

INSPECTION REPORT

BRIXWORTH CHURCH OF ENGLAND (CONTROLLED) PRIMARY SCHOOL

Brixworth

LEA area: Northamptonshire

Unique reference number: 121964

Headteacher: Mr A Jones

Reporting inspector: Mr M Newell
10638

Dates of inspection: 31st January – 4th February 2000

Inspection number: 189638

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 – 11 years
Gender of pupils:	Mixed
School address:	Froxhill Crescent Brixworth Northants
Postcode:	NN6 9BG
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr L Tyrer
Date of previous inspection:	October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr M Newell	Registered inspector	Special educational needs Physical education	The school's results and achievements How well are pupils taught
Mr S Hussain	Lay inspector	Equal Opportunities	Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils How well does the school care for its pupils or students How well does the school work in partnership with parents
Mr D Fisher	Team inspector	English Art	How well is the school led and managed
Mrs M Forsman	Team inspector	Information technology History Religious education	How good are the curricular and other opportunities offered to pupils
Mrs S Herring	Team inspector	Under-fives Mathematics	Pupils' attitudes, values and personal development
Mr I Johnston	Team inspector	Science Geography Music	How well does the school care for its pupils or students

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a large voluntary controlled Church of England primary school for girls and boys aged four to eleven-years-old. At present 460 pupils attend the school. Assessment data of children's attainment on entry to the school, for the last three years, show attainment to be at an average level overall. Approximately 20 per cent of pupils have special educational needs, a figure in line with the national average. About three per cent of pupils are eligible for free school meals, which is below the national average. Most pupils in school are of white ethnic origin.

HOW GOOD THE SCHOOL IS

Brixworth is a very effective school. Pupils achieve well because of good quality teaching. The work for pupils of all abilities is challenging and demanding. The school is led in an excellent manner by the headteacher. He is ably supported by all staff and governors. All who work at the school have a commitment to achieving and maintaining high standards. The school has a most effective learning environment where the pupils' personal, social, spiritual and cultural development is fostered and nurtured alongside their academic achievements. The school provides good value for money.

What the school does well

- Standards in English and science are above average by the time pupils leave school and well above average in mathematics;
- Work is at a better level than found in the majority of schools in religious education, design and technology, music and in some aspects of information technology;
- The staff have a real commitment to improving and maintaining high standards. This makes a significant contribution to the good progress that pupils of all abilities make;
- Pupils are very keen to learn and really enjoy coming to school;
- Literacy and numeracy are taught most effectively within a broad and balanced curriculum. Extra-curricular activities are of a high standard in terms of both quality and quantity;
- Provision for pupils' personal development, which includes spiritual, moral, social and cultural development, is very good;
- The procedures that are in place to ensure pupils' welfare and to assess and track their progress are of a high standard;
- Pupils behave well and get on well with one another; all adults who work in school provide very positive role models;
- Teaching is good and staff constantly strive to improve. Support staff make a valuable and valued contribution to the progress that pupils make. The provision for special educational needs is very good;
- The headteacher is an excellent and very effective leader. Together with an able Governing Body and senior staff he manages the school and plans for its future in an impressive manner.

What could be improved

- Standards in writing are not as high as they could be;
- Procedures to identify and disseminate the good teaching practice that clearly exists are not rigorous enough;
- Planning for children under the age of five does not consistently reflect the nationally recommended learning goals.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made significant improvements since the time of the last inspection in 1996. Standards achieved in national tests have improved. Work seen in subjects such as design and technology, information technology and religious education also indicates that improvements have been made. Teaching is now of a higher standard than it was. The incidence of very good teaching has increased and unsatisfactory teaching is no longer an issue. The setting of much higher expectations and the careful analysis of all available test data means that underachievement has been effectively tackled. Schemes of work are now in place for all subjects, which has made a significant contribution to the progress that pupils make and to the quality of teachers' planning. This is clearly a school which shows no signs of complacency. The commitment of all who work at the school to raising standards means that the school is very well placed to continue its process of development and improvement.

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	A	A	C	D	well above average A above average B average C below average D well below average E
mathematics	A	A	B	C	
science	C	B	B	C	

The above table shows that the 1999 National Curriculum test results were above the national average in mathematics and science and in line with the national average in English. The school's results are at an average level when compared to similar schools apart from in English where they are below average. Evidence found during the inspection clearly shows that the 1999 group of Year 6 pupils had a higher percentage of pupils with special educational needs than is normally found within the school. This accounts for the below average grade. Inspection findings clearly indicate that the number of pupils at the end of Key Stage 2 expected to achieve the nationally expected level (Level 4) in all three subjects is above average. A significant percentage are expected to achieve the next higher level (Level 5), particularly in mathematics. This means that overall standards are above average in English and science, with reading being stronger than writing, and standards are well above average in mathematics. The school is making good progress towards the targets it has set itself for literacy and numeracy.

At the end of Key Stage 1, standards in reading, speaking and listening and science are at an above average level. Standards in mathematics are well above average with attainment in writing at an average level. By the time pupils leave school, work in religious education exceeds the expectations of the Locally Agreed Syllabus. Pupils' work is better than that found in the majority of schools in design and technology, music and in communicating information at the age of 11. Work in all other areas of the curriculum is at the expected level. Throughout the school pupils of all abilities make good progress overall in terms of their earlier attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen to learn and take a full and active part in the extensive range of curricular and extra-curricular activities that the school provides.
Behaviour, in and out of classrooms	Good. Pupils behave well in class and around the school. They work well together and show much respect for others' feelings and values. There has been one exclusion during the last twelve months.
Personal development and relationships	Good. When opportunities are provided, pupils respond well to taking initiative and responsibility. Relationships between pupils and with all staff in school are of a high standard
Attendance	Very good. Attendance figures for the school are well above average. Pupils are always punctual and clearly love coming to school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
82 lessons seen overall	Good	Good	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 overall quality of teaching is good, with a significant percentage very good. During the week of inspection, 2 per cent of lessons observed were excellent, 27 per cent were very good, 46 per cent were good and the remainder were satisfactory. No unsatisfactory teaching was observed. Literacy and, in particular, numeracy are taught most effectively. In most lessons, tasks set are challenging and meet the needs of all pupils. Teachers have good subject knowledge, plan well and in many lessons teaching is lively and enthusiastic. All of these factors make a significant contribution to the good progress that pupils make.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad, relevant and balanced curriculum for its pupils. The quality and quantity of activities provided outside of the school day is very good.
Provision for pupils with special educational needs	Very good. Pupils are very well supported by teachers and learning support staff, enabling them to make good progress across all areas of the curriculum.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good provision is made for pupils' social and moral development and good provision for their spiritual and cultural development. Overall, provision for pupils' personal development is very good.
How well the school cares for its pupils	This is a very caring and supportive school. Very good procedures are in place to assess and track pupils' academic and personal progress. It is a safe and secure place where the teachers and staff know the pupils very well.

The school has worked hard to forge a strong and effective partnership with parents. The school greatly values the contributions that parents make to the educational development of their children. The school has good procedures in place to promote good behaviour, attendance and pupils' personal development. These factors make a significant contribution to the most effective learning environment that is clearly prevalent in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides excellent leadership. Together with the senior staff, he has set a very effective programme of development to help the school improve. The headteacher leads by example, and his impressive management of the school with his senior management team has made a significant contribution to the development of the school.
How well the governors fulfil their responsibilities	Good. The Governing Body is supportive of the work of the school. It acts as an effective critical friend and knows the strengths and weaknesses of the school well.
The school's evaluation of its performance	Very good. The school carries out a very good analysis of test and assessment data to identify areas for development. It constantly evaluates its performance in all aspects of school life and sets targets for improvement. Procedures to ensure that the aspects of good teaching are disseminated across the school are not sharp enough.
The strategic use of resources	All available staff and resources are used in a most effective way so as to have a significant impact on standards achieved. The school provides good value for money.

The school has an adequate number of teaching staff, together with a good number of support staff. The standard of and adequacy of accommodation to deliver the curriculum is very good. The school is an attractive environment, conducive to learning. The quality and quantity of resources are never less than satisfactory and are often good. The school applies the principles of best value very well in its management of available resources, helping to ensure a very good overall quality of education.

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 good progress that children make; • The quality of teaching; • The standard of behaviour; • That their children enjoy coming to school; • The effective management of the school; • The expectation that children will work hard and do their best at all times. 	<ul style="list-style-type: none"> • The amount of homework; • The degree of information they get from the school about their children's work and progress; • Closer links between home and school; • A more interesting range of extra-curricular activities.

The inspectors endorse parents' positive comments. The amount of homework is judged to be generally of an appropriate level. There are formal occasions during the year when parents are given the opportunity to discuss their children's progress. Staff are always available to meet informally with parents at various times. The children receive an annual report about their progress. The school has already canvassed parents' opinion about the format for report writing and will continue to do so. Overall, these arrangements are sufficient to keep parents well informed about their children. The school offers parents the opportunity through questionnaires and meetings to suggest ways of improving the service the school provides. This includes the chance to suggest ways of developing an even stronger bond between home and school and is an effective strategy. The school provides a very good range and quality of extra-curricular activities and exceeds the provision found in many primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Assessments of the children's skills are made in the first term in school and these indicate that a range of attainment is represented, but overall the attainment of the majority of children is in line with that expected nationally for the age group. A minority of children are already achieving a good standard in speaking and listening and mathematics. Children of all abilities make good progress in the Reception classes and by the time they are five the attainment of the majority of children is ahead of that expected for their ages across all areas of learning, particularly in mathematics and in their personal and social development. The provision for these children ensures that there is a well planned range of practical and structured activities that enables all children to progress to the Key Stage 1 National Curriculum at the appropriate times. Standards have improved since the last inspection due to an improvement in the quality of teaching and a more regular monitoring of the progress of individuals.

2. National Curriculum tests for 11-year-olds in 1999 show that pupils' attainment in mathematics and science is above average and at an average level in English. When compared to similar schools attainment is similar in mathematics and science but below average in English. An examination of data over the years 1996 to 1999 shows a more positive picture, with attainment in English and science above average and attainment in mathematics well above average. Taking all the core subjects together the performance of pupils was well above the national average. The trend in the school's average National Curriculum points for all core subjects was broadly in line with the national trend. The lower performance level of pupils in English in 1999 can be explained by the fact that the cohort contained a higher percentage than usual of pupils with special educational needs. Inspection findings paint a similar picture to the test results. Pupils' attainment in reading, speaking and listening, and science is above average. Attainment in mathematics is well above average. Writing standards are at an average level. In all three subjects a substantial minority of pupils are on track to exceed the level expected nationally for 11-year-olds. This shows that there is little evidence of underachievement and that work is at an appropriately challenging level. No evidence was found of differing levels of attainment between boys and girls that could not be explained by natural ability differences. Both boys and girls are equally well motivated, and show a desire to do well.

3. The National Curriculum tests in 1999 for seven year olds show attainment in reading and writing to be at an average level and very high in mathematics. When the school's performance is compared to similar schools, the results in mathematics are well above average, but below average in reading and writing. The differences between subjects can be partially explained by the most effective implementation of strategies to teach numeracy. In both reading and writing the percentage of pupils' achieving higher than the expected level was above the national average, again indicating that there is sufficient challenge for the higher attaining pupils. When the results of the four year period 1996 to 1999 are examined a more positive picture emerges. Pupils' performance in reading and writing was above average and well above average in mathematics. Teacher assessments in science and speaking and listening show attainment overall to be just above average. Evidence suggests that teachers may have been a little over cautious in the number of pupils they judged to have achieved Level 3. Inspection findings indicate that the present level of attainment for Year 2 is above average in reading, speaking and listening and

science and well above average in mathematics. Attainment in writing is at an average level.

