

INSPECTION REPORT

Edith Weston Primary School

Oakham

LEA area: Rutland

Unique Reference Number: 120042

Headteacher: Mr T. Hitchman

Reporting inspector: Mr R. W. Burgess
OIN 20950

Dates of inspection: 24th – 27th January 2000

Inspection number: 191333

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
School address:	Weston Road
Postcode:	Rutland LE15 8HQ
Telephone number:	01780 720025
Fax number:	01780 720307
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs K. Reynolds
Date of previous inspection:	9 th December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject Responsibilities	Aspect responsibilities
Mr R. W. Burgess	Registered inspector	Science	What sort of school is it
		Information technology	How high are standards
		Religious education	How well are pupils taught
		English as an additional language	How well is the school led and managed
Mr P. Oldfield	Lay inspector	Equal opportunities	How high are standards
			How well does the school care for its pupils
			How well does the school work in partnership with parents
Mrs G. Dunkling	Team inspector	English	
		Geography	
		History	
		Music	
		Under fives	
Mr P. Hayes	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils
		Art	
		Design and technology	
		Physical education	
		Special educational needs	

The inspection contractor was:

Pennine Inspection Services

6 Bridle Dene
Shelf
Halifax
HX3 7NR
01274 602139

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Edith Weston Primary School is situated on the southern edge of Rutland Water approximately six miles east of Oakham. Most pupils come from the immediate area which includes a military base which has changed from Royal Air Force to Army occupation since the last inspection. Housing is both privately owned and for rent, with a significant proportion of tied accommodation for military personnel. The change of military units since the last inspection has resulted in periods of very significant turbulence in pupil numbers declining at one point to less than 50 pupils before rising to its current roll in the autumn of 1999 when pupils transferred to the school from a number of different locations. Almost two thirds of pupils have transferred to the school in the last two years. On entry to the school at age three, children's levels of attainment are broadly in line with levels expected nationally for children of their age. The school operates an admissions policy for children to start school in the term following their third birthday. The majority of children attend the nursery before transferring to the reception classes in the main school. There are 36 children under six in the Reception and mixed Year 1 and 2 classes and a further 38 attend the Nursery part time. English is the first language of almost all the pupils. Unemployment, in most parts of the school's catchment area, is similar to the national average. At the time of the inspection, two per cent of pupils are in receipt of free school meals which is well below the national average. There are 66 girls and 69 boys, aged from four to 11 years, on the roll in the main school. The school has recognised 28 pupils as having special educational needs, which is broadly average for a school of this size and type, one of whom has a Statement of Special Educational Need, which is well below the national average.

The accommodation was purpose built in the 1960s and includes a swimming pool which is covered and used from May to October. The outside play area has been marked out for various activities. There is an adequately sized playground and grassed area, part of which has been developed as an environmental area.

The school aims to help all children to learn successfully in a caring, happy and stimulating environment. The key objectives of the school have been:

- to integrate both old and new pupils and develop an inclusive ethos;
- to identify and support all children with special educational needs;
- to develop numeracy throughout the school;
- to improve provision for information and communication technology;
- to set up monitoring procedures and develop systematic assessments of pupils' abilities.

HOW GOOD THE SCHOOL IS

Edith Weston Primary school is a good school which has undergone a period of significant turbulence in the last two years in both staff and pupils due to a change in the military unit located in the village. The staff and governors have worked hard to ensure that the standards and morale in the school were maintained during this time and they have been successful in integrating almost 100 pupils into the school following the change of military units. An important aspect of this has been the careful analysis and monitoring of pupils' performance to inform planning and set clear targets with the intention of raising standards. The strengths of the school greatly outweigh its weaknesses. The school provides good value for money.

What the school does well

- ◆ The development of good attitudes and behaviour.
- ◆ Good relationships throughout the school.
- ◆ High quality teaching particularly for Nursery children and older Key Stage 2 pupils.
- ◆ Good range of extra-curricular activities.
- ◆ Good procedures for the care and welfare of pupils.
- ◆ Very good planning and action during the significant period of change experienced in the school.

