

# INSPECTION REPORT

## **BOZEAT PRIMARY SCHOOL**

Bozeat

LEA area: Northamptonshire

Unique reference number: 121796

Headteacher: Mr Richard Wilkins

Reporting inspector: Mr Fred Riches  
23235

Dates of inspection: 24-28 January 2000

Inspection number: 190308

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Harrold Road  
Bozeat  
Northants

Postcode: NN29 7LP

Telephone number: 01933 663840

Appropriate authority: Governing Body

Name of chair of governors: Mrs Margaret James

Date of previous inspection: 28-31 October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Fred Riches	Registered inspector	English; information technology; design and technology; physical education.	How high are the standards? (The school's results and pupils' achievements) How well are pupils taught? How well is the school led and managed?
Derek Bowers	Lay inspector		How high are the standards? (pupils' attitudes, values and personal development) How well does the school work in partnership with parents?
Stephanie Lacey	Team inspector	Science; art; religious education; equal opportunities; special educational needs.	How good are the curricular and other opportunities offered to pupils?
Anna Sims	Team inspector	Mathematics; geography, history; music; under fives.	How well does the school care for its pupils?

The inspection contractor was:

Primary Focus  
22 Church View  
Banbury  
Oxfordshire  
OX16 9NB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>14</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>27</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This community primary school has 137 pupils on roll aged four to eleven years. There are no pupils from ethnic minority backgrounds. Pupils start school part time in the September following their fourth birthday and attend full time after half term. Their attainment on entry to the reception class is broadly average overall, but this masks a wide range and varies considerably from year to year. The school has approximately 15 per cent of pupils on its register of special educational needs. This also falls into the broadly average band. Most of these pupils have learning difficulties and a few have emotional and behavioural needs. There are no pupils with a statement of special educational need.

### **HOW GOOD THE SCHOOL IS**

Bozeat is a good school with many strengths. Effective teaching and very good leadership result in pupils learning successfully. A high proportion of pupils attain above average standards in English, mathematics and science by the age of eleven. The school has a strong musical tradition. Pupils benefit from excellent instrumental tuition and attain exceptionally high standards. The school's income and expenditure per pupil again falls in the broadly average range. This is an effective school which is providing good value for money.

#### **What the school does well**

- Good, and often very good teaching results in many pupils achieving high standards in many subjects at both key stages;
- Teaching and provision for children in the reception class is of particularly high quality and ensures a very good start for four-year-olds;
- The headteacher and governors provide very good leadership and the whole staff works very well together as a team;
- Supportive links with the village community and many parents enhance the quality of the curriculum;
- Staff are dedicated; they know and care for each and every pupil, offering a secure and happy environment for learning; this results in mainly very good behaviour and positive attitudes;
- Provision for instrumental tuition is excellent.

#### **What could be improved**

- The school has made recent strides in assessment, but still lacks fully effective systems for setting targets and monitoring pupils' progress;
- Staff with senior management roles and key subject responsibilities are not sufficiently involved in checking progress and standards.

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

**The school's many strengths far outweigh its weaknesses.**

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in October 1996. It has made good improvement since then. The school has spent considerable time addressing the main key issue of underachievement in English. Only pupils with special educational needs do not attain the nationally-expected standards in English and mathematics by the end of Key Stage 2. Many eleven-year-old higher attainers exceed them now, whereas none did in 1996. The school has improved its performance in English, mathematics and science at Key Stage 2 and has maintained very high standards in English and mathematics at Key Stage 1. The quality of teachers' marking is much better in most subjects, especially in writing. The roles of subject co-ordinators have been extended well, although there is still work to be done on this issue. The school is in a very good position to make the further improvements necessary to ensure still higher performance.

## STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	1997	1998	1999	1999
English	C	D	C	C
Mathematics	C	C	B	C
Science	C	B	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows pupils attaining above average standards in mathematics and well-above-average standards in science in 1999. Standards are similar in the current year. Average standards in English reflect lower attainment by a few pupils with special educational needs, rather than any comparative weakness in the subject. A more detailed analysis of results over the past four years shows the school's results improving at a faster rate than nationally. It also shows a big increase in the proportion of pupils attaining above the national average level in English, mathematics and science at the end of Key Stage 2. Pupils' performance in English and mathematics in 1999 is in line with that of schools taking pupils from similar economic backgrounds. In science, pupils' attainment at Bozeat is well above that of pupils in similar schools. Results at the end of Key Stage 1 in 1999 show pupils' performance in the top five per cent nationally in reading and writing and well above average in mathematics. Standards in science were average, reflecting some underachievement in this subject, because it is not taught sufficiently regularly at this key stage.

The school has set appropriately challenging targets for attainment at the end of Key Stage 2 in the year 2000. Overall the school ensures that pupils achieve well. Standards are clearly at least as good as those in similar schools. Higher attainers do well in all subjects because the school recognises their capabilities and extends them. Pupils with identified special educational needs make good progress towards the targets in their education plans. A very few pupils of below-average attainment, but not on the special needs' register, make mainly satisfactory progress, but are not succeeding as well as the large majority; their progress has not been tracked sufficiently carefully.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils listen, concentrate and participate well; in a small minority of lessons, when required to work independently, the concentration of a few of the oldest pupils lapses.
Behaviour, in and out of classrooms	Very good; pupils respond well to the school's expectations and behave courteously towards staff and other adults.
Personal development and relationships	Very good; pupils collaborate well in class when required and play well together; they show initiative and act responsibly.
Attendance	Good; above the national average.

Overall, pupils' attitudes, behaviour and personal development are a strength of the school. The youngest children develop very good learning habits and pupils continue to respond very positively to lessons right across the school's interesting and varied curriculum.

## TEACHING AND LEARNING

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

Teaching is satisfactory or better in 97 per cent of lessons. A high proportion of lessons seen, 79 per cent, were good or better, including 36 per cent which were very good. Observations also included one excellent and one unsatisfactory lesson. Teaching of children under five is very good overall and includes several excellent features, notably high expectations, exemplary class control and outstanding planning and assessment.

Literacy and numeracy skills are well taught throughout the school. Strengths in teaching across all subjects include very positive teacher-pupil relationships and thorough planning and preparation, contributing to a focused working atmosphere. Lively initial questioning engages pupils' in active listening and discussion. Teachers make lessons relevant and stimulating through their choice of materials and lesson content. By involving pupils in activities which interest them and linking these to specific teaching points, teachers enable pupils to **enjoy** developing their knowledge, understanding and skills. In most lessons, teachers show very good class control and maintain an appropriately brisk pace, but this is a weakness in a few lessons, where the teacher's expectations are unclear and pace slackens. In most lessons, however, pupils learn successfully because teachers have established high expectations of behaviour and concentration. As a result of observational assessment and marking, teachers are offering good support to pupils with special educational needs and also succeed in extending higher attainers.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad, balanced, relevant and stimulating for all pupils. It meets all statutory requirements. A very good range of extra-curricular activities. Strong musical tradition being maintained. Insufficiently regular science at Key Stage 1.
Provision for pupils with special educational needs	Good. Needs well met in class and during weekly support sessions. Improved tracking to check progress being put in place.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. A strength of the school; sometimes excellent provision in assemblies promotes a reflective and thoughtful atmosphere; staff reinforce pupils' positive behaviour through praise; good attention to western and world cultures.
How well the school cares for its pupils	Good overall. Pastoral care is a strength. Staff know pupils well and offer very good support and guidance. Systems for monitoring academic progress are improving, but still need development.

The school's links with parents are very effective. Parents support the school actively through fundraising events which considerably enhance the school's resources. Several parents and volunteers also offer valued help in lessons, at events, in extra-curricular activities and on visits. The school provides very good information to parents about the curriculum and pupils' progress.



## 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 a calm, sensitive steer and receives very good support from all staff. Very positive, effective leadership by co-ordinators to introduce the literacy and numeracy strategies. Need for more clearly defined management responsibilities for senior staff, in addition to subject co-ordination roles.
How well the governors fulfil their responsibilities	Very well. The governing body gives conscientious support to the school and has effective systems for introducing newly-appointed governors to the role. Experienced chair of governors understands the school well and exercises very good pastoral care.
The school's evaluation of its performance	The school has recently introduced more effective procedures for measuring its performance and is using these very well to analyse current strengths and areas for attention. Monitoring of teaching has begun and is included in development planning.
The strategic use of resources	The school makes very good use of well-maintained accommodation and resources. Very good financial planning to deploy staff and to budget for identified curriculum priorities.

The headteacher and governing body have a clear picture of the school's costs and of standards achieved in comparison with the national picture and similar schools. The school buys back valued services from the local education authority and considers carefully how best to spend allocations on staff, training and resources.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children make good progress;</li> <li>• Staff are very approachable;</li> <li>• Teaching is good;</li> <li>• Teachers expect children to work hard and do their best;</li> <li>• Children like school.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons;</li> <li>• The amount of work to do at home;</li> <li>• Information about how children are getting on and clarification about star charts;</li> <li>• Closer liaison with parents;</li> <li>• Leadership and management.</li> </ul>

The inspection team fully endorses the views expressed by parents who are pleased with the school. While the parents' meeting also provided overall positive comment from parents on the school's work, questionnaires contained a number of less positive replies. The inspection investigated these areas closely. It found nothing to substantiate or explain the minority dissatisfaction expressed in the right-hand column above.

For its size, the school provides a very good range of extra-curricular activities. A very high proportion of the replies ticking 'tend to disagree' and 'strongly disagree' were from parents of the very youngest pupils. It is unusual for primary schools to provide many additional activities for the youngest pupils. The school has circulated information about its homework policy and pupils' homework diaries show that teachers or pupils usually write the tasks set so that parents know what is to be done. The planned amounts appear reasonable for each age group. The concerns expressed by a minority of parents about closer liaison and being kept informed about their children's progress contrast somewhat with the positive findings on staff approachability. The school's formal arrangements for parent-teacher consultations and reporting to parents are good and staff are always ready to discuss children's progress informally. Star charts are used equitably by teachers and are seen to be fair by children, who do understand how and why they receive awards. The inspection finds leadership and management very good. As this summary report makes clear, inspection findings show Bozeat to be a successful school. Hopefully these findings will reassure those parents who expressed doubts about the school's effectiveness in the areas listed.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. The schools' results over the past few years vary because of the natural fluctuations caused by small year groups. Overall they show a rising trend in attainment at the end of both key stages. Standards have clearly improved since the last inspection.

2. Children's attainment on entry to the school is broadly average. In some years it is a little above, in others a little below. Children make very good progress through the reception class in all areas of learning. In language and literacy, mathematics, personal and social, creative and physical development and in their knowledge and understanding of the world, children show above-average standards by the age of five. They learn very successfully in all areas, as a result of the teacher's thorough assessment of each individual's capabilities and her skill at drawing the best from every child. Many children are already beginning work on the earliest stages of the National Curriculum before they begin Year 1.