4. The overall picture that emerges is a very positive one. When children enter school attainment levels are at an average level. When they leave school attainment is above average, and in mathematics well above average. The school adds much to the development of knowledge, skills and understanding. The school is never complacent - it is consistently and constantly seeking to attain and then maintain high standards. The school has effectively introduced the National Literacy Strategy and this has helped to extend standards in reading. The school has recognised that standards in writing are not at the same level at the end of both key stages and has already instigated procedures to ensure that opportunities are consistently provided for pupils to write for a wider range of audiences and purposes. In addition the school has targeted the development of writing extended pieces of work. These initiatives are appropriate and are already having an impact on the level of attainment in writing. The school has been most successful in implementing the National Numeracy Strategy Framework. The regular mental arithmetic practice sessions, together with the emphasis the school places on pupils developing problem solving strategies are having a significant impact on the standards being achieved. In both English and mathematics the fact that basic skills are taught well means that pupils have a solid foundation on which to extend their knowledge and understanding. The pupils show high levels of interest and motivation in these subjects. This, together with the fact that teaching is often good, and on occasion very good, helps to ensure that pupils achieve well and make good progress. Tasks are often demanding for pupils of all abilities and the pupils like nothing better than rising to the challenge. Good examples are in evidence of pupils using their literacy and numeracy skills in other areas of the curriculum such as history, geography and science. This is good practice because it reinforces, and in the best instances, extends pupils' skills. The literacy and numeracy targets that the school has set itself are at an appropriate level. Although the targets include the percentage of pupils expected to achieve at least the level expected (Level 4), the school is already including in the target the percentage of pupils on track to achieve the next higher level (Level 5).
5. Standards in speaking and listening are above average at the end of both key stages. Pupils listen attentively. In plenary sessions, pupils listen to one another's contributions. Young pupils are already confident at learning and reciting poems to perform at drama festivals. The oldest pupils in school willingly answer questions with confidence and with a developed vocabulary. Again confidence is evident in equal measure with expression, as pupils participate in assemblies, plays and festivals. Throughout the school standards in reading are above average. At Key Stage 1 pupils read well from a wide range of texts. In group reading activities they show good expression. By the end of Key Stage 2 pupils read accurately with understanding. They recall, predict and offer opinions on text, plot and characters. The pupils show a good knowledge of authors and exhibit effective library and reference skills to access information. Attainment in writing at the end of both key stages is at an average level. Throughout school pupils show appropriate attention to grammar and spelling is usually accurate. Handwriting skills develop progressively as pupils develop a fluent cursive style. However, pupils do not always consistently build on previously learnt skills. The main area for development is for pupils to develop a greater confidence and skill in writing for a wider variety of audiences and purposes and to increase their ability to sustain their ideas in extended pieces of writing. In mathematics at the end of both key stages most of the pupils are on track to achieve at least the level expected of seven and 11-year-olds. A significant percentage of pupils will exceed these levels. Throughout school pupils have a good level of mental agility, are able to explore and explain different strategies to solve problems and

have a good level of understanding of shape, space and measures. The oldest pupils in school handle and interpret data well and have a good grasp of probability. Pupils' attainment levels are certainly enhanced by the opportunities they have to apply their mathematical skills to other subjects. This ranges from Year 2 pupils using a variety of graphs to display information about food in their science topic to very accurate measuring of ingredients when Year 6 were making cheese straws in a food technology lesson. In science, pupils attain above average standards at the end of both key stages. Pupils have a good knowledge of all elements of the curriculum including life processes, materials and their properties and physical processes. The pupils are provided with opportunities to investigate and experiment and by the time they leave school they have a secure understanding of what constitutes a fair test and present their findings in a clear and concise manner. The higher attainers are confident in drawing conclusions consistent with evidence and in using their scientific knowledge and understanding to help predict outcomes.

6. Over the last three years, the school has increasingly used the analysis of test and assessment data as a method of identifying areas of weakness and informing future planning. This has been effective because it has clearly had a significant impact on helping to raise standards. Curriculum co-ordinators have been increasingly involved in monitoring the quality of teaching and learning across the school. The school has already recognised that this role can now be expanded further so that it includes a sharper focus in identifying succinctly what is working well and what could be improved. This is important so that the very good practice that clearly exists in the school is disseminated and any minor weaknesses tackled.
7. At the end of both key stages pupils' attainment in religious education is above the expectations of the Locally Agreed Syllabus. Pupils have a good knowledge of Christianity and other world faiths. At the end of Key Stage 1 and Key Stage 2 attainment in music is at a higher level than found in the majority of schools. Pupils are confident performers and appraise and compose musical pieces with ease. In design and technology, the work of the oldest pupils is of a better standard than that normally found in most schools. Pupils have a good understanding of the design process and are adept at studying their prototypes carefully to evaluate and make improvements. Although attainment in information technology is in line with national expectations at the end of both key stages, attainment in the communicating information aspect of the curriculum is above expectations at the end of Key Stage 2. Pupils produce good quality work in word processing and desktop publishing and use spreadsheets to record data. In art, geography, history and physical education work is at an expected level at both key stages.
8. The percentage of pupils on the school's register of special educational needs is in line with the national average. The quality of support provided by the Learning Support Assistants, classroom assistants, specialist teachers, and the school's special needs co-ordinator is very good. They make a most valuable and significant contribution to the good progress that pupils with special educational needs make. These factors all help pupils to attain standards which in some instances are not too dissimilar from some of their classmates. Individual education plans are of good quality and are used well by class teachers. Targets set are challenging but achievable.
9. Throughout the school pupils of all abilities, including the higher attainers, are making good progress overall but particularly in English, mathematics and science. The pupils are enthusiastic and well motivated learners. Teaching strikes a good balance between consolidation and extension. Pupils are invariably moved on at the right time and there is little evidence of over learning. Pupils are encouraged to investigate, to

explore, to find different ways to solve problems. Teaching is good, and often very good. It is enthusiastic and demanding. The pupils know what is expected of them and they respond with excitement and enthusiasm to many of the tasks set. Pupils take a sense of responsibility for their own learning and they are effective learners. Teachers are effective communicators. Together a strong partnership has been forged. This has had a significant impact on the improvement in standards since the last inspection. During their time in school pupils acquire new knowledge and skills at a good rate. The school is most effective in what it adds to pupils' development. The school recognises that there are still areas for improvement, for example, writing standards. This is a school with no sense of complacency. The commitment of all who work at the school to continuing to raise standards indicates that the school is very well placed to continue to improve.

Pupils' attitudes, values and personal development

10. Pupils have very good attitudes to school. They enjoy their lessons and are keen to come to school, one pupil was heard to express disappointment when a design and technology lesson came to an end. This is due in large measure to teachers having a strong commitment to the school and giving their time freely to provide a good range of break, lunchtime and after school activities which are well attended by pupils. Children under the age of five are keen and eager to learn. They take part in their activities with a real sense of fun and enjoyment. Children listen well and show a desire to do well. Throughout the school, the majority of lessons are well prepared and provide a suitable level of challenge to enable all pupils to be actively involved. This is evident, for example, in mathematics where pupils are encouraged to develop their own strategies for solving problems. Pupils respond with a sense of purpose and motivation. Pupils in Year 2 develop independence when they are allowed to decide that they have developed their sketches sufficiently and are ready to choose the appropriate paper without further reference to the teacher. Older pupils develop further independence through researching work at home. The youngest pupils take home their books daily and parents give freely of their time to hear children read demonstrating its importance. Parents also give regular support in classes. Pupils' books indicate a pride in their work. They are regularly marked and good use of praise encourages pupils to do their best and they respond well to the constructive comments that are made. Pupils practise hard to improve their level of performance in sport and in music and drama, representing their school in a variety of competitions and festivals.
11. Behaviour in lessons and around the school is generally good. There has been only one exclusion during the past year. Even the youngest children are aware of their class rules which are regularly referred to. Teachers generally manage pupils well, promoting good behaviour. However, a minority of pupils find it difficult to concentrate and follow instructions in lessons when class management is less effective. Pupils play well together and there is a friendly atmosphere in the playground with no instances of unkind behaviour. The school promotes an atmosphere of mutual respect and the contributions of all are listened to and valued. Pupils are polite, open doors and say 'please' and 'thank you' as a matter of course.
12. Pupils' personal development is good. They are encouraged to take responsibility from the earliest age. Children in Reception quickly learn to tidy up after each activity and in their assembly they confidently welcomed the school and their parents and operated the projector at the correct time. Older pupils help look after the younger ones during wet playtimes and hold open doors for younger classes entering assembly. Pupils in Year 6 contribute well to the life of the school, for example,

setting out and operating equipment for assembly, monitoring the weather stations and using the overhead projector when needed. Relationships amongst all members of the school community are very good. The staff work well together, sharing planning and providing good support to temporary and new staff. Teachers have a good rapport with pupils, value their contributions and foster an atmosphere where pupils have the confidence to try. In a mathematics lesson, for example, one teacher was heard to say, "Anyone who has a go is good stuff." Pupils are encouraged to think how their behaviour affects others, for example, in assembly, when the teacher demonstrates by trying to squeeze the toothpaste back in its tube that you cannot take back unkind words.

13. Attendance is very good. This makes a significant contribution to the continuity in pupils' learning. Attendance has improved from the good level found at the last inspection. The rate is now significantly above the national average for this type of school. There is hardly any unauthorised absence and authorised absence is below the national average. Punctuality is good and lessons start and finish on time.
14. The attitudes, values and personal development make an important and significant contribution to pupils' learning and to the good progress that they make. This is an area of school life that has improved since the time of the last inspection.

HOW WELL ARE PUPILS TAUGHT?

15. The standard of teaching is good. During the week of inspection 2 per cent of lessons observed were excellent, 27 per cent were very good, 46 per cent were good and the remainder were satisfactory. No unsatisfactory teaching was observed. The impact of teaching is that it makes a significant contribution to the effectiveness of pupils' learning and the good progress they make.
16. The school has introduced strategies to enhance the teaching of literacy well. The strategies the school has adopted are clearly based upon national guidelines. All teachers show a secure knowledge of the National Literacy Strategy. Texts that are shared with the whole class at the start of the lesson are well chosen and really motivate the pupils. In a lesson for the oldest pupils the chosen shared text was 'The Highwayman'. The pupils were spellbound and disappointed when lunchtime arrived. Throughout the school, pupils respond positively to the lesson structure and the specific demands placed on them as learners. At Key Stage 1 teachers know how to teach phonics effectively, and sufficient emphasis is given to building on pupils' own language to develop their knowledge of letters, sounds and words. At Key Stage 2 the objectives of the lessons are clearly explained to the pupils. This is most effective in fully involving pupils in their own learning. Teachers throughout the school promote reading as an enjoyable activity and their enthusiasm is reflected in the pupils. Work set for pupils in groups is invariably at an appropriate level and is often challenging and demanding. Much care has been spent on arranging additional literacy support groups. Pupils make good progress in these sessions due to the high quality of support provided by the learning assistants. Overall literacy is taught well across the school and makes a significant impact on pupils' learning and progress.
17. Strategies to enhance the learning of numeracy have been introduced in a most effective manner and this is reflected in the quality of teaching. All teachers show a good understanding of mathematics, work enthusiastically and use the correct mathematical language. Teachers make good use of the objectives listed in the numeracy framework to establish progression in pupils' learning. Clear instructions and regular practice ensure basic skills are well taught. Teachers plan carefully with

good co-operation across age groups to ensure all pupils have similar experiences. In the vast majority of lessons the teachers explain, demonstrate and illustrate the mathematics being taught. At both key stages pupils are encouraged to explore different strategies to problem solve and then share their methods with the rest of the class. This really enhances pupils' learning because it enables them to learn from one another as well as the teacher. In the best lessons, examples of which were seen at both key stages, there is very good pace to the initial oral sessions and excellent questioning skills enable pupils, whatever their ability, to be appropriately challenged. In a small percentage of lessons, the pace of the lessons drops a little and pupils lose interest and learning is not as sharp and focused as it could be.