What could be improved

- ◆ Standards in information and communication technology.
- ◆ Resources, particularly book provision in the library and for information and communication technology.
- ◆ Consistency in policy and practice and parental awareness regarding homework.
- ◆ Behaviour of a small but significant number of younger pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a satisfactory improvement since the last inspection in December 1996, particularly in the standards and level of provision in the Nursery which has resulted in an increase in numbers attending the Nursery. Much of the school's energy has been devoted to managing the period of turbulence resulting in the successful integration into the school of almost 100 pupils and several new members of staff. This has established a firm foundation from which the school has good potential for further significant improvement which include clear plans to improve the standards of attainment and level of provision for information and communication technology.

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	A	C	C	E
Mathematics	A*	D	D	E
Science	B	E	C	E

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

A significant number of pupils taking National Curriculum Tests in 1999 had transferred to the school within the previous six weeks. The results for 1999 are not therefore indicative of what the school has achieved for its pupils.

During the inspection standards attained in the Nursery were satisfactory. Standards for the

majority of pupils were satisfactory in English, overall. The standards of reading are good throughout the school. In mathematics standards are good throughout the school. In science standards are satisfactory at Key Stage 1 and good at Key Stage 2. In information and communication technology standards are unsatisfactory for the majority of pupils throughout the school. Standards in religious education are satisfactory throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good, pupils have a positive attitude to their work.
Behaviour, in and out of classrooms	Good, the school is an orderly community in which there is some very good behaviour.
Personal development and relationships	Relationships are good throughout the school. The staff are hardworking and committed to the care and education of the pupils.
Attendance	Attendance is good and pupils arrive punctually.

The effective integration of new pupils has been a significant achievement. The school has recognised the need to address the behaviour of a small number of younger pupils and is taking effective steps to ensure all pupils meet the high standards of behaviour expected.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5 – 7 years	aged 7 – 11 years
Lesson seen overall	Good	Good	Good

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

The quality of teaching in the school was very good in 21 per cent of lessons seen, good in a further 56 per cent and satisfactory in the remainder. No unsatisfactory teaching was seen. Teaching is particularly good in the Nursery and for older pupils at Key Stage 2, where it is often very good, particularly in literacy lessons. The teaching of mathematics is good throughout the school and has benefited from the careful analysis of pupils' performance to inform planning and target resources. This approach is now being applied to language work, identifying aspects such as story writing which is being included in teachers' planning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the Nursery. Satisfactory throughout Key Stages 1 and 2
Provision for pupils with special educational needs	The school makes good provision for special educational needs. Records of progress are clear and are used well for individual education plans.
Provision for pupils' personal, including	Satisfactory overall. Satisfactory provision for pupils' spiritual and cultural development. Pupils are given good

spiritual, moral, social and cultural development	opportunities to develop and express their feelings, particularly in the development of moral and social values.
How well the school cares for its pupils	Good. The staff are hardworking and committed to the care and personal development of the pupils.

The school has a good partnership with parents. They are made to feel welcome and offer support to the school, attending performances and consultation evenings. Some parents give of their time voluntarily to provide useful help and support in the classroom.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives good leadership. He is supported well by other members of staff in developing the work of the school. The school has well planned priorities for further development.
How well the appropriate authority fulfils its responsibilities	Good. Governors are very supportive and take an active part in monitoring and evaluating the work of the school. There is a strong sense of partnership between governors and staff.
The school's evaluation of its performance	Good. The monitoring and evaluation of the school's performance is used well to develop targets and inform teaching and learning.
The strategic use of resources	Good use is made of the available resources.

The provision for information and communication technology and book provision, particularly in the library, are having a detrimental effect on pupils' learning. They have too few opportunities to use information and communication technology, for example, in information retrieval and data handling. Their opportunities to use books for research is restricted by the range of books available.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ◆ Staff are approachable. ◆ The successful integration of new pupils. ◆ Provision in the Nursery. ◆ The range of extra-curricular activities. ◆ Children want to come to school. 	<ul style="list-style-type: none"> ◆ The behaviour of some younger pupils. ◆ Provision of homework. ◆ The challenge provided for more able pupils.