3. Results of national tests and assessments in 1999 show pupils' attainment in reading and writing at age seven to be among the top five per cent in the country and well above average when compared with similar schools (based on the proportion of pupils eligible for free school meals). Their attainment in mathematics is well above the national average and above that of similar schools. These high standards are reflected in the current work seen during the inspection. They result from continued good teaching of literacy and numeracy. Standards in science are in line with the national average and with those of similar schools at age seven. The relatively low standards in this subject result from timetabling arrangements which have not ensured weekly science lessons. Overall, the school has maintained high standards achieved by the end of Key Stage 1 during recent years and improved on standards reported at the last inspection.

4. Standards at the end of Key Stage 2, as shown in 1999 national tests, are well above the national average in science, above average in mathematics and average in English. When compared with similar schools, and disregarding fluctuations caused by pupils with special educational needs, the school's performance is well above average in science and in line with similar schools in English and mathematics. Results in each of these three core subjects show an upward trend over the past four years, with the school's performance improving at a faster rate than nationally. This is particularly pleasing in English, where the school has put in a great deal of effort to address a weakness highlighted in the last inspection report. In particular, the school has successfully addressed the previous underachievement of higher attainers. Inspection findings show a high proportion of pupils attaining above average standards by the end of Key Stage 2 in all three core subjects. Standards in science continue well above average overall. Those in English and mathematics broadly replicate those of 1999, but a larger proportion of pupils in the current Year 6 have identified special educational needs.

5. As a result of considerable focused effort on the part of the teaching staff, a high proportion of pupils in all year groups show good standards in literacy, particularly in writing, and in oracy. Pupils develop a wide range of vocabulary and create interesting stories and accounts, which they read aloud, holding the listeners' attention. Handwriting is a strength, but spelling is not so well taught and good writers make careless slips. All pupils achieve satisfactory standards in numeracy at Key Stage 1 as a result of regular,

well-focused lessons. Higher attainers are not fully extended, but teachers are aware of this and are addressing the issue, as they come to terms with some of the requirements of the numeracy strategy. Building on a solid foundation, standards of numeracy are good at Key Stage 2, where pupils are using mental strategies regularly and explaining their thinking when solving mathematical problems. They learn their tables and their addition and subtraction number facts well in the main.

6. Pupils with special educational needs throughout the school make mainly good progress towards the targets on their individual educational plans. They make particularly good progress towards targets in reading and writing as a result of additional literacy support. In most literacy and numeracy sessions they are well supported by their teachers and work well on appropriately planned tasks, making good progress. In a few sessions they benefit from additional classroom assistant support. Most pupils also spend time away from their class, when they work on tasks linked to the targets on their individual education plans. In these sessions they concentrate carefully, work hard and move forward well. Talented pupils make good progress overall and a few make very good progress in writing, where they make full use of their wide vocabulary and powers of expression in story-writing, and in science, where they develop very good knowledge and understanding through their investigative work. Although there are quite significant gender imbalances in some year groups, results show that previous differences between boys' and girls' attainment in English are now less marked. This is a direct result of the school's focus on writing, including clear target-setting, so that pupils know their current levels of attainment and what they need to do to improve. There is no significant difference in the attainment of boys and girls.

7. Music is a major strength of the school. Pupils of all ages sing well and many show proficiency in playing recorders, brass and stringed instruments. Standards are high throughout the school, which is maintaining a long tradition of excellence in this subject through the commitment of the school's teaching staff and the additional dedication of peripatetic teachers. Standards in design and technology are high throughout the school and pupils make good progress in every aspect of this subject as a result of a well-planned curriculum and stimulating teaching.

8. Standards in art, geography, history and physical education are sound throughout both key stages and pupils make satisfactory progress in these subjects. Standards in information technology are also satisfactory at the end of both key stages, with pupils achieving appropriately in all strands of the subject. Pupils' attainment meets the requirements of the local Agreed Syllabus for religious education at ages seven and eleven, as pupils make satisfactory progress in their learning .

9. The school has set appropriately challenging targets for attainment in literacy and numeracy by the end of Key Stage 2 in 2000. Initial targets were conservative, but the school has redrawn these in the light of clearer information on current pupils' attainment at the end of Year 5. The current school development plan shows fully focused priorities on reaching targets in English, mathematics and science by the end of each key stage. In 1999 the school exceeded all of its targets. This year they are more challenging, but the school is on track to meet them.

### **Pupils' attitudes, values and personal development**

10. Pupils' attitudes to work and standards of behaviour are very good. The school has maintained high standards reported in this area at the time of the last inspection.

Children under five settle quickly into the patterns of school life. They enjoy learning. They work and play successfully, both individually and in groups, when they collaborate well. They show independence, in changing for physical education for example, and are confident and careful in their use of resources. They take turns and show appreciation of each other's achievements.

11. Pupils throughout the school are almost always well motivated in lessons. They settle very quickly and listen attentively during discussions. They are eager to answer questions or to demonstrate their skills to others. They work at a good pace and take pride in their work. Teachers trust pupils to get on with their work without constant supervision.

12. Pupils throughout the school respond well to the high expectations of good behaviour set by the staff. There is rarely any need to apply sanctions and no pupils have been excluded from the school. There is no evidence of bullying or other forms of aggressive behaviour. There is good order throughout the day and a calm, friendly atmosphere. Pupils look after the buildings, grounds, books and other resources well.

13. Relationships between pupils are very good. They enjoy each other's company and work well together. They always show genuine respect for the achievements and ideas of others in lessons and assemblies. The relationships between pupils and all adults are also very good. Staff treat the pupils with respect. Their consistent management and warm, friendly approach helps to ensure good co-operation and learning.

14. Pupils on the school's register of special educational need for behavioural and emotional problems cope well most of the time, and their behaviour has improved over time. Occasionally, especially in class sessions that involve listening quietly, these pupils become a little disruptive.

15. Pupils are encouraged to take responsibility for their learning and their books and materials from the reception year onwards. They respond well to the trust placed in them by the staff. Pupils prepare materials and books and arrange tables, chairs and equipment for lessons and assemblies effectively, with the minimum of prompting from staff. They show good initiative in opening doors, providing chairs and giving information and directions for visitors to the school.

## **HOW WELL ARE PUPILS TAUGHT?**

16. The quality of teaching is good overall. Of 38 lessons observed, all but one were at least satisfactory. Almost four out of five of lessons were of good quality or better. This includes over two in every five lessons where teaching was very good. One excellent lesson was observed. The quality of teaching has improved since the last inspection, when it was good overall, but only seven per cent of lessons were of very good quality. The balance of teaching quality is very similar at Key Stages 1 and 2. The teaching of English, mathematics and science is good overall. The teaching of music, including instrumental teaching, is also a strength. Teaching in all other subjects is at least satisfactory and mainly good at both key stages.

17. The teaching of children under five is very good overall and includes several excellent features. The teacher plans work carefully, using a combination of directed activities and activities chosen by children in the different areas of learning. Whole class, group and individual teaching methods are in place within a rolling programme of activities matched to the needs of each group. The teacher's high expectations of children's behaviour and

approach to work produce a well-ordered working atmosphere. Excellent use of questioning helps the children to progress in their learning and is used for assessment purposes. Careful tracking, following the baseline assessment, ensures children are working to their full potential. Any concerns are noted immediately. The teacher maintains a folder with details of reading, letter formation, sounds and number recognition, and this includes annotated notes of the children's progress and targets for them. Relationships with parents are very good and they are warmly welcomed into the classroom to discuss any concerns, or to help during the school day.

18. In the best lessons, teachers throughout the school prepare and plan thoroughly. They question pupils well and share their own enthusiasm and confident knowledge of the subject. In a science lesson with Year 4 pupils, for example, the teacher makes very good use of resources and a well-chosen worksheet to develop pupils' understanding of the ways solids liquefy and liquids solidify. Teachers engage pupils' interest through well-focused initial explanations and discussions and then match work well to pupils' differing levels of attainment and needs. In some classes there is an imbalance in the numbers of boys and girls. Teachers try to address this by making sure that equal opportunities are given to boys and girls. Teachers encourage both sexes to take full part in class discussions for example.

19. In the good and very good lessons, teachers' choice of content is relevant and stimulating to pupils. As a result, teachers catch pupils' interest and they learn successfully through thoughtful listening and discussion, followed by concentrated activity or recording. An example of this was when the Year 2 teacher involved pupils in an investigation of different sources to compare Victorian lifestyles and the modern equivalent. This resulted in a very successful plenary session where each pair of investigators shared their findings. In the best lessons, teachers clarify their expectations, so that pupils feel challenged and work well. Relationships and control are very good in many lessons. One example was in a Year 1 lesson, where the teacher's gentle and encouraging manner gave all pupils the confidence to contribute during a discussion about the features of a church building, its use and pupils' images of God. Teachers use assessment particularly well to group pupils and set appropriate tasks in English and mathematics.

20. All teachers make good use of homework to consolidate learning or to give pupils opportunity to learn spellings, enjoy reading with their family, or develop number skills. Occasionally, teachers extend higher attainers and older pupils by setting research tasks, which involve pupils using initiative and showing a degree of independence and responsibility. Inspection findings support the majority view of questionnaire replies. Children do get about the right amount of homework. At the parents' meeting, the view was expressed that homework was not always set in written form in the homework diaries and not always marked. Inspection findings show that teachers do note homework in pupils' diaries regularly. The comment at the meeting appears to refer to an occasional lapse. Marking clearly depends on the tasks set. The school has made considerable improvements in its marking strategies since the last inspection, when this was a key issue to be addressed. Teachers' practice is now good, and in the context of story-writing very good. The school's current practice is much better than what is outlined in the school's marking policy, which was written shortly after the last inspection.

21. Occasional weaknesses in teaching include unclear expectations at the point pupils finish class discussion and are set to work. This results in slow settling to tasks. A related weakness, again in only a small minority of lessons, is the teacher's lack of class supervision when focusing on a group. This leads to a few less successful learners being distracted and underachieving in the lesson.

The teaching of literacy is almost consistently good or very good. Teachers implement the literacy hour very well, using the class teaching sessions successfully. They engage the whole class in thoughtful responses to well-phrased questions, which show very good subject knowledge, planning and preparation. During group work, teachers match tasks well to pupils' attainment and organise pupils well to work independently, while they focus closely on one group. Teachers do not always make efficient use of group time for 'guided reading', however. For the most part, teachers use plenary sessions well to underline teaching points and share pupils' achievements. Teachers' marking and assessment of pupils' work is leading to improved target-setting skills. All teachers let pupils know what they need to do to improve and note targets in their books. Teachers also ensure that pupils make good use of their literacy skills within science, design and technology, geography, history and religious education lessons at both key stages. Teachers are using information technology well to develop pupils' word-processing, drafting and editing skills. The best use observed was during focused group work with a teacher or assistant.