18. The quality of teaching for pupils with special educational need is good overall with some very good practice. Pupils' individual educational plans are of good quality. They outline targets that are realistic but challenging. The plans are constantly used by class teachers and support staff to guide lesson planning. Targets are reviewed on a regular basis and reflect the developing skills of the pupils. Whether in class, or if withdrawn for group work with support assistants, pupils are managed well. The pupils are fully involved in question and answer sessions. Pupils' individual needs are managed sensitively. There is a very good rapport between pupils and staff. Tasks set show a sense of flair and imagination - even when they are consolidation tasks to reinforce previously learnt skills. Constant attention is paid to pupils' prior learning. All these factors help to motivate pupils who are keen to learn, keen to please and keen to move on. The good quality teaching together with the significant contribution of learning support staff have a most beneficial impact on the progress that pupils make. Appropriate attention is paid to meeting the needs of the higher attaining pupils. Scrutiny of teachers' planning shows that teachers have a good awareness of these pupils. In the vast majority of lessons tasks that are set are challenging and stretch pupils intellectually. These pupils are encouraged to pursue more complex lines of enquiry in their work and there is a willingness on behalf of teachers to adapt and adjust to take account of pupils' rapid development. Only on the odd occasion are the needs of the pupils not met. In most instances opportunities are provided for pupils to advance their learning in an atmosphere of imagination, speculation and curiosity. This helps to ensure that pupils' learning advances at a rapid rate. When pupils are provided with investigative, problem solving or research tasks the impact is impressive because of the direction pupils take.
19. The quality of teaching overall for children under the age of five is good. Planning does not always revolve around the key areas of learning but activities and tasks provide many opportunities to learn through practical activities and role play situations. Every opportunity is taken to reinforce good social interaction and provide co-operative working situations, for instance making a zoo or working on the computer. All adults encourage children to speak and to speculate. Opportunities for practical problem solving are well integrated, for instance, the teacher tells a story in which the children have to solve simple problems. This sustains interest and develops understanding. In the most effective lessons in language and literacy, mathematics and knowledge and understanding of the world, there is a good balance struck between instruction, more formal activities and freedom to learn through play. When teaching is not as successful, ineffective classroom management leads to interruption of literacy sessions or failure of the teacher to gain the full attention of children in physical education means that children do not make the progress of which they are capable.
20. At both key stages teachers have a secure subject knowledge of most subjects. Teachers have a good level of knowledge in subjects such as history, geography, design and technology and religious education. This comes over in the enthusiastic

manner in which they teach. Such enthusiasm is infectious and it motivates the pupils and keeps their interest at a high level throughout lessons. The school makes good use of the individual talents of teachers. The music co-ordinator, for instance teaches classes other than her own and helps to make music come alive in an interesting and challenging manner. The headteacher supports the teaching of information technology. His input makes sure that specific skills, such as drawing information together from different sources and then presenting it as a coherent text, are taught directly. The impact is that pupils are developing in confidence, knowledge and understanding. Throughout the school teachers recognise the importance of information technology in supporting other areas of the curriculum. In the course of inspection computers were used to enhance pupils' learning in numeracy and literacy, science, history, music, geography and religious education. In a similar way teachers recognise the potential of extending pupils' literacy and numeracy skills through other subjects. The measuring of temperatures, the drawing of graphs to record heart rate, together with writing to support work in history, religious education and geography are all good examples. The school has rightly identified the need to exploit every opportunity to further develop pupils' writing skills through widening the range of audiences and purposes pupils write for in subjects other than English.

21. Lesson planning does not follow a consistent format throughout the school but objectives are clearly stated in all teachers' planning. These are often made known to pupils. This helps learning because it makes known to pupils what it is they are to learn and whether or not they have been successful. Many lessons follow a set pattern of whole class discussion, group activities and a plenary session. In the best lessons, for example, a science lesson in Year 6, teachers use very good questioning skills to challenge the pupils and to improve their ability to investigate. Teaching is less effective when lessons are too controlled by the teacher and pupils have insufficient opportunities to think out problems for themselves.
22. On most occasions pupils are managed well. In the majority of lessons teachers have high expectations of good behaviour. Relationships between staff and pupils are generally very good. Pupils feel confident to try new things, knowing that if they fail they will be provided with appropriate guidance. Praise is not gushing. Praise and constructive criticism are given in equal measure. In a Year 3/4 numeracy lesson the sensitive but firm manner in which misconceptions were pointed out resulted in an immediate improvement in the standards of pupils' work. Teachers expect pupils to work both independently and collaboratively when appropriate. Pupils know these expectations and respond with a sense of responsibility, maturity and enjoyment. On the occasions when pupils lose interest or do not behave as well as expected, it is because the teacher does not really get the full attention of the pupils. As a result some very pertinent teaching points are either not heard or not understood. This impacts negatively on pupils' learning.
23. The use of time, support staff and resources is very good at both key stages. Lessons invariably start on time and most proceed at a brisk pace. Many teachers set time limits throughout the lesson, which is most effective in keeping pupils on their toes and ensuring that they complete an appropriate amount of work. The teachers have high expectations concerning the amount of work they want pupils to cover. The pupils know this and this helps to create a productive, focused learning environment. The use of available resources is often excellent. In history and geography, artefacts and dramatic representations are used purposefully. For example, pupils remember clearly a visit from a Roman soldier and the recreation of a day in a Victorian school. Older pupils act out the excitement of a river as it erodes land and moves rocks and boulders in its path. In an art lesson the teacher uses a print of Picasso's 'Weeping Woman' to stimulate pupils to discuss feelings and how

these affect expression. These and many more instances have a powerful impact on the quality of pupils' learning. Support staff are a great asset to the school. They work very well with differing groups of pupils in literacy and numeracy and to support other subjects. The level of questioning they use is often incisive. The work is challenging but at the same time they manage pupils with a high level of sensitivity and humour. Support staff and teachers liaise very well so that tasks complement each other. Prior attainment is constantly being built on and developed, learning is effective and pupils make good progress.

24. Teachers use the ongoing assessment of pupils' work as a means of celebrating success and identifying areas of weaknesses. Many teachers evaluate their lessons. A good example was seen for the older pupils in school where a teacher modified her planning for the rest of the week after assessing pupils' work and recognising that there were some misconceptions. Pupils are actively encouraged to assess their own level of performance and to identify areas for improvement. This is good practice because it points out to pupils that they also have a responsibility for their learning. All teachers mark pupils' work on a regular basis. Some excellent examples were observed at both key stages of this procedure being used most effectively to identify what pupils need to do to improve. Invariably where this very good practice exists, pupils recognise the benefits of taking on board the comments, and improvements in work are clearly visible. In general teachers pay sufficient attention to how pupils should present their work. However there is not always the same emphasis between different classes containing pupils of similar ages. A significant percentage of parents are unhappy with the amount of work that their children are expected to complete at home. Inspection findings disagree with this perception and indicate that the amount of homework that is set is appropriate for the differing ages and abilities of the pupils and makes a positive contribution to pupils' academic development.
25. Overall the quality of teaching is a strength of the school. It ensures that pupils of all abilities are acquiring skills, knowledge and understanding at a good rate. It stimulates pupils and makes learning enjoyable. The enthusiasm and subject knowledge of teachers fires pupils with a will to learn. They respond with interest, concentration and independence. The quality of teaching has improved since the last inspection. Unsatisfactory teaching is no longer an issue. There is a much higher incidence of very good teaching. There is little evidence to indicate underachievement from the higher attaining pupils. The willingness of all teachers and support staff to reflect on how they work in order to secure improvement indicates that the school is very well placed to maintain this level of teaching.

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

26. The quality and range of learning opportunities provided by the school for all ages are good. Pupils are offered a broad and balanced range of worthwhile opportunities, which are relevant to their interests and meet the needs of pupils including those with special educational needs.
27. The curriculum is well considered and forms a coherent plan. The two-year cycle for science, history, geography and religious education provides sound coverage of the programmes of study. The curriculum over-view is supported by good quality schemes of work for all subjects and detailed medium term planning. There is breadth of activities within subjects and the investigative aspects are fostered. The school is strengthening the curriculum by developing good approaches for cross-curricular aspects such as spiritual, moral, social and cultural education and is

making specific links between subjects such as the use of information technology in literacy. Progression in history and geography, although satisfactory overall, is sometimes hampered by the long time-gaps between study units. These can be as long as six months in some instances.

28. The curriculum provision for children under five is good but planning does not refer to the nationally recommended Desirable Learning Outcomes. The provision for pupils with special educational needs throughout the school is very good. The school promotes equal opportunities and provides additional small group teaching where needed. The school has effective strategies for teaching the basic skills of literacy and numeracy and has implemented the National Strategies for Literacy and Numeracy fully.
29. The provision for personal social and health education is very good and includes planned and progressive teaching covering health, sex education and the misuse of drugs. The school has gained the Northamptonshire Healthy School Silver Award and is on course to apply for the Gold Award. The criteria for the award not only cover health, sex education and the dangers of drug misuse but also school hygiene, disabled facilities and the involvement of the community. The school has provided a drug awareness meetings for parents. Personal, social and health education is closely linked with science. The success of the provision is monitored and regularly reviewed. Personal, social and health education is a well-established aspect of the whole school curriculum.
30. The school meets all statutory National Curriculum requirements and provides religious education according to the Northamptonshire Agreed Syllabus. The school also meets statutory requirements for daily collective worship.
31. The school cultivates pupils' personal development very well. The provision for personal development, including spiritual, social, moral and cultural development is very good.
32. The school has a comprehensive and well thought out policy on spiritual, moral, social and cultural education which is carried through into curriculum planning. In particular the policy identifies what opportunities exist in specific subject areas to promote spiritual, moral, social and cultural development. In addition, the religious education topics each half term are specifically linked to enhancing pupils' spiritual, moral, social and cultural experiences.
33. Pupils develop spiritual awareness very well through both the planned opportunities for example in art and music and also through the excitement of incidental discoveries. The integration of religious education, personal and social education and the enhancing of pupils' spiritual, moral, social and cultural development means that many valuable opportunities are provided for pupils to share their feelings with others. The school promotes the principles which distinguish right from wrong very well and as a result pupils are given an opportunity to voice strong opinions about justice, fairness and that they have rights as individuals. Older pupils recognise that they have the option to choose right or wrong. The provision for pupils' social development is very good. Pupils are encouraged to take responsibility for routines, trusted to respect property and to appreciate how a harmonious community operates.
34. The school teaches pupils to appreciate their own cultural traditions well and actively encourages them to take part in local festivals and celebrations. Pupils are introduced then to the diversity and richness of other cultures, for example, by speakers from the Commonwealth Institute.

35. There are many very good quality extra-curricular opportunities open to pupils, both at lunchtimes and after school. These include gymnastics, music and design and technology clubs. They make a very good contribution to supporting pupils' learning. Staff are very generous with their time in supervising these activities. The Homework Club works from the local library and provides good opportunities for older pupils to develop their study and independent learning skills. For example, pupils are able to use computers for research and project work. Some parents expressed concern that there were too few extra-curricular opportunities offered by the school. Inspectors disagree with this view and found the number and range of activities to be a real strength of the school.
36. The school is highly valued by the local community and regarded as a strong focal point. There are excellent links making a tremendous contribution to pupils' learning. Partnerships have improved from very good since the last inspection. The link with Brixworth Library is a good example of the school's pro-active approach to developing partnerships. Members of the clergy from several Christian churches frequently lead assemblies in school. This strongly contributes to pupils' spiritual and moral development and positively influences the values they hold. Pupils have many well planned visits in the community and this enhances their project and topic work. For example, a group of pupils recently visited Sulgrave Manor as part their work on 'the Victorians'. There are valuable partnerships with the emergency services. For example, the community police officer frequently gives talks to pupils about 'law and order' and personal safety. Business links are exceptional with many businesses supporting the school with financial and other donations. Several guest speakers regularly and frequently visit the school and contribute to lessons such as science. One good example of this was the recent talk about 'materials' from a manufacturing company. There are several sporting links. Staff from Northampton Football Club and the Leisure Services Department of the Local Authority contribute well to physical education through specialist coaching at school.
37. The school has very good links with universities and colleges. Many trainee teachers and childcare students undergo their training here each year. Pupils benefit considerably from the additional supervision and role models this offers.
38. There are good relationships with local comprehensive schools and effective arrangements for transition to the next stage of education. Most pupils go to Moulton Comprehensive School. Year 6 pupils are able to spend a whole day at the school to meet staff and sample the new routines of work. They are also able to attend informal social events within the induction programme.
39. Pupils make a valuable contribution to the community through harvest collection and distribution each year. They also raise high sums of money for charities and good causes. For example, they recently made up over 1,500 parcels for distribution to troubled countries in Eastern Europe. Clearly, they care for the community and those less fortunate than themselves.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school takes positive and effective steps to ensure pupils' health and safety. The quality of provision is very good and supports the caring and family ethos of the school. The school has considerably improved its provision in this area of school life since the last inspection.

