions. On occasions, they show real curiosity and the desire to pursue a line of enquiry until they find the answer. This was evident when older Key Stage 2 pupils were investigating wind and water resistance. Their enthusiasm meant they made real gains in knowledge and understanding in a short time. Pupils are keen to use computers to carry out research. They generally take care with the presentation of their work. They listen well to the teacher and each other. They are quick to settle to written work and are willing to help each other and share ideas.
82. The quality of teaching is good overall at both key stages, and almost all the teaching observed in the classrooms was good and often very good. Teachers' planning for individual lessons is detailed and takes into account the needs of all the pupils in the class, including those with special educational needs. The teachers are very well organised and they have clear expectations of what the outcome of each lesson should be. Teachers manage pupils very well. They are always successful in creating a calm, purposeful working atmosphere. They plan interesting activities which motivate the pupils. Work is frequently marked and often contains evaluative comments which indicate to pupils how they can improve. Teachers ask questions skilfully to check what pupils have understood and to prompt them to think and justify. Teachers make good use of the resources available, including frequent use of the computer. The classroom assistants are well briefed and make a valuable contribution to the quality of pupils' learning. Whenever possible, visits are made to places of scientific interest, such as Naseby Hall for pond dipping. The co-ordinator has a very good understanding of the subject and has produced a detailed and useful subject policy and scheme of work. Monitoring takes place informally, but in such a small school this is effective and makes the best use of the time available.

ART

83. Art continues to be an important part of the school curriculum. Consequently, pupils are making sound progress and are achieving standards which are similar to those achieved by pupils of the same age nationally. Their work is well displayed and contributes to a stimulating working environment. The school teaches all the requirements of the National Curriculum programme of study for art. Pupils acquire a broad range of skills and are given the opportunity to work with a wide range of materials. They have the chance to look at the work of a range of different artists, including Lowry, and learn how styles vary. They have looked at art from other cultures. Key Stage 1 pupils have considered and produced their own Mehndi patterns, while Key Stage 2 pupils have studied Aboriginal art. Their paintings show a good understanding of the techniques used. As pupils move through the school, they develop their close observational skills and become competent in the use of a wide range of media, for example, paint, pastels, charcoal, pencils, clay, fabrics and threads and different types of paper. The pupils' ability to mix colours using paint increases as they get older. Pupils at both key stages demonstrate the ability to produce pictures using computer programs.
84. Pupils display very good attitudes towards the subject. They behave very well in lessons. They listen carefully, follow instructions and closely observe teachers' demonstrations of skills. This enables them to acquire new knowledge and skills at an appropriate rate. The pupils are generally keen to do well. The vast majority take real care with their work and try hard to present it well. They look after the resources from a very early age and show good levels of responsibility when collecting and tidying away materials. They are happy to use their imagination whenever they are given the opportunity. They work well independently and in both small and large groups.
85. It was possible to observe the teaching of art lessons only at Key Stage 1 during the inspection and it is not possible to offer a secure judgement on the quality of teaching. Comments are largely based on the observation of work on display, photographic evidence, pupils' sketchbooks, the current scheme of work and discussions with the co-ordinator for the subject. The teachers all have a secure understanding of the subject. They plan an interesting range of activities for the pupils, which successfully stimulate their interest and enthusiasm. Many activities are closely and

sensibly linked to ongoing work in other subjects. Teachers have made good use of local artists to teach pupils specialist skills and to stimulate their interest. For example, they have worked with a skilled potter and have used his potter's wheel to produce mugs of a good standard. Opportunities have also been provided for pupils to take part in community art activities. These have recently involved the production of ceramic tiles for the village hall commemoration of the millennium. Teachers plan their lessons thoroughly, based on a detailed and progressive scheme of work. They are clear about their learning objectives and sensibly use them to assess pupils' achievement in the subject. This enables them to write clear and useful reports to parents. Teachers are well organised and make good use of the resources which are available

86. The school has maintained the standards evident in the last inspection. It has continued to build up and extend its art resources and has broadened the curriculum offered to the pupils. The co-ordinator provides effective leadership and has amended the scheme of work sensibly in preparation for the introduction of the new curriculum in September. Monitoring of the provision is informal, but nevertheless effective.