22. The teaching of numeracy is always good or better and is mainly very good at Key Stage 2. Teachers plan and prepare all lessons thoroughly to follow the structure of the numeracy strategy. Staff are still undertaking a planned programme of training for this national strategy. Teachers share the objectives of the lesson with pupils and motivate them well, ensuring they work at a good pace and finish their tasks. Teachers express their chosen teaching points clearly, using illustrations well. They challenge pupils to explain their mental calculations. During this early stage of using the new strategy, teachers are focusing closely on the required tasks for each year group. In doing this, they are managing to extend higher attainers at Key Stage 2, but are aware of a need to challenge higher attainers at Key Stage 1. Teachers plan carefully to develop numeracy skills in different subjects, using tabulated information and precise measurement in science for example. Information technology is used a little to support numeracy, but this area is underdeveloped.

23. Teachers support pupils with special educational needs well. Teachers plan appropriate tasks for these pupils and give them good support. Most pupils are withdrawn during the week for a little extra help, but staff ensure that they have access to the full curriculum. The special needs co-ordinator, support assistants and volunteers work very well together to provide this support. In some of these sessions pupils work on individual programmes of work and make good progress because they are given sensitive and clear help. In other sessions a group of pupils works on a literacy support programme and again make good progress because of the good support given. Work for these sessions is very well prepared. The special needs co-ordinator is meticulous in her preparation of the work for the individual support sessions and all helpers are thorough in recording what pupils have achieved. The classroom assistant also keeps very detailed, but useful checklists to show what pupils accomplish in the literacy support sessions.

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

24. The broad and balanced curriculum identified by the last inspection has been improved and developed and now provides a very good basis for pupils' learning. It is rich and interesting for children under five and at both key stages. It provides many opportunities for pupils to use their existing skills, knowledge and understanding to move on to new learning. All statutory National Curriculum requirements are met and the school bases the teaching of religious education on the local authority's agreed syllabus. The

school provides good personal, social and health education, including drugs awareness. This is incorporated into both the science and religious education planning and there is sex education for pupils in Year 6. The provision for pupils' spiritual, moral, social and cultural development has improved in all areas since the last inspection and is now very good overall.

25. The curriculum for children under five is excellent. The school ensures a good balance of time for all areas of learning and puts appropriate focus on the importance of a balance of directed and chosen activities. The choice of themes ensures that children are developing skills while learning about things relevant and interesting to them. The curriculum for these young children is stimulating and enjoyable.

26. The school has improved its planning in all subjects to incorporate more detailed attention to the development of pupils' skills. This is particularly so in English, mathematics and science. The school has adopted both the literacy and numeracy strategies and teachers use these well to plan effectively. In science, the school has widened the already good curriculum, with its sensible emphasis on experimental and investigative work, to incorporate aspects of the Qualifications and Curriculum Authority scheme. A weakness in the science curriculum in Key Stage 1 is the present practice of organising areas of study into blocks of time. This means that pupils sometimes go several weeks without working on scientific activities and this slows their progress.

27. A strength of the curriculum is the very good use of the environment, visits and visitors to bring work alive for the pupils. In recent work about Britain since 1930, for example, pupils dressed up as evacuees and used the church as a setting for their role-play. Villagers have also visited the school to tell pupils about old local industries, such as lace making. Special curriculum weeks, such as the art, technology and book weeks also broaden pupils' experiences, heighten their interest and improve their skills.

28. The music provision is a particular strength of the school. All pupils have the opportunity to learn to play a tuned musical instrument. Many pupils take up this offer. Parents are asked to make a contribution towards tuition if they can afford it, but the school ensures equality of opportunity for all pupils. Singing is also well taught. Consequently the school has been very successful in festivals and competitions and, more importantly, pupils have had opportunities to perform in venues like the Royal Festival Hall in London.

29. All pupils have equal access to all subjects of the curriculum. Teachers adapt the curriculum well for pupils with special educational needs. This is especially so in literacy and numeracy, when these pupils work on tasks which are well matched to their learning needs. There are some withdrawal sessions for individual support in literacy and numeracy and also for group support in literacy. These enhance the curriculum for these pupils. The Tuesday afternoon session, when three volunteers work with individuals, is a particularly successful venture. At the moment these pupils miss the same lesson each week, which is not entirely satisfactory. Pupils' individual education plans are well written by the special needs co-ordinator in association with the class teachers and set clear targets for future learning.

30. Several parents, mainly of younger children, are unhappy with the range of activities arranged outside lessons. The inspection finds that this part of the school's provision is very good. The range of clubs includes mini-music, chess, netball, football, choir, recorders and cycling proficiency. These are mostly planned for pupils in Key Stage 2, as in most primary schools. A few parents feel that younger pupils do not have sufficient opportunity to go on trips as part of their studies. The inspection finds that the school plans interesting

work based on the immediate environment of the school, which involved visits to places like the local church, and that these were very appropriate for younger pupils.

31. The school has good links with the village playgroup and this helps the children to settle easily into school. There are also close links with the local secondary school and pupils from Year 6 visit with their teacher in preparation for transfer. The schools are developing good links in the area of technology and teachers from the secondary school visit in the summer term to give support. A new cluster of local primary schools is currently trying to build up links. Over recent years the school has developed good links with schools in France and Holland and staff have found meeting teachers from these schools particularly interesting. The school is joining with adult musicians in the village to present a millennium concert during the spring. These links, together with those established with individual local villagers and the church, provide positive support to enrich the curriculum and promote pupils' learning.

32. The school makes good provision for pupils' spiritual development. Assemblies make a significant contribution to this area. Themes for the week help pupils to reflect on issues that are relevant to their own lives and well told stories illuminate spiritual truths well. There is a real sense of community and sharing in assemblies and this adds to the spiritual dimension. Religious education lessons also play an important part because pupils are given opportunities to discuss and reflect on the impact of religious belief on people's lives. In many other lessons pupils are helped to appreciate the wonder of creation. This was evident in a Year 4 and 5 art session on pulled string printing.

33. Pupils respond very well to the school's very good provision for their moral development. By their quiet, courteous and calm example, staff help pupils to appreciate the school's code of conduct. In most classes, teachers rarely need to talk to the pupils about their behaviour. Staff usually deal well with the very occasional silly behaviour of one or two pupils. Good behaviour is encouraged and pupils are praised for doing well. Merit stars are given for hard work and sensible behaviour and all pupils are rewarded in this way. The school ensures that pupils gain a good sense of right and wrong. Pupils are well supervised at playtimes and lunchtimes and the friendly approach of all staff helps the pupils to feel valued.

34. The school makes very good provision for pupils' social development. Pupils are often expected to work together in class and do so very sensibly. They have very good opportunities to play together and develop new relationships in out of school clubs. Older pupils also have the opportunity to develop social skills away from the security of home on the biennial residential trip to the Isle of Wight. Pupils are encouraged to think of people less fortunate than themselves and collect money for various charities, such as leukaemia research.

35. Cultural development is very well promoted. The school has a particularly strong music tradition and the value that is placed on supporting pupils' musical awareness is evident in assemblies, concerts, clubs and music lessons. Pupils are taught about the work of famous artists and occasional visits to art galleries like the Cecil Higgins gallery in Bedford make an important contribution. Literature is valued in the school and the work of a variety of authors is celebrated in the annual book week. Provision for pupils to find out about non-western cultures has also developed since the last inspection. Currently this is mostly promoted through religious education. Pupils have visited a Hindu temple, for example, and found this fascinating. The school also provides opportunity for pupils to learn directly about Sikh culture from a visitor.



## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The school has improved the quality of support, guidance and provision for pupils' welfare since the last inspection. The school provides very good care for its pupils, enabling them to feel secure, valued and confident. As a result, they are able to learn effectively. Children are admitted a few at a time in order to help child and teacher get to know each other. A small committee of two members of staff and a governor has implemented the health and safety policy. They make an annual inspection of the school premises and report back findings to the governing body. Detailed procedures are in place for child protection, fire drill, first aid and administering medication. It is the responsibility of all staff to promote correct attitudes to health and safety. The school monitors attendance well and promotes good attendance and punctuality successfully.

37. The behaviour policy is summarised by stating that everyone at the school is trying to apply the three Cs – Care, Consideration and Courtesy. It covers behaviour on all occasions through the school day and has procedures for dealing with bullying. Staff put the policy into practice successfully, with the result that pupils behave very well at the school. Staff have high expectations of good behaviour and share these with the pupils. They deal consistently with pupils, speaking quietly and reinforcing positive behaviour. The school encourages pupils to develop responsibility and independence, providing older pupils with opportunities to help care for younger ones during lunchtimes, and delegating the task of operating the projector and CD player in assembly, for example. The personal and social education programme promotes discussion and the school uses circle times to help give pupils confidence and build up their self-esteem.

38. A good assessment policy is in place and the school improvement plan has focused during the past and current years on raising standards in English, mathematics and science through closer assessment and target setting. All children entering the reception year are assessed within the first half term, using the Northamptonshire baseline assessment scheme.

39. Assessment takes place through teachers' observations and the marking of work. Staff meet to compare their assessments of pupils' work, refining their skills and developing portfolios of samples in different subjects, as well as portfolios of each individual pupils' work, to show progress in their learning. The results of assessments are discussed with pupils so that they understand their present progress and what their next target should be. Teachers share assessment information with parents and children, and report appropriately to governors and the local education authority. There is regular testing in English, mathematics and science in Years 3 to 6. Levels of attainment are discussed with pupils. This has been a feature of attempts to raise standards in writing. Children discuss work with teachers and are made fully aware of what is needed to move on. Monitoring the performance of the school is carried out annually, focusing on trends that might involve gender issues or children with special educational needs. The school uses target setting and compares its performance with other schools. The school and local education authority are involved in monitoring and a timetable is in place, showing English as the focus for the autumn, mathematics for the spring, and science for the summer term. Individual teachers are tracking pupils' progress well on a week-by-week basis, but further work is needed to ensure that all pupils' progress through the school is monitored closely.

40. Appropriate systems are in place for pupils with special educational needs and practice reflects policy. Teachers know the pupils well and informally monitor their achievements carefully. The special needs co-ordinator and teachers undertake more

formal reviews of pupils' progress on a termly basis and set agreed new targets together. When appropriate, outside agencies such as the speech therapist and physiotherapist, visit the school.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

41. The school has maintained its effective partnership with parents since the last inspection. Parents are generally pleased with the standards of achievement and learning and the personal development of their children. They are particularly pleased with the standards in English, mathematics, science, music and art. Some feel that more attention should be given to information technology. Inspection findings show steady development in this subject, with pupils achieving successfully in word-processing and control technology, but making less use of computers to support numeracy, in data handling, for instance.