41. Arrangements for child protection are good. The designated officer is appropriately trained and all staff are aware of the school's policy and procedures. The school has an effective relationship with the social services department of the local authority.
42. Health and safety risk assessments are carried out on a regular basis. Accident and emergency procedures are well developed and are effective in dealing with problems. The school has five staff trained to administer first aid. Fire procedures are good. Staff are very vigilant in health and safety matters and they follow the school's procedures fully.
43. Personal and social education makes a good contribution to raising pupils' awareness of health, safety and hygiene matters. Much work is done in science and the wider curriculum about healthy eating and the need for regular exercise. For example, in a science lesson Year 5 and 6 pupils carried out heart rate measurements before and after exercise. This was followed by a discussion on the effects of exercise on the human body.
44. The school has recently achieved the Silver Stage of the Healthy Schools Award. The programme has done much to raise pupils' awareness of healthy lifestyles and the school is now working towards the Gold Award.
45. The school works very closely with external agencies in raising awareness of health and safety matters. For example, the Road Safety Office conducts cycling proficiency training each year for Year 6 pupils and they also receive very basic first aid training from St John Ambulance.
46. There are good arrangements to monitor pupils' attendance and punctuality. Any problems are identified at an early stage and this enables the school to give pupils effective support. There is a good partnership with the Educational Welfare Officer on the rare instances it is necessary to involve the Officer. There are good arrangements to promote better attendance and punctuality. Staff take many informal opportunities to speak to parents and carers about the importance of good attendance and there are regular reminders in newsletters.
47. The school has high quality assessment procedures which are well established. They are used well throughout the school. In English, mathematics and science the school has cumulative records which are regularly maintained and easily accessible. They give a clear picture of pupils' progress and attainment. They are analysed along with the results of standard assessment tests to monitor the curriculum provision and effectiveness and to support its development. In many foundation subjects there are already portfolios of annotated work. This information is used productively to provide work and opportunities which are appropriately matched to individual pupils' identified physical, intellectual and emotional needs. All teachers have good procedures for routine assessment on a day to day basis and it is clearly evident in much of the planning. Teachers know the pupils very well and set appropriate targets for their development and attainment.
48. The provision for pupils with special educational needs is very good. Their needs are identified early and good quality support is directed towards helping pupils to meet the targets identified in their individual education plans. The school liaises well with outside agencies who advise on the support which these pupils need. The recently introduced booster classes to support pupils in literacy and numeracy are having a positive impact upon pupils' attainment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents mainly have positive views of the school. Inspection findings did not agree with several negative views they expressed. The parents' questionnaire replies and the meeting with the Registered Inspector, indicate a high level of confidence in the school and the quality of education it provides.
50. A significant proportion of parents raised concern about homework. Inspectors disagree with parents on this issue and found that arrangements are satisfactory. A few parents were concerned about provisions for the higher attaining pupils, but inspection findings do not support this perception.
51. The school has a good and effective partnership with parents. Parents receive good quality information about the school, its policies and procedures. This enables them to become effectively involved in their children's education. The school has successfully maintained the good quality of information since the last inspection. Newsletters are sent home each half term and these are appreciated by parents. They are very well presented and effective in keeping parents informed about any issues, dates to remember and forthcoming work in each class. Pupils' annual reports are of sound quality and they contain much information about what children know, can do and understand. Some parents expressed dissatisfaction about the computer generated statements used in these reports. Although most reports are supported by hand-written comments. Inspectors agree that in some cases they appear to be a little impersonal because of the language used in computer statements. The headteacher is aware of this concern and is reviewing the presentation of reports.
52. Parents make a good contribution to the school by supporting much of its work. New parents to the school have three induction sessions where they can find out about school life and how they can become more effectively involved in their children's learning at home.
53. Parents are well involved in the life of the school. The 'Friends Association' is very hardworking and successful in fundraising through social and community events. High sums of money are raised each year and used to buy learning resources such as computer equipment and books. Parents are invited to class assemblies and this helps to build positive relations with staff. Many parents regularly help in school with activities such as listening to readers, information technology and extra-curricular activities. Inspectors were impressed by the good quality of support parents provide in lessons. For example, one parent is a professional artist and regularly and frequently helps in art lessons. Parent helpers work closely and effectively with teachers and they are given clear guidance on how to support lessons.
54. The school has successfully maintained the good quality of parental involvement since the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The school benefits from very good leadership and is very well managed.
56. The headteacher provides excellent leadership and management of the school. He is well supported by an able and committed staff and well informed governors. He inspires, motivates and influences adults and pupils, leading by example, as an administrator and teacher. He has successfully established a very good school in

which there is a shared commitment to provide a high quality education and raise standards. Teachers, support staff and governors recognise and value the leadership he provides. They appreciate that his strategic thinking and planning has been central to the development and improvements since the last inspection.

57. All of the issues raised in the last report have been successfully addressed. A senior management team has been established, the role of the curriculum co-ordinators has been developed, the curriculum strengthened and teacher appraisal is now linked more precisely to professional development and meeting agreed targets for improvement.
58. The senior management team identifies areas for development. These are shared with staff and governors. Regular meetings are planned in relation to unit and staff meetings. This ensures that there is effective communication and discussion on all issues. The curriculum leaders have allocated time to monitor their subjects. They monitor all planning and a start has been made in the monitoring of teaching and learning in English, mathematics and science. This initiative is at an early stage of development. It has yet to include the identification of very good practice that can then be disseminated across the school and to tackle any weaknesses.
59. Non-teaching staff are highly valued members of the school team and share the high levels of commitment. Visitors and parents feel welcome in the school. The school is fully committed to its policy of equality of opportunity and support for pupils with special educational needs.
60. The school has explicit aims and values that are shared by governors and staff. The ethos of the school is positive, friendly and purposeful. It is based on good relationships between parents, staff, governors and pupils. Common values are shared, based on the principles of good behaviour, positive attitudes and personal development. There is a commitment to raising standards, as illustrated by the support for initiatives in literacy, numeracy and information technology.
61. The Governing Body is supportive of the school, meets regularly and has an appropriate structure that includes committees for curriculum, finance and personnel. The committees have clear terms of reference to guide their work. The Governing Body fulfils its statutory obligations by having all legally required policies in place. The finance committee monitors the school's budget and gives due consideration to the cost effectiveness of its decisions. The Governing Body takes appropriate account of the standards achieved and the quality of education provided by the school. Governors are well informed of end of key stage attainment and future targets.
62. The chair of governors has clear vision and encourages governors to widen their understanding by attending governor-training sessions. He recognises the strengths of the headteacher's leadership and the importance of developing the role of Governors to support, monitor and evaluate the school's achievements.
63. The headteacher has established effective systems to monitor and evaluate performance, diagnose strengths and weaknesses and take effective action to secure improvement. Pupils' attainment is monitored and end of key stage results are analysed. The staff recognise that pupils' attainment in writing is below that of reading, mathematics and science. It has been agreed that the planning for literacy lessons should include more time to develop pupils' writing skills. Inspection evidence confirms that this initiative is helping to improve standards in Year 6.

64. The school makes the best strategic use of resources, including specific grants and additional funding, linking decisions on spending to educational priorities agreed in the development plan. The introduction of the literacy and numeracy strategies have been well resourced. The school has worked in partnership with the nearby library to equip a computer suite to which they have regular access. This development has enabled pupils to be well taught, use good resources and improve standards. The cost to the school of this initiative has proved to be very good value for money. Governors recognise the value of support staff and the need for co-ordinators to have time to monitor and develop their subject. Additional funds have been allocated to enable staff to have 'release time'. At present, there has been no evaluation on how this initiative is raising standards in teaching and learning.
65. At the end of the 1998/1999 financial year, the school had accumulated a large carry forward of 9.7% of its budget. This has been used to staff and equip an additional class, improve staffing, accommodation and learning resources. The expenditure has proved to be effective in improving the quality of education provided.
66. Day-to-day financial control and school administration are very good and effectively support the smooth running of the school. Curriculum leaders are given the responsibility of managing their own budget. All expenditure is well documented and governors monitor income and expenditure. The last audit report was satisfactory and the few issues raised have been addressed. The school applies the principles of best value most effectively in securing and using resources and services.
67. The school has a good number of teaching staff for the number of pupils on roll. All teachers are suitably qualified and most are well experienced. This enables the curriculum to be taught effectively to all pupils. There is a good blend of experience and youth amongst teachers. Collectively, they provide a good level of expertise across the curriculum. There is a good match of individual teachers to their teaching roles. Good use is made of teachers' individual skills and talents. In these instances, the music co-ordinator takes classes other than her own and the headteacher supports the teaching of information technology. These initiatives enhance pupils' level of attainment, progress and enjoyment. Teachers and support staff are very generous with their time in supporting the many extra-curricular activities. There is a very good number of suitably experienced support staff. They make a positive contribution to supporting teaching and learning. There is a sufficient number of lunchtime staff and they provide good supervision at lunchtimes. They deal with any problems such as accidents and bad behaviour, effectively. The school has sufficient secretarial and administrative support. The two staff make a good contribution to the smooth and efficient running of the school. The site supervisor plays a strong role in maintaining the school's premises and equipment in good order. Good team-working between all staff is a strong feature of this school. The number of teachers and other staff has increased significantly since the last inspection to meet the needs of an increasing school roll.
68. The school's accommodation is very good. It has improved from a satisfactory level at the time of the last inspection. There are many very good facilities for the disabled and access for wheelchairs is excellent. Classrooms are mostly of a sufficient size for the curriculum, with some of good size. However, the recent creation of a third Reception class has necessitated the temporary use of a central practical area as a teaching base. Displays of pupils' work around school are effective in stimulating interest in the curriculum. For example, there is an attractive display of working clocks that shows the imaginative work of older pupils. Library areas are of a good size and they are conveniently located for pupils in each key stage. Storage space across the school is good as is access to it. Outdoor hard surface play-areas are of

good size. The under-fives benefit positively from a very good size, enclosed play-area. The school has a full size football pitch. The grass areas also enable pupils to enjoy other grass sports such as rounders and athletics. Clearly, these facilities support the school's strong sporting achievements. The school grounds also include an environmental area and pond. These facilities are well used in science and enhance pupils' studies.

69. Learning resources are good. This represents an improvement from the generally satisfactory resources found at the time of the last inspection. The school has good levels of high quality resources for the majority of National Curriculum subjects. For example, there are many resources to support teaching in literacy and numeracy. The school has a satisfactory number of books in relation to the number of pupils on roll. However, there are not enough computers.
70. In relation to the income received, the quality of education provided and the progress and attainment of pupils, this school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education still further the headteacher, Governing Body and staff should :

1) improve the standards in writing by:

- consistently providing opportunities for pupils to write for a variety of audiences and purposes;
- ensuring that pupils systematically develop the skills of writing extended pieces of work;

(paragraphs 5, 92, 95)

2) further sharpen the focus for evaluating the teaching and learning in lessons and the pupils' work so that:

- strengths and weaknesses are clearly identified;
- the good practice that clearly exists is then disseminated across the school.

(paragraphs 58, 96, 105, 111, 118, 124, 139, 143, 150, 157)

3) ensure that the planning for children in the foundation stage takes account of the nationally recommended learning goals when appropriate.

(paragraphs 72)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	47

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	27	46	25	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)		454
Number of full-time pupils eligible for free school meals		11

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		96

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	54
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	40	32	72

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33	36	38
	Girls	26	28	32
	Total	59	64	70
Percentage of pupils at NC level 2 or above	School	82	89	97
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	35	37	40
	Girls	27	27	30
	Total	62	64	70
Percentage of pupils at NC level 2 or above	School	86	89	97
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	40	35	75

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	34	36
	Girls	30	30	32
	Total	58	64	68
Percentage of pupils at NC level 4 or above	School	77	85	91
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	30	26
	Girls	31	31	30
	Total	52	61	56
Percentage of pupils at NC level 4 or above	School	70	82	77
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	3
Indian	1
Pakistani	
Bangladeshi	
Chinese	
White	449
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17.9
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	200

Qualified teachers and support staff: nursery

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

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

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

Financial information

Financial year	1999
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	£
Total income	587954
Total expenditure	591998
Expenditure per pupil	1420
Balance brought forward from previous year	60960
Balance carried forward to next year	56916

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	454
Number of questionnaires returned	130

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	48	5	1	1
My child is making good progress in school.	37	50	9	2	2
Behaviour in the school is good.	36	56	3	1	4
My child gets the right amount of work to do at home.	22	48	21	6	2
The teaching is good.	33	57	4	0	5
I am kept well informed about how my child is getting on.	19	51	25	3	2
I would feel comfortable about approaching the school with questions or a problem.	44	46	7	1	2
The school expects my child to work hard and achieve his or her best.	45	45	8	0	2
The school works closely with parents.	21	60	13	3	4
The school is well led and managed.	50	43	3	2	3
The school is helping my child become mature and responsible.	35	55	5	3	3
The school provides an interesting range of activities outside lessons.	55	34	6	1	3

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

71. Good provision is made for the children under five. At the time of the inspection there were 66 children in the three Reception classes, 41 of whom were four years old at the beginning of term. These classes are each staffed by a full time teacher, and a trained classroom assistant works full time in the practical activity area. Significant additional support is given by parents. The classes are located in the Reception wing, which comprises two classrooms and a shared practical activity area. Since the creation of the third class at the beginning of term, under the class size initiative, it has been necessary to use the practical area as a class base. Whilst this is not ideal, staff have developed a very effective rota system, so that all the children spend an equal amount of time in the class rooms designated for literacy or numeracy and in the practical area. There is direct access to a very good covered outdoor play area which contributes well to the children's learning opportunities and their physical development.
72. Admission to the Reception classes takes place once a year in September, following a carefully staged, effective induction programme in the summer term. Attendance is part-time for the first half term increasing to full time from then on. Reception children follow a structured timetable where groups of children of similar attainment work with the teacher or independently on focused tasks whilst others choose from a variety of structured play opportunities. Whilst planning of the curriculum is not specifically related to the nationally agreed Desirable Learning Outcomes for the age group, all the activities are practically based and appropriate for the children and include the necessary elements of the National Literacy and Numeracy strategies. The school, however, has rightly recognised the need to ensure that planning should take account of the Desirable Learning Outcomes when appropriate and has already started to review its planning procedures. There is no designated co-ordinator for the Reception year, but teachers work closely together to ensure all the children have similar opportunities.
73. Assessments of the children's skills are made in their first term in school, and these indicate that a range of attainment is represented, but overall, the attainment of the vast majority of children is in line with that expected for the age group, with some children already achieving a good standard in speaking and listening and in mathematics. Children make good progress in the Reception classes and by the time they are five the attainment of the majority of children is ahead of that expected for their age in all areas of learning, and is well above the expected level in personal and social development and in mathematics. A well structured programme of activities, which takes account of different levels of attainment, enables all pupils to move into the Key Stage 1 National Curriculum Programmes of Study at the appropriate time. Standards have improved since the last inspection, due to an improvement in teaching and to more regular monitoring of the progress of individuals.