The judgements of the inspection team generally support the parents' views of the school. It was felt that the school had made a very careful analysis of pupils' attainment on transfer to the school and were identifying targets which would challenge more able pupils as the school entered a period of greater stability of staff and pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The year groups, which undertook National Curriculum assessments at the end of Key Stage 1 and Key Stage 2 in 1999, had a very high proportion of pupils who had recently transferred to the school following the change of military units. The results therefore are not reflective of the work of the school and do not provide a reliable guide to the overall trend of standards throughout the school.
2. National performance data for 1999 indicates that in English the number of pupils attaining levels expected for pupils aged 11 (level 4) was below the national average. The number of pupils achieving above this level (level 5) was close to the national average. In mathematics the number of pupils attaining levels expected for pupils aged 11 was well below the national average. The number of pupils achieving above this level was above the national average. In science the number of pupils attaining levels expected for pupils aged 11 was well below the national average. The number of pupils achieving above this level was above the national average. In comparison with all schools standards were broadly in line in English and science but below in mathematics. In comparison with schools with pupils from similar backgrounds standards were well below average in English, mathematics and science.
3. National performance data for 1999 indicates that in reading the number of pupils attaining levels expected for pupils aged 7 (level 2) was above the national average. The number of pupils achieving the higher level 3 was also above the national average. In writing the number of pupils attaining levels expected for pupils aged 7 was very high. The number of pupils achieving above this level was below the national average. In mathematics the number of pupils attaining levels expected for pupils aged 7 was very high. The number of pupils achieving above this level was well below the national average. In comparison with schools with pupils from similar backgrounds standards were below average in reading and writing and well below average in mathematics.
4. On admission to the school, at the age of three, most children have levels of knowledge and understanding which are broadly in line with those expected for their age. They make a good start and progress in the Nursery is good. Consequently, by the time they are five, the children attain the Desirable Learning Outcomes for their age. Their good progress is helped by thorough planning, careful match of work to their needs and the very good contribution made by support staff. The quality of teaching has a significant impact on the progress made by the children.
5. Standards of attainment seen during the inspection at the end of both key stages in English are satisfactory. In mathematics standards are good at both key stages. In science standards are satisfactory at Key Stage 1 and good at Key Stage 2. By the end of both key stages, the pupils attain standards in information technology which are below those expected for their age. In religious education standards are satisfactory and meet the requirements of the locally agreed syllabus.
6. The school has effectively addressed the issues raised from the previous inspection. It has successfully integrated the large number of children who transferred to the school following the change of military units and has taken great care to set clear and realistic targets for further improvement.

7. Pupils have good attitudes to their work and make good progress overall in English. It is better at Key Stage 2 than at Key Stage 1. Throughout the school pupils attain good standards in speaking and listening. By the end of Key Stage 2, most pupils listen attentively and speak confidently. In their writing, skills are average. Standards of handwriting and presentation improve throughout the school and are satisfactory overall. In reading pupils make good progress. Most pupils are fluent readers by the end of Key Stage 2.

8. In mathematics, pupils attain good standards in their numeracy skills. By the end of Key Stage 2, pupils have covered all areas of the mathematics curriculum, they understand factors and the prime numbers and can use simple algebra. In shape, space and measure, they have good knowledge of the features of two and three-dimensional shapes. Most have good problem solving skills. They use a variety of ways to organise and record their work. Pupils display a keen interest in mathematics and make good progress throughout the school.

9. In science, pupils acquire a sound knowledge and understanding and develop good investigative skills. Most pupils can discuss how materials change from solids to liquids and to gases and understand that some of these changes are reversible and some are not. They understand the importance of healthy eating and how different foods contribute to a balanced diet. Pupils learn to predict and hypothesise, for example, when studying the magnetic properties of different materials. By the end of Key Stage 2, most pupils have a secure understanding of fair tests. They predict, observe and measure with appropriate precision and record their work well. Pupils show an interest and enthusiasm for their work and make good progress in science.