DESIGN AND TECHNOLOGY

87. At both key stages, pupils make good progress. They achieve standards that are above those of pupils of the same age nationally. They have the chance to work with a wide range of materials as specified in the National Curriculum; for example, wood, card, food, fabric and threads of different types, clay and junk materials. Pupils in Year 1 have a sound understanding of the design process. They have produced labelled drawings of the houses they intend to make. They have thought about the materials they will use and have tried out their ideas using paper before using the real thing. Pupils have talked about the success of their work and suggest how they might improve it. In Year 2, pupils have made puppets of a good standard. They had investigated puppets already available before designing their own. They have practised and evaluated joining techniques before deciding on the best and they have completed an evaluation sheet at the end.
88. Pupils continue to develop their practical skills as they move through Key Stage 2. They put more thought into the materials they will use, choosing them more carefully to ensure they are fit for the purpose. They acquire a greater range of skills and techniques and use them with greater precision. The pupils produce more imaginative designs and their drawings are labelled in more detail. The quality of their drawing skills is the weakness in this subject and the school realises the need to enable the older pupils to produce carefully measured and drawn working diagrams. However, the work they undertake is often of a very challenging nature and involves them in real designing and making situations. During the inspection, pupils were working very hard to complete a quilt which is to be entered in a national competition. All the Key Stage 2 pupils have designed and made quilted hot air balloons on the specified theme 'Plentiful Baskets'. With the guidance of a talented friend of the school, who helps on a weekly basis, they have learnt a good range of skills to a high standard. These include batik, fabric painting, patchwork quilting and a variety of embroidery stitches. The quality of the finished result, with its imaginative designs and carefully chosen colours, is outstanding.
89. The school has improved on the standards achieved during the last inspection report, despite a reduction in time spent on design and technology activities. The scheme of work and policy for design and technology have been re-written. These ensure pupils progressively acquire skills and

knowledge as they move through the school. This range of activities has been broadened and the pupils now have very realistic and challenging experiences in this subject.

90. Pupils at both key stages enjoy and show real interest and enthusiasm for this subject. They particularly enjoy making things and respond very well to the challenges offered to them. There is clear evidence of the good use of imagination and a desire to produce work of a high standard when designing some of the artefacts. Pupils are capable of working independently, in small groups and as a whole class.. Pupils demonstrate an appropriate awareness of safety issues and they tidy away well at the end of lessons. In the lessons observed, pupils behaved well, listened carefully and followed the instructions.
91. There were few opportunities to observe the teaching of design and technology during the inspection. Consequently, judgements on the quality of teaching are based on discussions with pupils, teachers and the co-ordinator, examination of the subject policy, scheme of work and teachers' planning and the observation of work on display throughout the school. The quality of teaching is good at both key stages. Teachers have a good understanding of the subject. This enables them to plan an interesting range of activities which progressively develop the pupils' designing and making skills. Wherever possible, appropriate links are made to work in other subjects and this makes the tasks more relevant and realistic; for example, Key Stage 2 pupils carried out historical research when designing their tiles. Teachers plan a range of focused tasks that develop particular practical skills. These then lead to a designing and making activity, where pupils use their previously acquired skills and knowledge to produce something suitable for a specified purpose. Teachers provide competent demonstrations and explanations of new skills. As a result, the standard of pupils' finished work is good. Good use is made of the resources available, including the use of visitors with specialised skills. Teachers keep detailed records of pupils' achievement in the subject. This enables them to write informative comments on school reports. Teachers encourage pupils to evaluate their work from an early age, but recognise that this is an aspect that could be further developed at the top end of Key Stage 2. Co-ordination of the subject is very good, with monitoring being effective even though it is informal. It clearly results in pupils having a very good experience of the subject and they become genuinely enthusiastic about their work .

HISTORY AND GEOGRAPHY

92. No history or geography lessons were seen at Key Stage 2 and only one geography lesson was observed at Key Stage 1 during the inspection week. Evidence to support the main judgements is based on the scrutiny of pupils' work, examination of teachers' planning and looking at the Key Stage 2 display of work on evacuees. Pupils throughout the school achieve the standard expected for their age in geography and above in history.
93. Since the last inspection, considerable improvements have been made to the teaching of history and standards in geography have been maintained. In history, pupils now have valuable and interesting learning experiences which give them a real interest and enthusiasm for the subject. They frequently experience situations which allow them to develop empathy for the conditions of those characters they are studying.
94. Pupils at Key Stage 1 begin to understand how things have changed over time. They have identified how their toys as babies have changed compared with the ones they have now. They have looked at farm machinery and know which is old and new. Pupils have visited a museum and have found out how Tudor houses are different from our own. They have listened to stories about famous people in the past and have an idea of what life was like in Victorian times. In geography, they have drawn simple plans to show their route to school. They have been finding out about Paris and some of its famous geographical features. They have found out about different types of weather and have used the correct vocabulary to write their own weather forecasts. During inspection week they were examining photographs of a nearby large town and were identifying the similarities and differences when compared with Naseby.
95. At Key Stage 2, pupils have developed a good understanding of life in the Victorian period and can compare how life then is different from our lives now. They have also studied life during and after the Second World War. Their work reveals that they have developed a real empathy for the lives of evacuees. They have also found out about their impact on the village of Naseby itself. They have studied the Romans and visited a local museum to find out from a Roman centurion