Personal and Social Development

74. Very good progress is made in developing personal and social skills. By the age of five, the children demonstrate a good level of maturity and independence for their age. This was very apparent when a Reception class led an assembly for the school which was attended by several parents. Individual children spoke about their work with great confidence and the whole class participated well in the songs and poems. The children have a good understanding of class routines and are familiar with the

class rules. They put up their hands to answer questions, tidy away at the end of an activity and generally behave well. They are aware of the needs of others, for instance when one boy appeared a little upset towards the end of the day, his friend put an arm round his shoulder to comfort him. Children develop a sense of right and wrong through discussion in storytime and in assemblies. They sustain concentration for an increasing amount of time when participating in whole school assemblies and in class, in the oral part of a numeracy lesson one class participates totally for almost half an hour and then quickly moves on to work on their group task. Children learn to take turns at serving behind the counter in the post office, line up sensibly when changing classrooms and co-operate well when playing on the wheeled toys made for two. All children put on an apron when appropriate, get changed for gymnastics and attend to their own personal needs. They learn to solve everyday problems such as building a home big enough for the Care Bears from structured apparatus. Children are developing very good attitudes to their work and their enjoyment of school is obvious in all their activities.

75. The quality of teaching is good and the children's personal and social development is given a suitably high priority. Every opportunity is taken to reinforce good social interaction and provide co-operative working activities, for instance making a zoo in the sand or working on the computer. Class procedures and rules are reinforced so that children know exactly what is expected of them. The classrooms are well organised and resources are easily accessible to children. This results in children developing independent work habits and skills. The very good relationships between the teachers, classroom assistant and the children contribute significantly to the positive atmosphere in the Reception area.

Language and Literacy

76. Children make good progress in language and literacy through structured activities related to the literacy strategy and through the language rich environment of the Reception area. Almost all exceed the nationally set Desirable Learning Outcomes by the time they are five and are already working on the Key Stage 1 Programme of Study in advance of their age. All the children write their own name. The higher attainers copy simple sentences, with some pupils beginning to write independently, one boy finding the words to write "I play with my Batman". The lower attainers are developing their writing skills through regular practice tracing words and overwriting. The children listen well to stories, discuss their own teddies using a good vocabulary, one higher attaining child using the word "overjoyed" to describe special feelings and other pupils defining "relieved" correctly. All the children know a good variety of rhymes by heart and a group of eight Reception children practise at lunchtime to prepare their poem for entry to the local speech and drama festival. The majority of children recognise initial sounds and higher attaining children spell out short words such as me and my. Through the regular sharing of big books children are becoming aware of the need for capital letters and full stops and many recognise rhyming words, the more able using their knowledge to complete sentences. All children have a reading book appropriate to their age and stage of development and take this home daily to practise with their parents.
77. Teaching is generally good and literacy sessions are well planned. There is a good range of practical activities to promote language development and every opportunity is taken by all the adults to encourage children to speak and to speculate, for instance, the classroom assistant led a very good discussion on colour and texture when explaining close observational drawings. Teaching is most effective when clear instructions are given and high expectations are explicit. It is less successful in the

small minority of lessons when ineffective classroom management leads to the interruption of the literacy session.

Mathematics

78. Very good progress is made in mathematics. Every opportunity is taken to count and compare and children are very familiar with many number rhymes and songs. Understanding is developed through a wide range of practical activities so that by the time they are five years old their attainment is well above that expected for their age. All pupils count confidently to 20 and the majority count back to zero with some reference to the number line. The higher attaining pupils know that 10 more than 10 is 20 and the lower attainers thread the appropriate number of beads on a string. All the children use the number line to find one more or one less and the majority perform simple additions and subtractions to 10 using cubes. Children develop a good understanding of pattern, matching appropriate size bears and creating a matching set according to size and colour. The majority of children name cuboids and cubes, explaining that cubes have got "square sides," and relate these to real life packages. Children also develop their understanding through solving problems, some children making up stories to match their 'take away' sums. A small group of higher attaining children work with a parent helper and rise to the challenge of developing a number game which they named Teddy's Picnic.
79. Teaching of mathematics is good and the numeracy sessions are well planned and suitably challenging. Opportunities for practical problem solving are well integrated, for instance, the teacher tells a story in which the children have to solve simple problems, this sustains interest and develops understanding. In the most effective lessons good class management promotes a good working atmosphere in which all children are actively engaged, and there is a good balance between instruction, more formal activities and the freedom to learn through play.

Knowledge and Understanding of the World

80. Children make good progress in acquiring knowledge and understanding of the world through a good range of structured practical activities and almost all exceed the agreed Desirable Learning Outcomes by the time they are five. Most children say where they live and talk about their family. They draw pictures and write simple sentences to describe their own development, for instance one child wrote, "When I was a baby I played with a toy hammer, now I am four I play with a remote control car." They investigate the effect of magnets on a variety of different objects and discover that the paper clip "sticks" to the magnet but the plastic brick does not. In assembly a group of children describe how different toys move and classify them into clockwork, battery, push or pull toys. Children have regular access to computers and can manipulate the mouse to dress Teddy. Two children also operate the overhead projector in their assembly. All the children have the opportunity of using a good range of construction toys, sand and water and develop their problem solving skills in following set tasks such as building a zoo in the sand. Children develop their skills when using sticky tape and scissors to make a book and when folding paper and using glue to make a jack-in-the-box. They know a variety of bible stories including Noah and develop an understanding of other cultures through stories in assembly and through the range of books and dolls from other lands.
81. The quality of teaching is good and activities are appropriate and well planned. Teachers have a good knowledge of the age group, know the precise purpose for each activity and give clear instructions. Simple but effective assessment procedures

are used to monitor the progress of individual children and to plan the next stage of learning. Adult supervision is always adequate for safety purposes.

Physical Development

82. Children enjoy a well planned programme of physical activities and make good progress. There is a very attractive, secure, covered outdoor play area with appropriate resources such as bikes, trucks, climbing apparatus, and a playhouse to enable children to develop and extend their skills in all areas but particularly in their physical development. Children pedal and steer successfully and co-operate well on toys designed for two such as the see-saw and chariots. They climb quickly through barrels and jump accurately in and out of tyres. In a physical education lesson in the hall children demonstrated a good awareness of space, were agile and showed good balance. Children make large and curled shapes and a small number perform forward rolls. Children are confident when cutting, gluing and constructing models from small plastic bricks. They demonstrate good control of paintbrushes and use pencils to very good effect.
83. Teaching in this area of learning is generally good. Staff provide a good range of opportunities to develop physical skills and show the children how to use equipment safely, for example, how to use scissors when cutting.

Creative Development

84. Children make good progress in creative development and attain standards in advance of their age. They have good opportunities to explore colour in free painting and in shading pastels when drawing pictures of their teddy, and explore texture when contrasting the feel and look of bark, coconut shells and snail shells. They paint very detailed pictures of trains and draw skilfully from close observation. They develop their skills when working with clay to make faces and create patterns from nail boards and rubber bands. Children play a variety of musical instruments in assembly to accompany the train's journey through the countryside and sing "The Train is-a-coming" very tunefully without accompaniment. They develop their imagination when dressing up in the home corner, when filling in forms in the post office and when creating a dinosaur swamp from spaghetti and water.
85. The quality of teaching is good overall and there is a good balance between the acquisition of skills and free play. Activities are well planned and show a good understanding of the age group.

ENGLISH

86. Overall, standards of attainment in English are close to the national average at the end of Key Stage 1 and above average at the end of Key Stage 2. In both key stages, attainment is above average in reading and speaking and listening and average in writing. Pupils, including those with special educational needs, make good progress. The school has detailed assessment data which enable teachers to accurately predict pupils' results. It is in a good position to achieve the targets it has set itself for this year.
87. In speaking and listening, standards at the end of both key stages are above average. At the age of seven, pupils listen attentively to their teachers and show clear understanding of the main features of stories and poems that are read to them. They express opinions about books, authors and illustrators clearly and confidently.

When asked to describe the giant in 'Puss-in-Boots', they use a wide range of words to describe his facial features. In the plenary session of lessons, they listen to each other's contributions. At the age of 11, most pupils speak confidently about their work and interests. They willingly answer questions and are confident in speaking to the class. This was evident when pupils described how life in schools would be different in the future when robots may teach them! They listen to explanations and show understanding of their tasks. Pupils, including those with special educational needs, make good progress. They have the opportunity to participate in assemblies, plays and festivals. During the inspection, a class of five year olds showed a high degree of confidence in presenting their first assembly to the school. Other young pupils had learnt poems to recite at a speech and drama festival. They showed confidence in using expression to bring the poems to life.

88. Throughout the school, standards in reading are above the national average. In Key Stage 1, pupils are well supported by adult helpers in school and through parental support at home. From their early experiences of recognising whole words and individual sounds, they progress to a structured approach that incorporates reading, writing and spelling. Pupils read together from a wide range of texts and make use of clues provided in the text. They read notices and captions in their classroom. In group-reading activities they show good development of expression. Most pupils can read independently and talk about favourite books. In Key Stage 2, pupils use a reading scheme that is supplemented by carefully selected sets of books that promote wider reading. These include 'Carrie's War', 'Goodnight Mr. Tom' and 'Macbeth'. Most pupils read accurately and with understanding. They can recall, predict and offer opinions on text, plot and characters. Older pupils show good library and reference skills to access information.
89. Attainment in writing is in line with national expectations at the end of both key stages. By the age of seven, pupils write simple sentences using full stops and capital letters accurately. They know the function of speech, question and punctuation marks. They begin to develop skills that will enable them to write in an interesting way. They use adjectives to describe characters in their stories and poems. Good work was observed in their poem about 'The Giant's Accident'. Simple words are usually spelt correctly and inaccuracies are phonetically correct. Handwriting skills are developed well and pupils ensure letters are correctly formed.
90. In Key Stage 2, pupils learn the basics of grammar and by the age of 11, pupils' writing is usually correctly punctuated and carefully structured. Inspection evidence confirms that some pupils are developing confidence in writing extended stories but this is not as secure as other elements of writing. However good examples were seen when pupils discussed the poem 'Flannen's Isle'. They wrote imaginative stories, which showed a clear understanding of the use of paragraphs, apostrophe's and inverted commas. However, the majority of pupils show a lack of confidence in writing for a variety of purposes. In Years 3 and 4, pupils show imagination in exploring ideas and sequels to traditional stories. They devise original and interesting ways of creating alternative endings to stories, such as 'Jack and the Beanstalk'. They know how to construct a story and develop the description of characters. In Years 5 and 6, pupils are stimulated by their teachers' reading of 'The Listeners' and 'The Highwayman' to write their own poems. Handwriting is taught well in some classes and pupils develop a fluent cursive style. However in other classes, pupils fail to build on the skills learnt in previous years.
91. Pupils respond with enthusiasm in lessons. They listen attentively, particularly during whole class reading and discussion sessions. They ask relevant questions and are eager to answer questions and give opinions. Pupils show a positive attitude towards

learning and behave well in all lessons. They relate well to each other and enjoy working co-operatively. In a Year 2 lesson, pupils were asked to draw features on an outlined face. They exchanged drawings and wrote their own description before reading this to the class. In Year 6, pupils worked in pairs to develop a story about the future. They sustained their interest in describing characters they planned to include in their story. They show commitment to their task and enjoy sharing ideas.