42. At the parents' meeting, mainly positive views were expressed. Questionnaire replies also gave a mainly positive response to most points (see page 26). Parents are particularly pleased with progress their children make and the quality of teaching. They recognise that teachers expect children to work hard and do their best and find the staff very approachable. The large majority find that their children like school. The inspection confirms the positive views expressed by the large majority of parents on these aspects. A comparatively high minority proportion of replies ticking the 'tend to disagree' and 'strongly disagree' columns against five of the questions led the inspection team to investigate these more closely.

43. With regard to activities outside lessons, the school provides a very good range. Many parents of the very youngest pupils ticked 'tend to disagree'. It is unusual for schools to provide many additional activities for pupils of this age. Parental views on homework vary between too much and too little. A few parents feel teachers do not always ensure the tasks are set in written form. The school has circulated information about its homework policy and pupils' homework diaries show that teachers or pupils usually write the tasks set so that parents know what is to be done. The quantity planned appears reasonable for each age group. The concerns expressed by a minority of parents about closer liaison and being kept informed about their children's progress contrast somewhat with the positive findings on staff approachability. The school's formal arrangements for parent-teacher consultations and reporting to parents are good and staff are always ready to discuss children's progress informally. Star charts are used equitably by teachers and are seen to be fair by children, who do understand how and why they receive awards. The inspection finds leadership and management by the headteacher and governing body very good. They have successfully addressed areas highlighted from the last inspection. They prioritise sensibly to set a clear educational direction and budget carefully. The team spirit among staff and very good relationships among pupils are evidence of a positive ethos. It is hoped that these findings will reassure those parents who have doubts about the school's provision in the aspects reviewed.

44. The impact of parents' involvement with the life of the school overall is very good. Parents make substantial contributions to school life through their support for consultation meetings and the wide range of events organised throughout the year. Several parents and volunteers provide valuable help in lessons and accompany pupils on visits regularly. Parents generously support fundraising activities and contribute substantially to the expenditure on resources. Their contributions are much appreciated by the staff and governors.

45. The information provided by the school in the brochure and annual reports is well presented and thorough. It is supplemented well by guidance on helping children at home and with frequent letters. The style is friendly and encourages parents to visit the school at any time to talk to staff about any concerns or to seek further information. The school provides parents of pupils in Year 6 with guidance books to give them a clearer understanding of standard tests in English and mathematics at the end of Key Stage 2. The annual pupil reports give useful information on all subjects of the National Curriculum and religious education. Most reports include targets for improvement but this element of report writing is not yet consistently applied.

46. The close working relationships with the local playgroup help to prepare for the development of strong links with parents and carers. Parents were consulted on the details of the home-school agreement and almost all have shown clearly their support for this initiative. The home diaries and reading records indicate strongly the substantial support by parents for their children's learning at school and at home.

47. Parents are informed when their children are placed on the school's register of special educational need and are kept informed of their termly progress. They are not invited to the termly reviews, unless their child is at Stage 3, but are informed informally of new learning targets set. While the school provides clear and detailed information, it does not always involve parents fully in target setting and reviews of progress.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

48. Leadership is very good overall. The headteacher has created a very positive ethos in the school. As a result, all staff work conscientiously and there is a very good team spirit. Governors feel well informed and the school has analysed its strengths and weaknesses in order to set appropriate priorities.

49. The school has a clear educational direction and has made good improvement since the previous inspection. As a result of a close focus on English, following a key issue raised, the school has identified areas for improvement, organised training and introduced a range of initiatives to tackle underachievement and extend higher attainers. Together with the school's successful implementation of the national literacy strategy, these initiatives have led to improved standards in English, particularly for higher attainers. The school produced a marking policy to address another key issue. This already requires updating, as it has been superseded by further work, using marking keys, for example, to determine pupils' attainment levels in story-writing. The third key issue required the school to develop systematic monitoring of teaching and learning by curriculum co-ordinators. The introduction of the literacy and numeracy strategies have both offered opportunity for the school to tighten its monitoring procedures. Both co-ordinators have played valuable leadership roles in sharing information on these national initiatives with all staff, governors and parents.

50. Subject co-ordinator roles are shared appropriately among all staff, but management and monitoring roles for senior staff, particularly those of the deputy headteacher, are not clearly defined. The delegation and definition of monitoring roles, to analyse teaching quality and to ensure rigorous tracking of pupils' progress through the school, for example, are not clear enough. While teachers currently share analysis of pupils' progress from one class to the next, there is no formal management overview except at the end of key stages. Individual staff use their own systems for checking pupils' progress and the deputy

headteacher makes a careful analysis, retrospectively, of progress made through upper Key Stage 2. The school lacks an agreed system for setting targets for pupils' attainment year on year, however, as a means of monitoring each pupil's progress. The success of curriculum provision and the impact of teaching on pupils' learning are currently measured only at the end of key stages, by the headteacher. The headteacher is working together with the local education authority adviser on these areas, already pinpointed on the school's development plan. Governors are in the process of setting performance targets for the headteacher and deputy. Staff appraisal systems are in place and awaiting the outcomes of changing national requirements.

51. The school publishes its aims and values and promotes these clearly. They are fully reflected in the work and life of the school. Assemblies led by headteacher and deputy exemplified the values shared by the school community. The school has a very positive ethos, in which all staff strive to do the best for pupils and urge them to work hard and achieve well. The school celebrates the achievements of all pupils, developing positive self-esteem among those who have learning or behavioural difficulties. The school is committed to providing for all pupils' learning needs. The equal opportunities policy lays down clear guidelines for staff which are followed carefully.

52. The work with pupils with special educational needs is very well managed. The co-ordinator is a full-time class teacher and undertakes all the preparation and planning for this work outside school hours. She has a clear view of the achievements and progress of pupils with identified special educational needs throughout the school. She is extremely hardworking. The weekly plans for pupils' individual tasks are carefully written and the records of pupils' progress are very well maintained. She is very supportive to staff and modest about her valuable contribution to this area of the school's work. The governor with responsibility for special educational needs is new to the post, but she is one of the volunteers who works with the pupils and knows the pupils well. There is a satisfactory policy that clearly outlines the school's procedures for the identification and support for these pupils. There are a few omissions from the policy related to the involvement of parents, staff training and the criteria for evaluating the success of the policy.

53. The school development plan sets well-considered priorities. There are clear criteria, by which to measure the school's success in reaching its targets. Responsibilities, timescales and resources are carefully allocated. The governing body reviews the progress of work towards the targets and the headteacher keeps governors well informed. Under the experienced and wise leadership of the chair, the governing body ably fulfils all statutory requirements and plays a valuable role as critical friend. Governors and headteacher consider carefully the choice of services. They consider the principles of best value when deciding on major staffing, training and resource expenditure.

54. The quality of financial planning by the staff and governors is very good. They use the current school improvement plan well to help to determine the priorities within the budget. Wise decisions over many years have helped to ensure that the school has managed the fluctuations in pupil numbers effectively. The careful financial planning has enabled the creation of an additional class this year. The benefits of smaller classes are clear in the closer monitoring of pupils' learning and personal development. The staff and governors have decided to buy back essential services from the local authority under the fair funding arrangements. They intend to monitor and review these services at appropriate intervals to ensure continuing value for money.

55. The financial controls in the school are very good with clear and comprehensive computer and manual records of the main account and school fund. This sound financial

management was confirmed by the most recent auditor's report last year. The minor recommendations for additional procedures have been implemented by the staff and governors. The staff and governors receive regular financial statements to enable them to monitor expenditure closely. Earmarked funds for special educational needs and for staff development are accounted for fully and used properly. The overall administration of the school is very efficient.

56. The expenditure on educational resources has ensured good supplies of materials, books and equipment in almost all subjects of the curriculum. There are just sufficient resources in information technology to enable coverage of the curriculum, but the purchase of additional computers and software would enable wider use in a greater range of subjects. The school has already recognised this need and already has plans to purchase one additional computer. Resources for all subjects are used well throughout the school.

57. The accommodation meets the needs of the curriculum well. The premises are maintained very well. The rooms and shared areas are very clean and there is no graffiti or litter. The shared areas in the two main teaching blocks are used regularly and imaginatively. The multi-purpose hall is used efficiently for physical education, music, assemblies and lunches. The spacious, attractive grounds are used well for recreation, although the games markings in the playgrounds are now rather faint.

58. The school has an adequate number of well-qualified and experienced teaching and support staff. They are deployed effectively to maintain and improve standards and to support learning. Arrangements for the induction of new staff are good. The definition of some management roles lacks the sharpness to ensure effective monitoring of the curriculum and measurement of performance.

59. Taking into account the good standards of attainment, learning and personal development of the pupils, the average socio-economic circumstances of the pupils and the average unit costs the school is giving good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to build on current strengths, raise standards further and improve the quality of education provided, the headteacher, governors and staff with management responsibilities should:

- (1) establish clearly defined systems for setting individual targets and monitoring pupils' progress towards them throughout their time in school; (paragraphs 39, 50 and 77)
- (2) define roles of senior management staff and key subject co-ordinators more clearly, requiring a whole school overview of progress and standards in the delegated monitoring roles. (paragraphs 50 and 77)

61. In addition to the two key issues, the school may wish to consider the following minor areas for development in its action plan:

- Provide weekly science lessons at Key Stage 1, to ensure regular acquisition of skills, knowledge and understanding; (paragraphs 3, 26 and 91)
- Ensure that higher attainers in Key Stage 1 are extended in mathematics; (paragraphs 5, 22 and 82)
- Improve spelling and presentation in some of the finished work of older pupils at Key Stage 2; (paragraphs 5, 76, 108)
- Develop the use of information technology to support pupils' numeracy; (paragraphs 22, 41, 120 and 133)
- Include in the special educational needs policy provision for the involvement of parents, staff training and criteria for evaluating the success of the policy. (paragraph 52)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	35

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	36	40	18	3	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

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	137
Number of full-time pupils eligible for free school meals	3
<i>FTE means full time equivalent</i>	
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	21
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	5.0
National comparative data	5.4

#### Unauthorised absence

	%
School data	0
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	12	12	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	12	12	24
	Total	24	24	24
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	11	11	11
	Total	23	23	23
Percentage of pupils at NC level 2 or above	School	96	96	96
	National	82	86	87

Percentages in brackets refer to the year before the latest reporting year.

### 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	11	15	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	9	10
	Girls	13	12	13
	Total	19	21	23
Percentage of pupils at NC level 4 or above	School	73 (52)	81 (62)	88 (81)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	10	10
	Girls	13	12	13
	Total	20	22	23
Percentage of pupils at NC level 4 or above	School	77	85	88
	National	68	69	75

Percentages in brackets refer to the year before the latest reporting year.



### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	113
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

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

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	6.6
Number of pupils per qualified teacher	20.8
Average class size	22.8

#### **Education support staff: YR – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	29

### **Financial information**

Financial year	1999
----------------	------

	£
Total income	223701
Total expenditure	219721
Expenditure per pupil	1604
Balance brought forward from previous year	4480
Balance carried forward to next year	8460

## Results of the survey of parents and carers

### Questionnaire return rate

44.5%

Number of questionnaires sent out	137
Number of questionnaires returned	61

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	33	11	0	0
My child is making good progress in school.	49	43	7	0	2
Behaviour in the school is good.	39	43	5	5	8
My child gets the right amount of work to do at home.	25	46	20	7	3
The teaching is good.	49	38	8	2	3
I am kept well informed about how my child is getting on.	30	48	16	7	0
I would feel comfortable about approaching the school with questions or a problem.	61	33	0	7	0
The school expects my child to work hard and achieve his or her best.	43	48	8	0	2
The school works closely with parents.	16	62	10	10	2
The school is well led and managed.	30	48	5	11	7
The school is helping my child become mature and responsible.	38	48	0	7	8
The school provides an interesting range of activities outside lessons.	11	26	36	10	16

## **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**

62. Children attend the reception class after their fourth birthday. They start during the first few weeks of the autumn term and are admitted, a few at a time (according to age), in order to help both child and teacher get to know each other, and to become familiar with their new surroundings. There is very good liaison with the playgroup and children make three or four visits to school during the preceding spring and summer term. They come to school for special assemblies and concerts, which helps to promote a confident start.

63. All children are assessed within the first half term using the Northamptonshire Baseline Assessment Scheme. This assessment is then used to inform future planning for a child's individual needs and parents are given the opportunity to discuss the assessment at a parents' evening. Children's attainment on entry to this class includes a wide range, but is broadly average. Children make very good progress and by the time they are five, most have met the desirable learning outcomes for five-year-olds and are working within Level 1 of the National Curriculum. The school is already working towards the introduction of the early learning goals, which will replace the desirable outcomes in September 2000.

#### **Personal and social development**

64. Children's personal and social skills are developed well during their time in this class. They have very good attitudes to learning and quickly settle to class routines. Children are very independent. They change for physical education lessons with very little help and are able to fold their clothes neatly on their chairs. The teacher gives them clear instructions and trusts them to play outside in the new play area, with appropriate supervision. They know how to use the equipment there safely and share sensibly. The teacher has made coloured cards which list children's names and these are pinned in the appropriate area for each lesson, so they know where they are to work. When given stars for good work or behaviour, children put their own star on their jumper, and draw in a star by their name. Children work and play well together, and can clearly distinguish between right and wrong.

#### **Language and literacy**

65. The whole classroom reflects a love of literature. This term the children are focusing on the stories written by Shirley Hughes, and these are displayed to make easy access for the children. While waiting to begin the physical education lesson, they read quietly at their tables. They enjoy sharing the enlarged text *Looking at Teddy Bears*, which links appropriately with their topic on Toys. Children learn to read through a carefully-structured approach and the higher attaining children quickly complete the pre-reading stage and work within level 1 of the National Curriculum. The school has produced a very good booklet *Reading Together* and parents provide good support, sharing stories and completing the home/school reading record. The teacher is aware that the published reading scheme does not promote the learning of the prescribed reception key words and the school is addressing this concern. Children talk with interest about their activities, particularly their work in the dolls' hospital, where writing activities are also encouraged. They write labels, such as *My teddy has big ears*, for their teddy bear display. Many children write their names unaided, using a variety of media: paint, crayon, or pencil and these are carefully mounted on a display board.

#### **Mathematics**

66. Teachers provide a range of activities to help children count accurately, recognise numerals and order numbers to five. Activities are very well matched to children's current

levels of knowledge and understanding. When they were looking at number recognition of zero to five, the higher attaining children focused on mathematical language and could give the number before and between, while another group concentrated on 'the number after'. A further group activity focused on developing mathematical vocabulary, including colour, size, weight and shape, when looking at a variety of packets to sort into sets. Children select their own materials and replace them independently. They also match, sort and measure. When they used shoe-boxes to make beds for the toys in the dolls' hospital, they measured to see which was the longest so that the snake could have a bed. Very good record-keeping and assessment by the class teacher enables children to work at a level appropriate for their age and ability.

### **Knowledge and understanding of the world**

67. Children learn about their world through imaginative activities in all areas of the curriculum. They make very good progress in understanding the world about them. They are encouraged to consider the needs and feelings of others. Their role play takes place in the dolls' hospital, and one of the parents who is a nurse has visited the school to talk about her work and show the children some of her equipment, using the dolls as her patients. An interesting photographic display records her visit. The class Toy Museum has a wonderful collection of the children's teddies and focuses on a historical aspect, past events in the children's lives. An activity looking at why things happen and how they work allows children to investigate a range of toys which move in different ways, by pushing, pulling, winding-up and battery. They learn how to sort them into sets and label them correctly. There are very good opportunities to link the early years work to the Key Stage 1 curriculum.

### **Physical development**

68. Children participate enthusiastically in physical education lessons. They develop their skills well using the larger equipment in their new play area and in the hall. They move confidently and creatively in their dance lessons. They perform a dance, showing how a balloon is blown up, sways and bursts. Through excellent questioning, the teacher develops their use of language and they understand that the balloon lies limp at the beginning of the dance, it is inflated and then sways before finally bursting. They are very aware of other children as they dance, and control their movements well. Children develop their manipulative skills with a range of appropriate equipment. They have good pencil control and use brushes, felt pens and scissors well. They make very good progress in all aspects of their physical development.

### **Creative development**

69. Children make very good progress in this area of learning. They have access to a wide range of resources. They have made observational drawings of a teddy, using paint of the correct colours, given a restricted choice of white, pink and blue. They make clay teddies, which are then fired in the kiln. They use playdough, sand, jigsaws and a range of construction toys in imaginative ways and have all made a jack-in-the-box. Children participate fully in their music lessons and are developing excellent listening skills. They use a range of instruments to accompany their singing and clap in time to the music.

70. The quality of teaching for children under five is very good. The teacher plans carefully, using a combination of directed and chosen activities in the different areas of learning. She uses whole class, group and individual teaching methods, within a rolling programme of activities matched to the ability of each group. Her high expectations of children's behaviour and approach to work produce a well-ordered working atmosphere. Excellent use of questioning helps the children to progress in their learning and is used for assessment purposes. Careful tracking, following the baseline assessment, ensures

children are working to their full potential. Any concerns are noted immediately. The teacher maintains a folder with details of reading, letter formation, sounds and number recognition, and this includes annotated notes of the children's progress and targets for them. Relationships with parents are very good and they are warmly welcomed into the classroom to discuss any concerns, or to help during the school day.

## **ENGLISH**

71. The school has made good improvements in its teaching of English since the last inspection and these have resulted in much improved standards. The school has particularly succeeded in addressing the needs of higher attainers. The previous inspection found no pupils attaining above nationally-expected levels at age seven or age eleven. Now, many pupils are achieving a level beyond the nationally expected standard at the end of both key stages.

72. Results of 1999 Key Stage 1 national tests in reading and writing show pupils' attainment in the top five per cent of schools nationally and when compared with similar schools. All pupils attained the nationally-expected level for seven-year-olds and a high proportion did better. Results at the end of Key Stage 2 show the school's performance in line with the national average overall and broadly in line with similar schools. A high proportion of pupils attained above the nationally-expected level. A small number of pupils with special educational needs, who achieved well against their individual targets, did not score well in the tests. This is why overall school performance is average, rather than higher. Standards observed in the current year match the findings of test results last year. While there is a wide spread of attainment in most year groups, pupils' attainment towards the end of Key Stage 1 is well above average. At the end of Key Stage 2 several pupils are attaining well above average. As in 1999, the attainment of a number of pupils with special educational needs is below average. Overall, attainment in Year 6 is average. The proportion of higher attaining pupils and pupils with special educational needs in each year group affects percentage scores in tests and can give an inaccurate picture of how well the school is doing. In the current Year 2, for example, there are few pupils requiring extra support, whereas in Year 6 the proportion is high.

73. Pupils in Key Stage 1 show high levels of attainment in speaking and listening during class and group discussions. Pupils in Year 1 listened and focused well on a discussion about a range of photographs, which they put into chronological order. They used a very wide vocabulary to describe what they saw and gave reasons for ordering the photographs by age. Year 2 pupils spoke expressively, putting dramatic emotion into their voices as they suggested appropriate lines of conversation between Pooh and Piglet. Pupils throughout Key Stage 2 continue to offer relevant comments in discussion and respond to points made by their teacher and other pupils. By the middle and end of the key stage, many convey their views very expressively and show an ability to weigh up comments and respond thoughtfully. They show that they have listened closely by picking up points made by each other and hold the interest of the rest of the class while making their own points.

74. Key Stage 1 pupils develop their reading skills well and show an interest in their books. They read books well matched to their ability with understanding. They tackle unknown words by using their knowledge of the sounds made by letters and groups of letters. They also use cues from the pictures in books and from the sense of the sentences they are reading. By the middle of Year 2, most are reading fluently and with good expression. Pupils throughout the school take their reading books home regularly and read with their parents. The interest shown by parents clearly influences pupils' success and

their enthusiasm for books. Through Key Stage 2, pupils continue to develop their proficiency in reading, as a result of regular quiet reading times in school, reading at home, and developing further reading strategies during the daily literacy hour. Many pupils in each year group throughout Key Stage 2 thoroughly enjoy reading and talk with interest about the characters in their book and the plot. Most have favourite authors and enjoy fiction. All have a good knowledge of how to access books using the Dewey system in the school library, and how to locate information using index, contents and glossary. Pupils develop their reading skills well in the course of researching information for their project studies.

75. Throughout the school, pupils in all classes are developing writing and reading skills together during opportunities for answering comprehension questions. The school has identified this and story-writing as particular areas for focus and has been very successful in introducing regular opportunities within the literacy hour, and beyond, to address these former weaknesses. Pupils write for a range of purposes and many clearly enjoy the opportunity to use their considerable powers of expression, for example when writing letters to persuade the local council to protect the environment. Throughout the school, pupils are now aware of their own targets in writing. They discuss these with their class teachers and work purposefully towards them. Their writing shows considerable flair and when they read their own stories and accounts, higher attainers hold the attention of their audience, who applaud their skills.

76. Pupils' handwriting in Years 1 and 2 is neatly formed and good standards continue to be developed throughout the school, although presentation sometimes slips in the topic books of older pupils. Pupils develop spelling skills through regular weekly attention to spelling patterns and groups of key words. When tested, most pupils have succeeded in learning their spellings well. A number of pupils in Key Stage 2, including some proficient writers, make careless mistakes in spelling, however.