what their life might have been like in Roman times. It is clear from their work and comments that they are developing a real interest in the subject.

96. The teaching observed was of a good standard and this is in line with the teaching in the school. The teachers' planning is very detailed. It is based upon a carefully thought out scheme of work which ensures that pupils progressively build up their skills and knowledge as they move through the school. Teachers use a detailed assessment strategy, which enables them to identify what pupils have understood and any difficulties they have experienced. They use this knowledge when they are planning subsequent work. Special care is taken to ensure that the level of challenge is well matched to the prior attainment of the pupils. Teachers plan interesting activities and use resources, visits and visitors to stimulate pupils' interest. There is a good balance between the use of worksheets, extended writing and individual research although the library is under-used. Good use is made of computers to support learning in each subject; for example, Year 4 pupils are testing the hypothesis that temperatures in Naseby are lower than they are in a partner school in the valley. They are using the internet to send their temperature records to the other school and receive theirs in the same way. Teachers are well organised and have a good understanding of these subjects. They put a lot of time and thought into making the subjects both interesting and challenging
97. The subjects are well led by a knowledgeable and enthusiastic co-ordinator who has produced very good assessment schemes for each subject. There are adequate resources in school to teach the subject, but the school has recognised the need to increase them. Very good use is made of visits to places of historical and geographical interest to enhance the quality of learning for the pupils.

INFORMATION TECHNOLOGY

98. At the end of both key stages, pupils are achieving the national expectations. Computers are in use in almost all lessons. Pupils are confident in their use of computers and use them for a wide range of purposes.
99. Since the last inspection, the school has considerably improved the teaching of information technology, with the result that standards have improved. The school has improved its resources. It now has five new computers with CD-ROM and internet capability. The ratio of computers to pupils is now higher than the national average. There is now a wide range of software in regular use and it represents most subjects in the curriculum.
100. By the age of seven, pupils can use a keyboard and a mouse. They use a word processing program to write using upper and lower case letters and print their work. They use the mouse to select icons and move items on the screen. They can produce pictures using a graphics program, selecting different colours and the methods of applying them. They frequently use a CD-ROM encyclopaedia to find out information to support work in subjects such as science. They use simple programs to develop their number skills and to help their reading. They have used a program to compose simple music.
101. By the end of Key Stage 2, pupils are very confident in their use of the computer. They word process their work, changing the size and style of the font and changing the layout of the page. They combine text and illustrations, use a scanner and the oldest pupils competently produce the school newspaper. They continue to use computers for research. They learn how to use spreadsheets and databases. They use the internet to write to pen-pals in other schools and to send data on the weather in Naseby. They have created a website which they share with the village community. The school has used Power-Point to create moving weather forecasts and a program about the production of the millennium tiles. With the help of the information technology teacher at a local secondary school, the pupils have produced illuminated signs and used the computer to program the flashing lights. Pupils with special educational needs are well supported, both by adults and more confident pupils.
102. Pupils enjoy using computers. They show good levels of motivation and concentration. They generally use them independently but are quick to offer to help each other when necessary. Their behaviour is always good and they treat the equipment with respect. They are happy to share and take turns. A good number choose to join the computer club at lunchtimes.

103. The quality of teaching is good at both key stages. The computers are almost always in use and teachers plan to use them in almost all subjects. There is a detailed scheme of work which ensures that all the requirements of the National Curriculum programme of study are taught. It has recently been updated to take into account the QCA recommendations. The teachers' subject knowledge is good and enables them to provide clear explanations and demonstrations of new skills. It also means that they plan interesting, relevant and challenging activities. There is a detailed assessment scheme in use. This enables teachers to extend pupils' skills and write informative reports to parents. The co-ordination of the subject is very effective and plans for its future development are well thought out.