92. The quality of teaching is good in both key stages and is occasionally very good. No unsatisfactory lessons were seen. Teachers show good class management skills and plan effectively to meet the needs of each group of pupils. In the most effective lessons, whole class teaching is combined with a variety of well-planned group activities that have clear learning targets for pupils. Teachers show secure subject knowledge and personal enthusiasm. They maintain and inspire their pupils with their obvious love of literature and poetry. In a class when the teacher read 'The Highwayman', the pupils were spellbound and disappointed when lunchtime arrived before the end of the poem. In some less successful lessons, pupils complete their tasks but fail to show the same degree of motivation. All work is marked and there are many examples of very effective marking which help pupils to move forward, knowing their strengths and weaknesses. Teachers throughout the school promote reading as an enjoyable activity and their enthusiasm is reflected to pupils.
93. The school has successfully implemented the National Literacy Strategy in all classes. Teachers plan thoroughly to develop pupils' knowledge and skills. Pupils respond positively to the lesson structure and the specific demands placed on them as learners. The lessons are having a positive impact on pupils' progress and helping to raise standards in speaking and listening, reading and writing. The school has adjusted the timetable to allow one lesson each week to target 'extended' writing. The new development has not been established long enough to judge progress but early indications are that it is proving effective. Much care has been spent on arranging additional literacy support groups. All pupils make good progress in these sessions due to the high level of support and the structured programme.
94. Since the last inspection, standards at the end of both key stages have improved in reading. Standards in speaking and listening are still good and writing is satisfactory. The quality of teaching has improved from satisfactory to good with some that is very good. The role of the co-ordinator has been developed to monitor planning, teaching and learning. However, this is at an early stage and has yet to identify strengths and share good practice across the whole school.

MATHEMATICS

95. Inspection findings indicate that attainment at the end of both key stages is well above average, which includes a significant percentage of pupils who are on track to exceed the level expected at seven or 11-years-old. This shows an improvement in both key stage since the last inspection when attainment was judged to be above average. This is due mainly to the improvement in the quality of teaching and the early and most effective introduction of the National Numeracy Strategy.
96. By the end of Key Stage 1, most pupils have a good understanding of place value to 100. Higher attaining pupils work confidently with numbers beyond this. Pupils have good arithmetic skills. Higher attaining pupils double 2-digit numbers quickly in their head and lower attaining pupils add numbers to 10 using cubes. The majority of pupils count in 2's and 10's and more than half count in 5's. Pupils are encouraged to find their own ways of working things out and they explain their methods, for example

one pupil explained how she had worked out the possible totals she could make using 2 out of 4 different stamps, and the pattern she had used to ensure she had all the possible totals. This mental agility and use of problem-solving shows an improvement since the last inspection, and is due in large measure to the new structure of lessons. Almost all the pupils identify and name the common 2-dimensional and 3-dimensional shapes and the majority draw a variety of pentagons and hexagons on dotty paper. Most pupils are developing a good understanding of various units of measurement being able to measure a pencil in centimetres and working out the amount of water a container can hold in litres. They sequence the events of the day and tell the time using o'clock and half past. Pupils use a variety of charts and graphs to display information and one class in Year 2 had put information in the computer to generate graphs showing the most popular dairy foods and drinks.

97. By the end of Key Stage 2, the majority of pupils have a good understanding of place value to 1000 with many pupils working confidently in millions. All pupils have a good mental recall of their tables to 10x10. They have good arithmetic skills. Higher attaining pupils multiply 59x6 in their head and explain that they multiplied 60 by 6 and then took 6 away. The ability to use and explain their own methods to work things out is a strong feature of most lessons. This has contributed significantly to improving pupils' understanding and raising standards. Lower attaining pupils use their recall of tables to perform simple multiplication and division sums mentally. The majority of pupils have a good understanding of simple fraction/decimal/percentage equivalents and use their knowledge to solve problems. Pupils have the opportunity to develop their investigative skills, the majority being able to explain the pattern of square numbers, with higher attaining pupils generalising the patterns discovered in Pascale's triangle. All pupils have a good understanding of the properties of common 2-dimensional and 3-dimensional shapes and define the different sorts of angles. The majority of pupils draw and measure angles with considerable accuracy and estimate the size of angles drawn on the computer. Higher attaining pupils draw common shapes on a grid using all 4 quadrants. The majority of pupils understand the appropriate units of and calculate the distances between locations on a map using kilometres, and almost all tell the time using the 24 hour clock.
98. In both key stages, pupils have the opportunity to apply their mathematical skills, knowledge and understanding to other subjects. For example, pupils in Year 1 create number snakes and draw spirals in art, and pupils in year 2 use a variety of graphs to display information about food in their science topic. Pupils in Year 3, measure carefully to make their owl mobiles to demonstrate the food chain, Year 4 make symmetrical patterns and also follow a history time line from form Christ's birth. Year 5 design number machines, make nets of solid shapes and display science information on a graph showing the rate at which liquids evaporate. Year 6 measure ingredients carefully when making their cheese straws in food technology.
99. Pupils in Key Stage 1, including those with special educational needs, make good progress through appropriate practical activities, with very effective use of number lines, and through regular mental practice. Classroom assistants, who have undertaken the numeracy training, enhance progress by working with individuals and groups. Progress is good in individual lessons and in group activities where there is suitable challenge for all levels of ability and the management of pupils is good. Learning is less successful, but still satisfactory, in those lessons where the pace of the oral session is too laboured or the management of pupils is less effective. The school gives suitable priority to numeracy and this is having a positive effect on pupils' arithmetic skills. Every opportunity is taken to count and to gain understanding of numbers. Higher attaining pupils in Year 1 are able to develop a wide range of number bonds to make 12 and use different strategies to solve $?+3=10$ and are

developing a good understanding of tens and units in addition and subtraction. Most are able to double numbers up to 8 in their heads, with lower attaining pupils making progress in mental addition of numbers up to 5. All pupils in Year 1 learn to compare measurements and to tell the time using o'clock and half past, higher attaining pupils can match digital time to the clock face.

100. Pupils, including those with special educational needs, make good progress throughout Key Stage 2, and work is appropriately matched to individual needs. Pupils' arithmetic skills are being improved by regular daily practice, particularly in those lessons where the pace of the mental sessions is brisk and challenging and through a good variety of problem solving activities. Pupils in Year 3 develop their number skills through good use of puzzles and games, most pupils add a single digit to a higher number mentally and record their working when solving problems. Higher attaining pupils explain that $3-12$ results in a negative number. Lower attaining pupils have a secure understanding of addition and subtraction of numbers to 10 and are learning to relate this to addition of multiples of 10. Pupils in Year 4 are developing a good understanding of place value through clear instructions and the use of practical base ten equipment and the majority take away hundreds, tens and units using decomposition. Higher attaining pupils develop strategies for checking their work using the inverse operation and all pupils are becoming skilled in using estimation. Lower attaining pupils use decomposition for subtracting tens and units. Pupils in Year 3 learn to work out the area of shapes by counting squares and tell the time using 5 to and 25 past. Pupils in Year 4 extend their knowledge of shape with the higher attaining pupils classifying shapes using their knowledge of prisms. Most pupils weigh using grams and understand tallies when drawing a frequency table. Pupils in Year 5 continue to develop their number skills, developing their own mental strategies and explaining these to the rest of the class. Most pupils add two 2-digit numbers in their head and use their good recall of tables to work out division sums with a remainder. Pupils extend their knowledge of shape through estimating and turning through different angles and through using the angles program and logo on the computer. Some Year 6 pupils are benefiting from additional lessons in booster classes in an effort to help them to achieve the expected standard.
101. Pupils generally have a very good attitude to their work and behaviour is generally good. They listen well and readily join in the mental arithmetic sessions. They settle quickly to work in groups and sustain their concentration even when they are not the focus of the teacher's attention. They work well in pairs and generally complete their tasks. Older pupils in Key Stage 1 and pupils in Key Stage 2 develop independence through being encouraged to find their own ways of working things out. Pupils develop confidence to try and to offer opinions in a supportive atmosphere where everybody's contributions are valued. Pupils listen well to each other and show interest, for instance when a pupil in Year 5 explains his calculations for finding the missing angle using the blackboard with confidence. Pupils are well motivated and show obvious enjoyment in being challenged. Pupils take a pride in what they do and work is generally well presented. Most pupils persevere and are keen to finish their work but a small minority of pupils find it difficult to concentrate.
102. Teaching is satisfactory, with examples of good practise, Key Stage 1 and good in Key Stage 2, with instances of very good teaching in both key stages. This is an improvement on the last inspection and has been a significant factor in raising standards. All teachers show a good understanding of mathematics, use the correct mathematical language and they have worked enthusiastically to introduce the Nationally Numeracy Strategy successfully, with a positive effect on pupils' progress. At Key Stage 1, clear instructions and regular practice ensures basic skills are well taught. Teachers plan carefully, with good co-operation across age groups to ensure

all pupils have similar experiences, this is particularly effective for the progress of pupils in those classes with mixed age groups. Pupils in all classes are generally grouped by ability and given appropriate tasks to enable all pupils to make good progress. Good use is made of resources, such as number lines and counting apparatus, to help understanding. At Key Stage 2, teachers have a good rapport with their pupils, creating a good working atmosphere in which pupils want to succeed. In the very good lessons there is a very good pace to the initial oral sessions and good questioning skills enables pupils, whatever their ability, to be appropriately challenged. Good use is made of problem solving to further pupils' understanding and work is well matched to pupils' prior attainment. Work is regularly marked and help is given where needed. In a small number of lessons at both key stages, the pace of the oral sessions is insufficiently brisk to challenge all the pupils. An appropriate amount of homework is given to support and extend pupils' learning.

103. The subject is well led by a knowledgeable co-ordinator. Work is well planned in accordance with the National Numeracy Strategy, and all aspects of the subject are well covered. All staff, including support staff, have been well prepared for its implementation. The co-ordinator monitors planning but has not yet had the opportunity to monitor teaching in order to disseminate and share good practice. Mathematics has a suitably high status in school, and a designated governor has attended training and has had discussions with the co-ordinator. The school has good assessment procedures for monitoring pupils' progress with a positive effect on standards. The curriculum meets statutory requirements and good use is made of information technology to support learning.

SCIENCE

104. By the end of Key Stage 1 all pupils are attaining the national average and a significant number are attaining a higher level. Almost all pupils at the end of Key Stage 2 are attaining the national average for pupils at the age of 11 and about a third of the pupils are on target to attain the next higher (Level 5). This means that attainment overall is above average at the end of both key stages. This is supported by National Curriculum test results and teacher assessments. Pupils do well in all aspects of the programmes of study for both key stages and are particularly strong in the aspect concerned with the way they can relate their work in school with everyday life. They understand the need for focused exploration and investigation through setting up hypotheses and testing them. The pupils are secure in their understanding of the need for fair testing when they are collecting and investigating their evidence and they record their findings in a range of appropriate ways including tables, graphs and written reports. They make good progress in the development of their understanding and the acquisition of knowledge. During the inspection the oldest pupils at Key Stage 2 were engaged in a topic studying the human body and through the use of excellent resources were discovering features of the skeleton which support, protect and which are able to move and how muscles control this movement. The pupils at the end of Key Stage 1 are engaged in exploring changes and were finding the warmest place in the room in order to melt ice, or the coldest to keep the ice for the longest period. They make accurate predictions based on their experience and prior learning and have a secure grasp of materials and physical processes.
105. The quality of learning is good. Pupils make good progress steadily building on previous knowledge. An analysis of pupils' work shows that throughout Key Stage 1 pupils have increased their knowledge through a balanced range of topics including a study of food and the need for a healthy diet and using this subject to look at the way

food changes when it is cooked. They have investigated materials and considered the use of natural and man-made materials for a range of purposes. In Key Stage 2 the older pupils have also made an appropriate study of foods which give energy and encourage growth and good health. They have been considering the workings of the digestive system and the effects of smoking and alcohol abuse.