77. Pupils with special educational needs make good progress in their learning. Their needs are identified and class teachers give targeted support by organising groups and matching work well to pupils' needs. Pupils also receive good support from volunteers, including the governor with responsibility for special educational needs, who participates in a weekly full afternoon session, giving additional help based on pupils' individual education plans. A very few pupils, who appeared to be achieving satisfactorily early in their school life, have not continued to make sufficient progress. The school's previous tracking systems were not effective in picking up pupils whose progress slowed later. It is therefore difficult to gauge whether these pupils are achieving appropriately. The school is in the process of tightening its monitoring systems so that staff recognise difficulties swiftly and take immediate steps to address them.

78. The teaching of literacy is almost consistently good or very good. Teachers implement the literacy hour very well, using the class teaching sessions successfully to develop pupils' understanding of the week's chosen texts and to draw out specific, planned teaching points in relation to spelling patterns or grammar. In almost all lessons observed, teachers' questioning engaged the whole class in thoughtful response. Teachers' planning and preparation are very good and this leads to well-organised, focused teaching and learning. The use of bubble writing to develop Year 2 pupils' understanding of speech between cartoon Pooh and Piglet characters held every pupil's attention. The use of a text with adjectives omitted offered pupils in Year 3 an excellent opportunity to select a range of suitable descriptive words to bring the image of the otherwise dull picture alive. Teachers showed high expectations during these sessions and pupils responded with high levels of interest and involvement, improving their reading and their speaking and listening skills.

79. During group work, teachers focus on their chosen group or groups each lesson to good effect. Other groups show they are well trained in working independently. Teachers set tasks well matched to their capabilities. Most pupils completed tasks at an appropriate pace. In one or two lessons, where teachers were less clear about their expectations, a few pupils underachieved, mainly because they did not concentrate on the task set, but worked without urgency, allowing themselves to be distracted by others. Teachers do not always make efficient use of time for 'guided reading'. When they ask pupils to read in turn, others sometimes lose concentration. For the most part, plenary sessions at the end of the hour pulled together examples of work to ensure that the main teaching points were underlined and that pupils felt a sense of achievement. Teachers ensure that pupils make good use of their literacy skills within their scientific enquiry. Teaching in geography, history and religious education at both key stages includes good opportunity for pupils to apply and develop their literacy skills. Teachers make some use of word-processing to support pupils' literacy skills. The best use is during focused group work with a teacher or assistant.

80. The leadership of the literacy co-ordinator has been excellent and has stimulated the much-improved provision, resulting in the raised standards. A major strength in the school's teaching of literacy is in the development of teachers' marking, assessment and target-setting skills. This stems from recent training set up by the school as a focus on improving standards of writing. The use of marking keys to annotate work samples and the sharing of targets with pupils, following thoughtful observational assessment, is ensuring that teachers are developing a good picture of pupils' current progress and that pupils and parents are able to know what to do to improve.

## **MATHEMATICS**

81. Standards in mathematics throughout the school show improvement since the previous inspection, when they were above average at the end of Key Stage 1 and average at the end of Key Stage 2.

82. Pupils' attainment in tests at the end of Key Stage 1 in 1999 was very high, in the top five per cent of all schools nationally. The proportion of pupils reaching the higher level 3 was above the national average. When compared with pupils from similar backgrounds, pupils' attainment was above the average. Teacher assessments reinforce these results. Trends over time show a good improvement in attainment at the end of Key Stage 1. At Key Stage 2 in 1999, the school's performance was above the national average and broadly in line with the attainment of pupils in similar schools. The trend in results since 1996 shows some variation, but steady improvement overall, in line with the rate of improvement nationally. Inspection findings confirm that standards are above average at the end of both key stages, but fewer pupils are showing evidence of high attainment this year towards the end of Key Stage 1, as teachers are focusing their current work on tasks within level 2.

83. Pupils build steadily on the skills acquired in the reception class. By the end of Key Stage 1, pupils can carry out a range of simple calculations. They add and subtract to one hundred and count in tens forwards and backwards to one hundred. They add twenty and thirty, understand doubling and halving numbers and can do simple multiplication and division problems. Pupils tell the time and sequence their day. They are beginning to understand place value. In one class they accurately identify tens and ones in numbers between ten and twenty, using coins. In a second class, pupils make up coins to different

values, for example thirty-four pence is three tens and two twos. They recognise simple shapes and they use the computer to reinforce their work. Other topics include the days of the week and the use of non-standard measures.

84. By the end of Key Stage 2, the majority of pupils understand and use the four rules of number successfully. Higher attaining pupils understand multiplication and division by ten and a hundred to two decimal places. They know table facts and patterns, understand squares and square roots, and convert fractions to decimals. They have a good understanding of angles and know the correct terminology for acute, obtuse, reflex and right angles. They draw angles, measuring accurately to one degree with a protractor; they work on bearings and are set challenging activities. For example, pupils were asked to find out the height of a building using angles and volunteered interesting suggestions such as 'Measure and count the bricks' and 'Use shadows'.

85. Pupils throughout the school have positive attitudes to learning. They listen very carefully and respond promptly, with obvious enjoyment, to the mental problems that form the initial part of their lessons. They are very well motivated by the teachers' praise and encouragement. They have clear targets for their work which are listed in the front of their books. These are marked by the pupils when they have been achieved. They take good care of their equipment, tidying away sensibly after each lesson. They are polite to adults and to each other and work well independently while their teacher is working with another group.

86. Teaching is good or very good in all lessons. Lessons follow the structure of the numeracy strategy with a very good introduction, well-organised group work and a plenary, during which teachers reinforce the main points of the lesson and assess pupils' knowledge. All teachers have good subject knowledge, although training in the numeracy strategy's procedures is not yet complete. There is a calm working atmosphere throughout and resources are well organised so that pupils can start their activities immediately. Teachers have very high expectations, sharing the purpose of the lesson with the pupils so that they have a clear understanding of the work to be achieved. This results in a brisk pace with pupils well motivated to finish their tasks. Careful questioning allows pupils to explain strategies for working out their problems and teachers draw these examples together with clear explanations, giving further illustrations. There are challenging activities for the higher attaining pupils in Key Stage 2. The school has recognised that there is insufficient challenge for higher attaining younger pupils within the school's current interpretation of the numeracy strategy for Years 1 and 2. The school is seeking advice on ways of addressing this concern.

87. There has been careful consideration of resources needed to implement the numeracy strategy and these are still being introduced. A range of appropriate equipment is located in each classroom. Pupils' work in most subjects is displayed on classroom walls, but there is little to celebrate their achievements in mathematics.

88. The recently-appointed co-ordinator has ensured that the numeracy strategy is implemented throughout the school. A target-setting system, using a format suggested by the local advisory service, is being appropriately implemented.

## **SCIENCE**

89. In 1999, statutory assessments at the end of Key Stage 1, showed that more pupils than average attained the standard level 2, although only an average percentage reached



a higher level. These pupils did not do so well in science as they did in English and mathematics. At the end of Key Stage 2, statutory tests show that pupils' attainment has risen year by year from average in 1997 to well above average in 1999. Pupils at Bozeat were also well above average in comparison with similar schools.

90. During the inspection, science was only timetabled in Key Stage 2. Based on lessons with older pupils and discussions with younger ones about their work, the inspection found a similar pattern of attainment in the present Year 2 and Year 6. In Year 2 standards are average, with most pupils again attaining the expected level, with few achieving beyond this. In Year 6, although more pupils than usual have special educational needs, standards are above average, with a significant proportion of pupils doing very well. This represents a fall back in standards at the end of Key Stage 1 and an improvement since the last inspection at the end of Key Stage 2.

91. There are two main reasons for the disparity in standards of attainment between the two key stages, which are related to curriculum planning. In Key Stage 1, less time is spent on science overall. Work is planned in self-contained units and while this ensures that the appropriate curriculum is covered, it means that science is not taught every week. Consequently pupils do not build up knowledge, skills and understanding as systematically as they could. Secondly, there is not always a sufficient challenge for higher attaining pupils.

92. Throughout the school there is a very good emphasis on experimental and investigative work. This has helped to bring the subject alive for the pupils and consequently they enjoy their lessons, work hard and achieve well. In Year 2, for example, pupils talked enthusiastically about robots that they had made last term. They explained how they used batteries, wires and bulbs to give the robots eyes that lit up. They understood how the circuits worked and had a good grasp of the specialist scientific language associated with electricity. They also talked confidently about work on light and described how they had experimented with torches and fluorescent objects to find out about sources of light. Their work for last term is a record of these interesting activities and shows that pupils reach the level expected for their age. All pupils work on the same activities and there is no evidence to suggest that higher attaining pupils are expected to tackle more difficult tasks. The work is kept in a folder rather than a science book, and this makes it hard for pupils to look back on what they have learnt.

93. In all the lessons seen in Key Stage 2, pupils were involved in experimental and investigative work. They tackle their assignments in a scientific manner and are developing good investigative skills because of the clear direction from the teachers. Year 3 pupils, for example, made predictions before testing them out and used their findings to draw conclusions. In Year 5, pupils made careful observations of the effect of adding water to a range of substances. They understood the importance of recording what they saw precisely. Pupils in Year 6 were aware of the significance of fair testing when they worked on water filters. Throughout the key stage, pupils build up their knowledge and understanding of the various aspects of science, because of the relevant and interesting tasks. In Year 3, for example, pupils worked with magnets in the session seen and understood that some metals are attracted to magnets and others are not. In Year 4, pupils investigated a range of solids, such as ice and chocolate and understood that these can exist as both solids and liquids. Older pupils understood the main principles of water filtration as a result of their experiments with filters. Pupils' work shows a good coverage of different attainment targets. Some of the older pupils present their work a little untidily, which detracts from the overall quality of the work.

94. Pupils enjoy tasks and work hard. They use the equipment sensibly and work well with their friends in practical tasks. Pupils behave well and listen carefully to their teachers. There was a slight drift in attention and concentration towards the end of the older pupils' session, and pupils did not tidy up well.

95. No lessons were seen in Key Stage 1 during the inspection. Teachers' planning and pupils' work indicates that the quality of teaching is at least satisfactory. In the lessons seen in Key Stage 2 the quality of the teaching ranged from very good to satisfactory. It is good overall, with some very strong features in all classes. Planning and preparation are real strengths. Teachers set clear objectives for the sessions and review these with the pupils as the lesson progresses. In one session, for example, the teacher interrupted pupils' practical work with magnets to reinforce the purpose of the activity and by her challenging questioning helped pupils to be precise in their evaluation of what they had found out. The tasks set are interesting and matched well to pupils' levels of attainment. Teachers plan well to develop pupils' scientific vocabulary, using a helpful checklist of relevant words, and incorporate new vocabulary into their explanations. The preparation of equipment and resources is meticulous and this helps pupils to settle to tasks very quickly and make good use of the time available.