MUSIC

104. During the inspection, no lessons were observed in music. Music lessons are taught by the headteacher's relief on a Friday and by the class teacher at Key Stage 1.
105. Pupils sang tunefully during acts of collective worship. They have opportunities to listen to the music of well-known composers and consider its qualities. Pupils have listened to work from South America and Africa but music from other cultures is an under-developed area with few instruments for pupils to experience.
106. Planning is detailed and thorough at Key Stage 1 but there is little opportunity for pupils to compose or create music at Key Stage 2. The main concentration is on singing.
107. Resources are adequate and include keyboards, xylophones, recorders, percussion and books about famous composers. Pupils have opportunities to use their musical skills when performing "Peter Pan" or "Joseph and his Amazing Technicolour Dreamcoat". Some pupils have opportunities to take part in instrumental lessons for violin and piano. They have also experienced live theatre when seeing "Cinderella"
108. The school staff are aware that music is an area of learning requiring further development at Key Stage 2.

PHYSICAL EDUCATION

109. The school has no hall where gymnastics lessons can be undertaken. The village hall and a local chapel offer facilities which are a reasonable alternative. However, lesson time is wasted walking to these halls and, as yet, it is not possible for these venues to house large apparatus. In spite of the school's good efforts the gymnastic curriculum has inevitable weaknesses. However, the availability of the chapel and the village hall is an improvement since the last inspection.
110. As only one physical education lesson was seen during the inspection which was dance at Key Stage 1, no secure judgement on teaching can be made at either key stage. The lesson was based on the movements of a balloon being inflated and deflated. The teaching in this lesson was good and the idea caught the imagination of the pupils. Pupils had a clear awareness of their own space and moved among other pupils safely. Pupils improvised well, observed the movements of others and used this information to improve their own sequence of movements.
111. According to the school's records, the standards of swimming are good at Key Stage 2, with all pupils successfully swimming 25 metres before they leave primary school. This maintains the good standards reported at the time of the last inspection. However, much curriculum time is used travelling to the swimming pool in Northampton.
112. The facilities for games are good. The school provides athletics in the summer although pupils do not have the impetus of challenge as their performances are not formally measured against any national performance statistics.

113. The requirements of the outdoor and adventure pursuits aspect of the curriculum are provided by annual residential visits to North Yorkshire or Shropshire. The curriculum is further supported by a wide range of extra curricular activities which include netball, football and cycling.
114. The headteacher has introduced a new policy but there are insufficient guidelines to support teachers in ensuring that there is consistent progress in the development of skills. There is an adequate range of resources available.

RELIGIOUS EDUCATION

115. Standards in religious education are in line with the requirements of the agreed syllabus and pupils make sound progress in both key stages. From the one lesson observed during the inspection period along with a review of teachers' planning and scrutiny of pupils' work, it is clear that the school is following the locally agreed syllabus and is meeting all requirements.
117. No lessons were seen at Key Stage 1. Key Stage 2 pupils were observed considering the purpose of a variety of Christian artefacts; this supported the syllabus requirements for pupils to have familiarity with the purpose of worship. The pupils showed interest in the artefacts used and made positive contributions to the discussion. Pupils in Years 1 and 2 are learning about Judaism and know about Jewish artefacts having studied the vicar's collection. They understand the moral questions lying behind the story of the "Good Samaritan". Key Stage 2 pupils study Islam, Hinduism and Sikhism and understand the similarities of these religions with Christianity.
118. The satisfactory standards of the last inspection have been maintained although there is still insufficient monitoring of teaching and pupils' performance with the result that teachers are unsure of how much pupils are learning. A system of assessment to rectify this is under consideration.
119. Learning resources are satisfactory for Christianity but there is an insufficiently wide range of artefacts and books available for the other religions covered by the syllabus.
120. Lessons are well planned. Questioning by the teachers is very good and promotes interesting discussions. Lessons have brisk pace and resources are well used and, when necessary, reverently handled by pupils. Teachers have good relationships with their classes and this is reflected in the way pupils value and consider the comments of others. Even when a lesson involves considerable movement and the handling of artefacts, pupils remain sensibly behaved and show much interest in what they are learning.
121. All teachers have very good subject knowledge and they support one another in their planning, thus increasing their subject expertise and supporting pupils' progress in learning. Good use is made of visits, for example, to the local church and to a mosque in London. These visits have increased pupils' understanding of the religions involved. Pupils enjoy lessons and show sound knowledge of what they have learnt from previous lessons.