106. Pupils have very positive attitudes to their work. They know the routines and they are well aware of what they are expected to do. Most pupils remain on task and move from one activity to another with the minimum of fuss. The work in their books is well presented and classrooms are enhanced with appropriate displays of recent work. When the opportunities occur they work together collaboratively and well in pairs and small groups and behaviour is of a very high standard at all times. Pupils in some classes could do even better if they were to be given more opportunity to take responsibility for their own learning by being able to identify hypotheses and to set up their own experiments to prove them.
107. Since the previous inspection there has been a significant improvement in the standards which pupils attain and in their achievement across the whole spectrum of the programmes of study. A scrutiny of work and consideration of teachers' planning shows that there is more breadth in the quality of the curriculum and pupils' learning.
108. The quality of teaching is good. In over half of the observed lessons the quality of teaching was very good and some excellent teaching was seen. No unsatisfactory teaching was seen during the inspection period. The most effective teaching takes place when lessons are very well organised and managed, when excellent resources are available and when the pupils are given exciting and stimulating opportunities and activities to extend their knowledge and understanding. Pupils are given valuable opportunities to investigate and discuss and use a range of reference materials to find the answers to their questions. Teachers use very good questioning skills to challenge the pupils, to develop better enquiry skills and to improve their ability to investigate. Teaching is less effective when lessons are too controlled by the teacher and where pupils have insufficient opportunity to think out the problems for themselves because the experiment is arranged for them. In these lessons there is a lack of pace and a minority of pupils lose motivation and concentration.
109. Teachers' expectations of the pupils' attainment are appropriately high. The teachers know the pupils well and work is clearly matched to pupils' identified needs and their previous learning. The progress which pupils make is well supported by a good curriculum which is well established throughout the school. Pupils experience this curriculum on a two year cycle which is well organised to guarantee appropriate provision in mixed age classes and to ensure equality of access to all pupils as they move through the school. The subject is well managed by an enthusiastic and well-informed co-ordinator who has already begun an appropriate programme of assessing the appropriateness of curriculum provision and planning. The school has already recognised the need to extend the role further to have a bigger impact on raising standards by monitoring and evaluating teaching in order to disseminate the good practise and to tackle any weaknesses. The school has very effective systems for both formal and routine assessment of pupils' attainment and progress. These are well established and give a secure base for evaluating pupils performance and for seeking ways to raise standards even further. The school is well resourced for this subject. The resources are fully accessible and are used well.

ART

110. Standards of attainment at the end of both key stages in the last inspection were satisfactory. Pupils continue to achieve the standards expected of their age.
111. At both key stages, pupils produce work of a good standard that is well displayed in the school. For example, in Year 1, there are examples of wax crayons and colour washes being used effectively to reflect the work of Renoir's 'The Umbrella'. Their knowledge of line is further developed when drawing snail patterns in the style of Matisse. Pupils in Year 2, show skills in using a variety of materials to create attractive three-dimensional sculptures.
112. In Key Stage 2, there are attractive displays using lines to create patterns and pictures in the style of Paul Klee. Observational drawing of crushed cans and historical artefacts show pupils attention to detail. Older pupils observe each other to develop sketching and painting skills.
113. Progress is satisfactory in both key stages. In Key Stage 1, pupils show confidence in using pencil to try out ideas when drawing facial expressions. They produce good interpretations of anger, nervous, sad and happy faces. They develop skills in painting, printing, collage, clay-work and drawing. Progress continues to be satisfactory through Key Stage 2. In some classes, progress is good and is directly related to the quality of teaching. Skills in painting are developed in Year 3 and 4. Pupils use a variety of brushes and paint to produce accurate images of plants. They mix paint carefully to enable them to develop shades of colour. Clay-work is developed effectively and pupils show care and attention to detail in producing boxes with lids. Older pupils develop skills in printing and pattern making when studying the work of William Morris. They recognise how the artist used flowers, leaves, trees and birds for his inspiration. Pupils have produced some attractive folders for their language work. There is a lack of progress in the development of painting and drawing. Pupils with special educational needs are fully integrated and make progress in line with their peers.
114. Most pupils show a positive attitude towards learning. In Key Stage 1, pupils show interest and involvement in all activities. They sustain their concentration, behave well and take a pride in their work. In Key Stage 2, most pupils enjoy their lessons. They relate well to one another and listen attentively to teacher's explanations. A few boys in Years 5 and 6 lack motivation and produce little work in the given time.
115. The overall quality of teaching is satisfactory. In some lessons it is very good. Most lessons are well organised and teachers have high expectations of their pupils. In the best lessons, teachers show good subject knowledge and give clear explanation of techniques. In a lesson on developing drawing skills, the teacher effectively used a print of Picasso's 'Weeping Woman' to stimulate pupils to discuss feelings and how these affect expression. The pupils showed good concentration in using lines to create feelings. In some lessons teachers show a lack of expertise and have difficulty in retaining the attention of all pupils.
116. The role of the co-ordinator has yet to be effectively developed to allow her to monitor teaching and learning and to help develop standards further.

DESIGN AND TECHNOLOGY

117. No lessons were observed in Key Stage 1 as the focus during inspection week was art. Judgements are therefore based on careful scrutiny of pupils' work and on discussions with teachers and pupils. Attainment of pupils at the end of Key Stage 1 is in line with national expectations and at the end of Key Stage 2 attainment is above that expected nationally. This shows an improvement at Key Stage 2 since the last inspection and is due to lessons providing a better balance between designing and making and the introduction of a more structured scheme of work.
118. Pupils make satisfactory progress in Key Stage 1. Pupils in Year 1 develop their skills by folding and cutting paper to make snowflakes and devise a flow chart of instructions for others to follow. They learn when it is appropriate to use sticky tape or glue when making mobiles of sea creatures using different materials and use doweling and paper to design their own Torah scrolls. In Year 2 they use collage when creating a scene in the style of Paul Klee and design posters for 'Stig of the Dump' from used boxes and materials. They design a city scene of towers, houses and skyscrapers using boxes and folding sugar paper accurately.
119. Pupils develop their skills well in Key Stage 2. Pupils in Year 3 and Year 4 design a photograph holder as their half term project. They use a good planning sheet to sketch their design and itemise the materials they need. They also think carefully about how they can make their card stand up and how to secure their joins so that the frame looks attractive. They are beginning to understand the need to first make a prototype from waste material to evaluate their design before using a more expensive material for their finished product. They keep a detailed design diary so that they are able to learn from their mistakes and identify the skills they need to acquire such as sawing wood safely. They make good use of their numeracy skills in measuring lines and drawing right angles accurately. Pupils in Year 4 have also designed and made wall plaques using plaster, seashells and moulds. Pupils in Year 5 develop their skills when designing and making automata. They have a good understanding of the design process from using a very clear design sheet and study their prototypes carefully to evaluate and make improvements. They develop a good understanding of how to strengthen structures by using cross pieces and are aware of the importance of accurate measuring when positioning the axle. Pupils in Year 6 learn to follow a recipe for cheese straws and then consider ways of changing the flavour by adding other ingredients and evaluate the effect in terms of aroma, texture and taste. They explain the effects of different ingredients saying, "I had to put more flour in as the tomatoes made it soggy," and can explain the necessity for keeping a control sample. As part of the millennium celebrations pupils in Year 6 have created an impressive scene of the Feeding of the Five Thousand, making very detailed faces from textiles. They have also produced very effective appliqué of insects. Older pupils can choose to extend their design skills by joining the after school club where they have produced work of a very high quality.
120. Pupils have a very good attitude to their work. They have productive discussions about the relative merits of their photograph frames or suggest improvements to their recipes. The vast majority are well behaved and some expressed disappointment when their food technology lesson comes to an end. They are keen to attend the after school club, and are justly proud of their clock designs which include one shaped like a dinosaur. The designer wrote, "I am particularly pleased with the eyeball and the detail of my dinosaur clock.
121. In the three lessons observed in Key Stage 2, the quality of teaching was good or better. Lessons are well planned and clear instructions are given. There is a good

balance between designing, making and evaluating their work and there are good opportunities for pupils to acquire and further their skills. Teachers have a very good relationship with their pupils which gives them the confidence to experiment. Pupils respond well to high expectations and produce work of good quality.

122. The subject is well led by a skilled and enthusiastic co-ordinator. She has provided good leadership in her first year as a co-ordinator, devising a very practical scheme of work which her colleagues are happy to follow. All aspects of the subject are covered and materials and equipment are of good quality and readily available. Having produced the scheme she is aware of what is happening in each year group but she has not yet had the opportunity to observe lessons in other classes to help spread the good practise so that it impacts positively on standards.
123. The subject makes a good contribution to literacy through the many opportunities for discussion and written evaluations. It also makes a good contribution to numeracy through accurate measurement and through costings of new products.

GEOGRAPHY AND HISTORY

124. At the time of the inspection very little history was being taught and most classes were involved in a geography topic. Teachers' planning indicates good coverage for both subjects. Evidence from lessons, displays and pupils' work shows that attainment in history and geography is in line with national expectations at the end of both key stages.
125. Pupils at the end of Key Stage 1 are developing an understanding of time through their study of changes in the way people live and they recognise important historical figures such as Nelson. These pupils are successfully designing and drawing plans for a playground for the infant children, steadily developing their mapping skills. There are fine displays of Year 3 pupils' work comparing different locations such as Brixworth and St Abb's. In Year 4 pupils are studying their own locality in greater detail using aerial photographs and more detailed maps. In history pupils in Year 3 know about the working conditions in Victorian England and write with understanding about children's lives. The oldest pupils in the school have had no recent history lessons but currently, they are studying the life of a river from source to estuary and beginning to understand the effects upon the landscape. In this study they are steadily on earlier skills of research and communication.
126. Since the previous inspection, there has been significant improvement in pupils' acquisition of geographical skills and the curriculum provides good opportunities for more structured study of contrasting localities in other parts of the world. The improved scheme of work for history now gives detailed guidance for the development of subject skills.
127. The quality of teaching is good in both history and geography. There is good planning with a clear focus on skills development in conjunction with the acquisition of knowledge. Teachers are enthusiastic and well-informed. They use stimulating strategies such as the effective use of artefacts and dramatic representation. For example pupils remember clearly a visit from a Roman soldier and the recreation of a day in a Victorian school. During the inspection pupils in Year 6 acted out the excitement of a young river as it eroded the land and moved rocks and boulders in its path. Teachers' expectations are well matched to pupils' ability and promote effective development of both skills and knowledge.

128. The quality of subject management is good. The geography co-ordinator has begun to monitor teaching and curriculum against agreed criteria. She is well supported by the link governor for the subject. Both co-ordinators are building annotated portfolios of pupils' work.
129. The curriculum arrangements for teaching history and geography mean that these subjects are delivered in designated blocks of time throughout the year. The long periods of time, which can be as much as six months, between these study blocks can on occasions impact negatively on pupils learning and prevent progress from being even better.

INFORMATION TECHNOLOGY

130. The standard of attainment at the end of Key Stage 1 is in the line with national expectations. At the end of Key Stage 2 the standard of attainment is in line with national expectations but above expectation in the Communicating Information aspect of the subject.
131. By the end of Key Stage 1 pupils can enter text independently and use graphics programs to produce pictures. They can give instructions to a programmable floor robot and present information in graph form. They know that work can be saved, retrieved and changed.
132. By the end of Key Stage 2 pupils produce good quality work in word processing and desktop publishing. For example pupils in a mixed Year 5/6 class using the computer suite worked in pairs to select information from different CD-ROMS. They changed difficult words using the Thesaurus facility, moved text from one application to another, and edited the assembled selection into one document. Some were also able to explain why it was important to retain the copyright references. Pupils use spreadsheets to record data and enter and search for information in databases. Pupils write simple procedures for controlling a screen turtle. They monitor changes in temperature and light using sensors. Individual pupils in Year 6 have successfully produced a draft web site for their school and show considerable skill in presenting information for specific audiences such as fun pages for younger children.
133. Since the previous inspection there have been improvements in planning and policy, in skills progression through designated lessons, and in the range of software. Cross-curricular use of computers has been integrated into specific subjects. The most significant has been the access to the new computer suite in the local library.
134. The quality of learning is good overall but very good in some aspects and for some year groups. Pupils in Key Stage 1 are gaining skills particularly in the use of graphics programs. Younger pupils in Key Stage 2 are becoming increasingly competent across the breadth of the subject but are restricted in their opportunities to become independent users of information technology because of the unfavourable ratio of computers to pupils in the school building. The older pupils who have regular lessons in the library computer suite have made very good progress recently.
135. The quality of teaching is satisfactory and often good in both key stages. In some Key Stage 2 lessons the quality of teaching is excellent. The best tasks are well planned to address specific skills such as drawing together information from different sources and presenting it as coherent text. Teachers are overcoming some of the disadvantages of the shortage of school computers by making very good use of information technology in other subjects. In the course of the inspection computers

were used effectively to enhance learning in numeracy and literacy, science, history, music, geography and religious education.

136. Teachers' expectations are appropriate to pupils' learning and their progress. Assessment of pupils' progress is made against appropriate criteria and gives information which is used to plan future work.
137. The subject is very well managed. The co-ordinator provides clear detailed guidance for long and medium term planning and leads in-service for staff. Monitoring of teaching by classroom observation has not yet begun. The co-ordinator has a secure overview of the subject and comprehensive plans for development.