96. In one lesson two teachers worked together with a mixed year class. The way in which they complemented each other was excellent and had a significant impact on the pupils' very good achievements. The lesson had been very well planned, with one teacher taking a lead and the other supporting practical work. This was very effective and made more so by the very good questioning skills of both teachers, which helped pupils to think carefully. In one lesson, the teaching and learning was very good for most of the time, but pace of the lesson slowed at the end and pupils were not sufficiently engaged on their tasks or the subsequent tidying up. This meant that opportunities to discuss the conclusions that pupils had come to were restricted by a lack of time. Teachers mark work conscientiously, but comments do not always indicate what pupils need to do to improve. Teachers help pupils to reflect on what they have learnt during sessions and this helps them to evaluate their own progress. In one session, for example, one pupil explained that she had already known about the main principles of change from solid to liquid, but that she had learnt a new word and also found out some new ways of making solids melt.

97. The co-ordinator has a clear picture of provision and standards throughout the school. He is enthusiastic about the subject and has a good subject understanding, which means he can support colleagues well. He has monitored progress, particularly in Key Stage 2 and is looking forward to developing his monitoring role in the summer, when time is allocated for him to monitor teaching and learning in lessons.

## **ART**

98. Only one lesson was seen during the inspection. Based on this and pupils' work it is evident that the sound standards identified by the last inspection have been maintained. Pupils achieve appropriately for their age and make satisfactory progress overall. There has been a move forward in the way art is taught and, in addition to timetabled lessons, staff also organise annual art workshops. In these the whole of Key Stage 2 join together for a morning to work on a particular theme. These are very popular and much enjoyed by the pupils. Local artists have also been working more in the school to help pupils to develop their drawing and clay skills.

99. The range of work planned throughout the year is very well balanced and pupils have

opportunities to work with a wide range of media to develop skills in specific areas. In the lesson seen, for example, the pupils were learning new printing techniques. They experimented in turn with 'pulled string' printing. All enjoyed the experience of creating random patterns. Pupils also worked carefully to build up a string pattern in preparation for block printing. The teacher had prepared the pupils well for this activity by previous work on repeated and half-drop patterns that pupils had experimented with in their sketch books. This particular session was very well organised and two parent helpers gave good support to individuals and small groups. This extra help meant that the teacher was able to give individual pupils time to discuss the composition of their designs. Pupils' attitudes to their work show that they have been taught a craftsmanship-like approach well. They worked hard in the session and helped each other without being asked. They tidied up sensibly at the end of the afternoon.

100. Good attention is also paid to using artists' work as a basis for pupils' exploration. In Key Stage 1, for example, younger pupils looked at Monet's 'Panorama d'ete' before painting their own pictures using a dot technique. In Year 2, pupils used chalk well to represent Van Gogh's 'Starry night'. Modern artists are also included in pupils' studies and the work of Beryl Cook was the foundation for a recent workshop. Some pupils' work from this session is displayed in the hall and shows how pupils collaborated well to build up a 'Beryl Cook' picture from small segments.

101. The co-ordinator has a clear picture of provision and standards throughout the school and the strengths and weaknesses in the subject. There are no staff with particular expertise in art, but all are enthusiastic and have developed their own skills. Several are competent in loading and firing the kiln, for example. In the lesson seen the quality of the teaching was good and pupils' work suggests that throughout the school teaching is at least satisfactory. The time spent on the subject has been more limited in Key Stage 2 since the introduction of the literacy and numeracy hours. In order to compensate for this, the school has made a sensible decision to block art and design and technology into half termly units.

## **DESIGN AND TECHNOLOGY**

102. Standards are good in all year groups. Pupils achieve well and make good progress in designing and making skills. This represents an improvement since the previous inspection, when standards were average at the end of each key stage. Although little teaching was seen during the inspection, displays of designs and finished products in classrooms, together with portfolios of work kept by teachers alongside their planning provided a good evidence base for judgements. Many samples of work in school portfolios show thoughtful design, careful labelling and well-considered evaluations. Photographs show well-finished products, particularly at Key Stage 2. One piece of work showing particularly high quality was the design of a pair of slippers, where older pupils had carefully measured their feet, so that the initial design led to a precisely measured and cut out pattern, before pupils made the soles and uppers.

103. Key Stage 1 pupils make stick puppets of characters from well-known tales and use them to put on shadow-puppet performances for another class. They create robots and link their design with some scientific studies on electricity, ensuring that the class robot's eyes light up when the circuit is completed by switching on. Teachers make the design and technology curriculum relevant and stimulating by linking tasks with current topics. For example, during the inspection, Year 1 pupils were designing a Victorian cup-and-ball game in connection with their topic on toys through the ages. Pupils in Key Stage 2 have linked their designing and making to literacy, by designing everlasting gobstoppers in association

with their reading of 'Charlie and the Chocolate Factory'. The oldest pupils have created very-well finished, working fairground rides, driven by small motors. One is linked to a computer, showing additional thoughtful links organised by the teacher to stimulate pupils' enthusiasm for the subject. Pupils show very high levels of skill in assembling and joining materials in different ways, clearly resulting from some good direct teaching of skills.

104. The quality of teaching in the subject is usually good, as is evidenced by the quality of pupils designing, planning, labelling, making and evaluating. Teachers' planning is thorough and their choice of activities stimulates pupils' interest. Teachers' annual planning covers a good range of activities and their lesson plans give appropriate time and focus to each element of the designing and making process. All teachers ensure that they introduce a purposeful dimension to each project. For example, the teacher enthused the oldest pupils by providing a set task of creating a shelter to take two reception class pupils. Weak organisation led to pupils losing concentration and underachieving, however, in one lesson observed. Overall, teachers at both key stages provide good opportunities for pupils to develop and apply their literacy skills within this subject and there are appropriate, planned links with numeracy in most Key Stage 2 projects.

## **GEOGRAPHY**

105. The geography curriculum is organised in blocks of time which alternate with history at Key Stage 2. At Key Stage 1 a sequence of projects focuses in turn on geography, history and science. During the inspection no lessons were timetabled at Key Stage 1. Themes planned over a period of three years ensure that pupils in reception, Year 1 and Year 2 cover National Curriculum requirements. The rolling programme takes into account mixed-age year groups at Key Stage 2. The main components of the subject, geographical skills, places and themes, are all covered well in the planning. It was not possible to make judgements on teaching or pupils' progress at Key Stage 1, as there was insufficient evidence. Two lessons were seen at Key Stage 2, and from the co-ordinator's information, teachers' planning and pupils' work, it is evident that standards are in line with those expected for pupils' ages and that they are making satisfactory progress. Overall, the school has maintained the satisfactory standards reported at the time of the previous inspection.

106. Pupils identify the distinctive features of a place after listening to the story of *Katie Morag*. They compare the village on the island of Struay with their own village, looking for similarities and differences. The majority of pupils understand the difference between a rural and an urban settlement; they can describe shore, island, mountain and bay. They begin to create a wall frieze using a range of media. This will be labelled appropriately when completed. Other pupils identify different settlements from maps; they look at symbols, identify amenities and draw a portion of the map. They work on four-figure and six-figure map references.

107. Pupils show respect for each other's views and listen carefully. They are well motivated and work at a brisk pace. They respond well to careful questioning and remember the previous week's work. They apply their own experiences to extend their knowledge and understanding, particularly when comparing their own village with a village by the sea. They collaborate well in group work, when working together on the wall frieze, and take good care of the equipment they use. They persevere with the tasks, although some do not always complete them.

108. Teaching is satisfactory overall at Key Stage 2 and includes some good elements.

Where it is good, teachers give clear explanations of the work and make good use of questioning to ascertain pupils' prior knowledge and for assessment purposes. They prepare resources carefully so that no time is wasted, match work to pupils' different levels of attainment and have high expectations of work to be achieved. This ensures that pupils work at a brisk pace. There is good support for pupils with special educational needs. One disappointing feature is the quality of presentation in the finished work booklets of older pupils. These often contain weak spelling and sometimes untidy illustration which does not show sufficient pride in the finished work.

109. There is an appropriate range of resources stored centrally. The school makes good use of visits, especially during the local study, and older pupils visit the Isle of Wight for a residential visit every two years during the summer term. Visitors to the school, including representatives from British Telecom and the Police Force, also enrich the curriculum.

## **HISTORY**

110. The school's organisation of the curriculum means that there were only two lessons seen during the inspection, both at Key Stage 1. Evidence of attainment and progress was gathered from teachers' planning, interviews with pupils and co-ordinator and a review of past work from both key stages. There has been good improvement in both provision and the average standards reported at the time of the last inspection.

111. Standards at Key Stage 1 are good. Pupils achieve well in the development of their historical knowledge and skills. Children in the Reception class create a Teddy bear museum and write labels for their exhibits. Pupils in one class find out about holidays in the past from photographs. They can sequence the photographs into three periods, the present time, when their parents were young, and when their grandparents were young, thus identifying differences between present and past times.

112. Other pupils investigate different sources to find out about the past. They successfully find answers to specific questions and draw comparisons between aspects of Victorian lifestyles and their own. Pupils' work on Queen Victoria forms part of a classroom display. A variety of artefacts creates real interest in the topic. These have been loaned by parents and include a warming pan, bellows, knife cleaner, stone hot water bottle, embroidered nightgowns, books and cards. Appropriate questions encourage pupils to use reference books to find out information. To complete their work, the pupils are going to visit the Cecil Higgins Museum, look at the nursery there and take part in a Victorian washing day.

113. No lessons were seen at Key Stage 2, but displays on the Romans in all three classes and a review of work in history show that pupils have a good understanding of this period. They create a time line and then consider the reasons for invasion, conquest and settlements, which leads to a study of everyday life. Pupils interpret the evidence left to learn further facts about the Romans. They study place names, roads, Roman numerals, bridge building and religion. They make mosaic patterns and these are displayed with written reports about the Roman way of life.

114. Where possible history is brought to life by having a day at school set in the appropriate period. A Tudor Christmas included a Yuletide feast with entertainment. Pupils became evacuees in wartime Britain and were met at church by the Vicar and the headteacher (with mortarboard and cane). They were then organised by the Lady of the Manor, and spent a day in school with formal lessons.

115. All pupils are attentive, enthusiastic and well motivated throughout. They are keen to answer questions and offer information. There is very good collaboration in pairs and they apply themselves well to the planned activities.

116. The quality of teaching is good. Teachers have good subject knowledge and are interested in the topic. They plan and prepare lessons carefully and ensure that pupils have appropriate resources to carry out their tasks. Careful explanations give pupils a clear understanding of what they are to do. Teachers make good use of questioning and observation to assess pupils' knowledge and achievements during the lessons. They provide tasks which are well matched to pupils' needs and interests and give good support for the lower attaining pupils.

117. Portfolios of photographs record the topics. The school borrows reference books from the schools' library service and, where possible, staff organise visits to reinforce the topic work. The school log book lies open at this week one hundred years ago. It records: '*A trying week!* ' A century on, some things don't change!

### **INFORMATION TECHNOLOGY**

118. The standards achieved by pupils at the end of both key stages are broadly typical of those found nationally. There is good learning in all years and standards have risen steadily since the previous inspection. All pupils have equal access to the facilities and those with special educational needs make good progress in the subject.

119. In Key Stage 1, pupils communicate their ideas effectively through writing and drawing. They use number games confidently and produce tally charts and bar charts to represent information on personal preferences. During Year 2 they program devices accurately to move over set paths. In Key Stage 2 the pupils are extending their writing well and they combine artwork and text effectively to produce attractive covers for topic folders. Higher attainers produce extensive illustrated stories of very good quality. Freehand drawing is used to produce attractive, detailed designs and complex repeated patterns. The pupils are generating increasingly complex sequences of instructions to control the movement of objects on the screen. They search databases efficiently and confidently to find specific information, for example on CD-ROMs. By the end of the key stage they use sensors and actuating devices to monitor and control physical models they have designed and constructed.

120. The teaching of information technology is good throughout the school. The teachers have good understanding of the different aspects of the subject and plan well to develop basic computing skills and to use information technology to support other subjects, particularly English and mathematics. Preparation is thorough and the staff give clear instructions to the pupils. They involve pupils actively in discussions and demonstrations of the use of the equipment and software. The subject is managed well at both key stages and the co-ordinators are making good progress in the full implementation of the recently-introduced new policy and schemes of work. Resources are just adequate to provide pupils with sufficient time and opportunity to develop skills, but there is a limited range of software and there are not enough computers to develop the regular application of information technology across a wider range of subjects.

### **MUSIC**

121. The school has maintained its strong musical tradition and the high standards reported at the time of the last inspection. Music is a particular strength of the school and

pupils' standards of attainment are above national expectations at the end of both key stages. Throughout the school pupils enjoy singing and even the youngest children sing the choruses and clap in time to the hymns in assembly. By the end of Year 2, pupils sing in tune and perform simple accompaniments. They use a published scheme, and this term it is linked to their topic on *Toys* and includes several traditional singing games, which the children thoroughly enjoy. They give a good performance of 'The Ball of Primrose', a song from Yorkshire, and 'Barnaby', a song from the Bahamas. They identify the different time signatures in these songs by clapping the beats in the bar on their knees; they use untuned percussion instruments, placing them carefully and quietly in front of them when not in use. Children's listening skills are very good and they concentrate very well.

122. By the end of Key Stage 2, pupils listen well to music from a range of composers. Pupils identify appropriate animals and the movements they make from *Carnival of the Animals* and *Aquarium*. Body percussion patterns maintain a steady beat as pupils play the singing game, 'Pass the Pebble' (using a beanbag). Pupils use instruments to represent a long jump: hands on knees indicate the initial run, a drum for take-off, voice for flight, cabasa for landing, finishing with applause. They work in groups, choosing their own instruments to create an original musical composition. They know the correct names of the instruments they use and they control the sounds of their voices. The music is recorded so that they can improve their performance.

123. The quality of teaching is good and there are examples of very good practice. Pupils have the opportunity to join the choir, which is led by the co-ordinator. They are learning a range of songs for a special Millennium concert and will join with another choir for a performance in the village later in the year. They have a good sense of rhythm as they clap and sway to the music. They can sing in two-part harmony well. There is a recorder club, which takes place during the lunch hour; pupils read the music well although they have only been playing together for a few months.

124. Several peripatetic music teachers visit the school during the week. The older pupils have the opportunity to learn violin, guitar and brass instruments, whilst some of the younger children attend the 'Mini Music' sessions held after school. The pupils learning guitar are preparing for their bronze award. They use a combination of two strings and can read the music, counting the rests in tunes with different time signatures. They concentrate well and play with good finger positions. The brass group performed in an assembly, playing an introduction and accompanying the hymns. They played on a range of instruments: cornets, French horns, tenor horns and baritone horns, to a very high standard. The Mini Music group also accompanied the hymn, 'He's got the whole world in his hands', using a wide range of appropriate instruments to represent each verse. The guiro and the duck whistle are very good choices for the verse 'He's got the plants and the creatures in His hands'.

125. The co-ordinator offers advice to her less-experienced colleagues. She plays the piano in assembly and teaches the pupils the weekly hymns, concentrating on singing skills, breathing and diction. The scheme of work provides good support to teachers through well-planned lessons with appropriate taped resources. The co-ordinator notes continued improvement in the raising of standards, with more children participating in music lessons and the choir, which is a voluntary activity. A subject monitoring record is in place. The subject is well resourced. One of the peripatetic teachers also provides very good training support to staff.

126. Children enjoy the opportunities offered to sing at other functions through the year. Apart from the Millennium concert, they have sung at an Age Concern lunch, the service of

Nine Lessons and Carols, several concerts at the Castle Theatre in Wellingborough and the Choir of a Thousand Voices.

## **PHYSICAL EDUCATION**

127. Standards are satisfactory overall. The school has maintained a similar level of attainment since the last inspection at both key stages. Although a few parents at the meeting expressed doubts about the school's provision for competitive games, the inspection found that the school offers an appropriately broad and well-planned curriculum, with suitable time allocation for teaching games skills. Staff also provide lunchtime sporting activities and arrange fixtures in soccer and netball with other local schools. While not a current strength of the school, games provision is certainly adequate. The school has shown its commitment to the subject by appointing a teacher with specific training, knowledge and skills in physical education.

128. Pupils in Key Stage 1 listen carefully to instructions and execute turns and twists when jumping from the floor. They transport apparatus sensibly, co-operating with each other, and are aware of safe procedures. During work on the apparatus they find it harder to focus on the skills being taught, but show good climbing and jumping skills as they explore a range of apparatus. Pupils in Year 3 also listen carefully to instructions while learning a sequence of bat and ball skills. After practising individual skills they work collaboratively with a partner and most show an ability to improve their work after the teacher calls them together for further instruction. Pupils in Years 5 and 6 build an interesting combination of movements, including various jumps and forward rolls, to create complex sequences during a gymnastics lesson. They perform these with increasing skill after watching each other, as their teacher highlights good examples.

129. The quality of teaching is good overall. It is satisfactory at Key Stage 1 and good at Key Stage 2. The main strength in all lessons at both key stages is the way teachers make good use of demonstrations by pupils to focus the class's attention on the particular skills being taught. All teachers show very good observational assessment skills, which they use well to let pupils know how to improve. Teachers exercise good class control and share with pupils the need to warm up at the start of lessons and to be aware of health and safety factors, particularly when moving apparatus. Teachers make very good use of a well-formed scheme of work to ensure that equipment is readily accessible and that each element of the lesson proceeds at a brisk pace. Very little time is wasted, because teachers have prepared well and almost all classes know how to collect, set up and put away equipment efficiently.

130. Most pupils attain the standard expected for eleven-year-olds in swimming and the school makes every effort to ensure that pupils nearing the target attend additional lessons. The school is aware that its provision for dance is not as strong as for other aspects of the curriculum and has plans in hand to address this.

## **RELIGIOUS EDUCATION**

131. The sound provision and satisfactory attainment noted by the previous inspection has been maintained and developed. Pupils are interested in religion and their attainment meets the expectations of the local agreed syllabus at the end of both key stages.

132. In Key Stage 1, most of the work is based on discussion and practical tasks and little



is recorded. In one session seen with Year 1 pupils, it was evident that the pupils were very interested in finding out more about churches. They looked at a picture of a church in order to identify key features and were all very involved in the discussion. Several related their own experiences of church thoughtfully to what they were being asked. They developed their vocabulary well and by the end of the session most understood what the altar, pulpit, pew, font and lectern were and where they are in a church building. As a consequence of the sensitive questioning by the teacher, pupils also spoke confidently about their own perceptions of God. One pupil, for example, said that 'You can't see God in a church, because He is up in the sky.' Pupils in Year 2 are very interested in talking about God and are clear about what they believe. One child, for example, felt that God was really a giant and when he scooped the world and held it in His hands, it was night time. Another felt that if you believe in something good things will happen to you. They are able to distance these thoughts from what they have been taught at school and appreciate that not all people believe the same things. Pupils explain that they have 'done mostly about Jesus'. They recall that Jesus was a special man, who was very helpful and was God's son. They also remembered special stories from the New Testament like the raising of Jairus' daughter. They felt that people who were Christians behaved differently as a result, going to church, for example, and praying. They identified some teachers as Christians, because they were kind.

133. In Key Stage 2, pupils' work shows a good balance between work related to personal awareness and work about religions. In Year 4, for example pupils consider their own special place, such as 'my uncle's caravan', before looking at special places in different religions. Pupils study Sikhism, Hinduism, Judaism and Christianity and teachers make very good use of visits and visitors to make the work relevant and interesting. Recently, for example, the older pupils visited the Hindu temple in Wellingborough and their written responses reflect the impact which this visit had on their understanding. They appreciated that some religious practices and rules are designed for peoples' safety. Several pupils felt that, as a result of the visit, they would never smoke because it is so harmful. There is not a great deal of recorded work in pupils' books, but it does reflect pupils' considered response to what they have been taught. The presentation of work in some older pupils' books is a little untidy. Pupils also spend time discussing religious belief. In one session, for example, older pupils were working on Dennis Carter's '*Creation riddle*' in order to come to a deeper understanding of the concept of creation. Pupils expressed themselves very clearly, they showed a mature confidence in a difficult area and grappled well with language to express themselves in different ways.

134. Pupils are positive about work in this area because teachers value their opinions and present the work to the pupils in interesting ways. The quality of the teaching in the lessons seen was very good in one and satisfactory in the other. Overall pupils' work suggests that the teaching in this area is good overall. One of the strengths in the teaching is the way in which local churches and chapels and a nearby synagogue and temple are used to help pupils to understand about religious belief and practice. The school has also built up a good selection of religious artefacts that help teachers to bring meaning to the work. Visitors are also used well to help pupils to learn more about other religions and a Sikh lady, for example visits to talk about her faith. Another strength is the very good emphasis on helping pupils to reflect on religious beliefs and practice by sensitively led class discussions. Teachers generally plan carefully, but in one session seen the objective for the lesson was not sufficiently reinforced by the activity planned. The co-ordinator offers good support to colleagues, but so far has not had the opportunity to monitor teaching and learning.