MUSIC

138. By the end of both key stages pupils are reaching levels which are above the national expectation. The provision for music throughout the school is very good and a strength at Key Stage 2 where pupils make good progress both in classroom work and, for many pupils who are able to take advantage of them, the wealth of other opportunities which are offered. In Key Stage 1 pupils are making their own short compositions and beginning to identify the most suitable instruments. They recognise the difference between long and short notes. They are making appropriate use of non-standard graphical notation to indicate the rhythm and beat and the way in which the instrument should be played. They record their music so that others can read the symbols and play the composition. In Key Stage 2 they develop their skills and understanding. By Year 3, pupils are aware of the need for a conductor so that the group can keep in time when performing. They know about loud and soft and use these dynamics in their performances. They know the symbols representing forte and piano and can create and perform four beat compositions using these to make their performance more interesting. By Years 5 and 6 pupils are much more aware of tone and volume and they use rhythm, beat and dynamics to dramatic effect. They compose and play well and are able to evaluate their performance and seek ways of improving. Pupils make their own decisions about the instruments they need. Pupils listen well and make constructive comments about the music they hear including like and dislikes giving good reasons for their opinions. Good progress is made throughout the school as pupils steadily build up confidence along with their skills and a developing appreciation of a good range of different types of music.
139. The school provides many other valuable opportunities for pupils to develop their musical skills. Recorder groups, which are open to all pupils, meet during lunchtimes and after school. These sessions are well supported and the standard of playing is very high. The most advanced players accompany the singing during assembly. During the inspection they were playing a melody accompaniment with a descant line and before and after the assembly they were playing a canon in four parts. The school has a choir which meets after school and includes pupils from both key stages. The school also arranges for high quality music tuition in strings, woodwind and guitar although parents have to pay for this.
140. Pupils thoroughly enjoy taking part in music lessons in extra curricular activities and in school performances which are of high quality. They are keen to do well and are proud of their achievements in music festivals. In class the pupils work well together in pairs and small groups, they listen to each other's ideas modify their compositions and follow directions to create good results.

141. The quality of teaching is good. There is a good scheme of work with comprehensive long and medium term planning which includes stimulating experiences and which links well with other curriculum areas such as history, geography and religious education. The scheme consistently builds on pupils' previous experience and ensures good progress in both skill development and in the appreciation of the music which they hear. Many class teachers are responsible for teaching music to their own class but the school has a teacher whose specialism is music and she teaches several classes in Key Stage 2. Classroom music is both interesting and challenging. Hymn practices are well managed and when pupils are preparing for performance either in school or elsewhere appropriate attention is given to the way in which they should behave. The co-ordinator is both enthusiastic and well informed. She offers specific guidance to teachers and supports them in the planning process. At the time of the inspection, the systems for monitoring curriculum delivery, although planned, have not yet been implemented. Since the last inspection, there has been improvement in both provision and in the standards which the pupils attain.
142. The school is well resourced for music with a good range of percussion instruments available in every classroom. There is also an appropriate range of music with different styles from the present day and other age and countries. There are important links with other subjects and with pupils' spiritual and cultural education.

PHYSICAL EDUCATION

143. The school provides a good range of physical education experiences for pupils. These experiences are not only provided through the curriculum but also through an extensive range of extra-curricular activities. Although not all elements of the curriculum could be observed during the week of the inspection, scrutiny of teachers' planning clearly shows that games, dance, gymnastics, athletics and swimming are all provided during the course of the year. Observations show that pupils at both key stages are performing at a level expected of their ages. A significant minority of pupils show particular sporting skills and work at a level that exceeds the national expectations. Swimming standards are at an average level. The quality of teaching, together with an appropriate scheme of work that outlines the skills pupils are to acquire in all areas of physical education, ensures that pupils of all differing attainment levels make satisfactory progress over time.
144. At Key Stage 1, pupils show a satisfactory awareness of space. The pupils recognise and appreciate the need to follow instructions carefully. They are adept at moving across the floor in different ways and show good levels of co-ordination. Pupils balance on different body parts and show appropriate levels of imagination and creativity. They plan and perform simple skills such as bending, balancing and controlling their movement. The higher attaining pupils put together more complex sequences of actions. In dance many pupils show a good sense of rhythm in response to musical stimulus. Pupils interpret the concept of 'rap' rhythm well. Occasionally, some over direction prevents pupils' individuality shining through. Pupils recognise that they can improve their performance through practise. Throughout the key stage the importance of exercise and being physically active is constantly reinforced and as a result many pupils describe the effects of exercise on their bodies.
145. At Key Stage 2, pupils continue to develop skills at a steady rate. Pupils follow instructions well and in gymnastics they link movements in order to make sequences in response to set tasks. Again there is recognition of the limits of space. Within the available space pupils balance different numbers of points in an appropriate manner.

They show satisfactory levels of balance and poise for their age. The younger pupils put together sequences of movements that reflect specific teaching points, such as differing levels, speeds and balances. In dance, the younger pupils show appropriate control of their bodies in response to music. They join movements together linked by shape, size and direction. The pupils are confident in expressing feelings and moods in response to music. They practice and improve their own performances, repeating movements with increasing skill. In small games situations, the older pupils understand why it is important to warm up and cool down. In netball, pupils show an appropriate awareness of space and use avoiding strategies to move away from a marker. Ball skills are at an appropriate level for pupils' ages and most send and receive balls with a reasonable degree of accuracy. Higher attaining pupils move with great agility and show good levels of co-ordination. These pupils read 'the game' well and are very adept at intercepting passes and turning defence into attack. Pupils develop an increasing understanding of the need for special rules in games, often making them up themselves, but recognise that there is a need for co-operation, as well as a competitive edge in team games. The oldest pupils undertake a series of strenuous activities as part of a programme of stamina training. This is linked to work on the body in science. Through these activities pupils develop a good understanding of the impact of training and exercise on the body. All pupils were able to explain the effects of strenuous exercise on the heart and lungs with the highest attainers explaining that quickness of recovery after exercise is an indication of a person's level of fitness.

146. The majority of pupils show good attitudes to learning and a good level of enthusiasm for the subject. Pupils change quickly and take responsibility for putting out and returning equipment. In most instances pupils work well together, share equipment, help one another out and show a good awareness of health and safety issues. When asked to devise rules for games that they are playing it is noticeable that some of the younger boys at Key Stage 2 take far longer to reach agreement than the girls. This restricts the time that they are physically active. Behaviour in the vast majority of lessons is good. Most pupils listen attentively to instructions and because of this the lesson moves at a good pace and little time is lost. A small percentage of older pupils at Key Stage 2 are not as attentive as they could be. Overall, however, the attitudes and behaviour of pupils make a positive contribution to the progress and learning that pupils make.
147. The quality of teaching overall is satisfactory with examples of good practice at both key stages. Throughout the school, teachers have a secure subject knowledge in teaching all elements of the subject. Often teaching is enthusiastic as seen, for example, in Year 2, 3, 4 and 5, and this helps to keep the pupils motivated and on task. Lesson planning clearly outlines what pupils are to learn. These objectives are often made known to pupils, so that they are well aware of what is expected. This is effective. Invariably lessons follow a good structure that includes warm up activities, individual, small group or team tasks and then an appropriate cool down activity. In the best lessons, at the end of Key Stage 1 and instances at Key Stage 2, teachers manage pupils well. There is a high expectation of good behaviour and the pace of the lesson is brisk. Sufficient time is given for pupils to practice and refine their sequence of movements, or in improving their throwing skills. A feature of good teaching is that teachers directly teach the necessary skills of balance, movement, throwing or dodging and, as a result, pupils are fully aware of what is needed to improve their level of performance. In dance lessons, teachers do not let the tapes that they use dictate the lesson. Often the recorded tapes are stopped at appropriate times to reinforce teaching points or to allow pupils more time to practice and refine their actions. On the odd occasions when teaching is not as effective as it could be, for example with the youngest pupils at Key Stage 1 and the older pupils at Key

Stage 2, teachers do not gain the full attention of the pupils. This results in pupils not listening to or learning what are often very relevant teaching points and this restricts their learning. Overall, however, the quality of teaching makes for an effective learning environment and pupils gain a wide variety of skills at an appropriate rate.

148. The school provides an extensive range of extra-curricular activities including dance, football, athletics, netball, gymnastics and cricket. Teachers are very generous with their time and run the clubs with a real sense of commitment, as well as fun and enjoyment. The clubs are very well attended by the pupils. The school is very active in inter-school competitions and is very successful, recently winning prestigious football and athletics tournaments. The extra-curricular activities provide real opportunities for pupils to extend their physical skills in a range of sports and some pupils, in sports such as gymnastics and football, reach high levels of achievement. To enhance further pupils' development the school often brings in qualified coaches from the local football and athletic clubs. The oldest pupils in school have the opportunity to attend a residential centre where they undertake activities such as canoeing, archery and orienteering. All these extra-curricular activities bring an added dimension to pupils' personal and social development, as well as to their sporting prowess. The co-ordinator has only just taken up post in the school and has yet had little opportunity to monitor teaching and learning across the school. He has, however, good subject knowledge through attending many training courses covering a range of sports. In a short time he has already targeted areas for development, which include review of the current scheme of work and the setting up of additional coaching sessions for the most able pupils in order to develop their skills at a faster rate. Standards have been maintained since the time of the last inspection.

RELIGIOUS EDUCATION

149. The standard of attainment at the end of both key stages exceeds the expectations of the Northamptonshire Agreed Syllabus.
150. Pupils in Key stage 1 are familiar with the main events in the life of Christ and through their study of the Torah they have a sound knowledge of important Old Testament leaders such as Moses and Jacob. They respond well in discussions about beliefs and values and can relate events such as the reconciliation of Esau and Jacob to their own lives. They recognise that some features such as special meals are common to more than one religion.
151. Pupils in Key Stage 2 have a good knowledge of Christianity and are familiar with other World Faiths. Older pupils demonstrate considerable knowledge of Sikhism from their current studies. The second year of the curriculum cycle covers Islam and Hinduism. Pupils respond well to questions of meaning and value and participate constructively in discussions about morality. Pupils in Year 6 clearly understood why societies and religions have rules and expressed sensible opinions about the implications of rules. Younger pupils explained how codes of behaviour should be applied for instance in taking action to stop bullying. They also recognised that it is right to pray for help for those who bully as well as those who are bullied.
152. Pupils' attitudes to the subject are at least satisfactory and usually good. All pupils have a desire to learn about Christianity and other world faiths. They are keen to enter into discussion and listen to the contributions made by others. Behaviour in lessons is more often than not of a good standard. All these factors help to create an effective environment for learning.

153. The quality of teaching is good overall and on occasions very good. Effective teaching takes place when teachers make very good use of open questions to involve pupils in discussions but also phrase questions in ways, which require pupils to extend and refine their thinking. Lively and inspiring approaches by teachers motivate pupils while a willingness to listen and respect pupils' opinions reassures them and instils confidence. Teaching is less effective when there is some inconsistency between parallel classes particularly in the quantity of work expected. Pupils are making good progress in both key stages. The quality of learning is demonstrated by the growing knowledge and understanding of religions and in the increasing depth of personal input by pupils into consideration of religious issues. In studying units such as 'Christianity In Action', pupils express their views on questions such as "What does being a Christian mean" with honesty and some insight. Teachers' expectations are appropriate in relation to pupils' learning and their progress. Since the previous inspection the planning and policy for the subject have been improved. Lesson objectives are well matched to pupils' needs.
154. Pupil achievement is facilitated by the quality of the curriculum planning and the high profile given to the subject in school life. There is a good balance between the two attainment targets. The two-year curriculum cycle covers religious education effectively and there are contingency plans to meet the needs of pupils in mixed age classes. Assessment procedures have yet to be developed in detail.
155. The management of the subject is directed mainly towards the overview of the subject planning. Samples of pupils' work are regularly evaluated but there is as yet no monitoring of teaching by classroom observation. Coherent planning for religious education in conjunction with personal development and spiritual moral social and cultural education gives strength to the subject. In celebrating the Millennium, the school took as a theme the Feeding of the 5000 and pupils of all ages contributed striking artwork for major displays. Pupils also composed sensitive prayers and wishes for the Millennium focusing on peace and food for all. Resources for Religious Education are good particularly in the range of artefacts for the study of world faiths and in the suitability for younger pupils. The curriculum is enhanced to some degree by some visits such as to Brixworth parish church and by specialist visitors for example for Judaism in Key stage 1.