10. Pupils have good attitudes to their work and make at least sound and sometimes good progress in all subjects. Progress is good overall in English, mathematics and science. In information technology pupils make unsatisfactory progress overall. They make satisfactory progress in those aspects covered but do not have sufficient opportunities to search for and retrieve information, to handle data or to control a range of equipment. Progress is satisfactory in religious education. Standards achieved are satisfactory in all foundation subjects at both key stages, except in art and physical education at Key Stage 2 where it is good. Progress, for the majority of pupils, is satisfactory in art, design and technology, geography, history, music and physical education. Pupils with special educational needs make good progress, supported by clear individual education plans, which identify targets for learning. Gifted pupils make satisfactory progress in relation to their prior attainment.

Pupils' attitudes, values and personal development

11. Pupils have a good attitude to work, they like coming to school. There is a good range of extra-curricular activities involving all teachers and pupils take an active part. Many pupils are brought in by coach, they walk purposefully into school and are always ready to start work. Very few pupils are ever late for lessons.

12. Behaviour at the school is good overall, a few younger pupils in one class did show signs of unacceptable behaviour; the school is developing strategies to overcome this problem. There have been no exclusions. The school has a high standard of daily maintenance. Generally pupils of all ages play well together and no bullying was seen during the inspection week at all. Older pupils are generally very helpful to younger pupils and were seen to assist them in the playground and at lunchtimes. Expectations of good behaviour are high, rules are

displayed at the entrance hall and in some classrooms.

13. Assemblies and the personal and social education programme underlines the values placed upon all pupils; they are encouraged by teachers, who are good role models. Pupils were seen to share books, instruments and toys, working well together in small groups, as in numeracy and literacy periods, and gave encouragement and support so that when teachers selected individual pupils for replies, or to demonstrate, other pupils listened well. Pupils in all of the classes regularly assist in duties, such as collecting meal and attendance registers. Where requested, they are pleased to help in many jobs, regular monitors are selected, particularly in Key Stage 2 classes, and pupils of all ages help to tidy up games equipment after playtime.

14. Personal development is not formally monitored, but from many observations during the week of inspection pupils were seen to be happy and settled, they were generally well on task in lessons and in classes worked well, sometimes with other colleagues. Visitors were warmly welcomed and frequently this did lead to good dialogue. The pupils are confident and poised. Considering the very high numbers of new pupils integrated into the school, pupils have responded very well. Strong friendships have been formed between existing and newer pupils. Relationships throughout the school are good.

15. Attendance at the school in the current school year is 95 per cent, unauthorised absence being confined to a very small number of older pupils who have been the subject of enquiries and contacts by the school. Parents generally send letters and telephone to indicate all absences. There is good contact with the education welfare services.

HOW WELL ARE PUPILS TAUGHT?

16. Teaching is mostly good and often very good and has a beneficial effect on the pupils' attainment and progress. The quality of teaching in the school was very good in 21 per cent of lessons seen, good in a further 56 per cent and satisfactory in the remainder. No unsatisfactory teaching was seen. It was particularly good for older Key Stage 2 pupils. The quality of teaching of pupils with special educational needs is good. Teaching is focused well and pupils are helped to recognise their own improvements. Class teachers have positive approaches to pupils with special educational needs who are well integrated with their peers. Teaching methods and strategies for promoting learning are good.

17. The quality of teaching for children under five is good and sometimes very good, particularly in the Nursery. Careful planning ensures organisation, methods and resources are appropriate for different tasks. There is a good balance between free choice and directed activities, which help the children to gain in confidence and to make good progress in language and literacy. In the Nursery staff plan carefully to provide opportunities for the children to work as a class, in small groups and individually. They make good use of assessment to set tasks which are matched effectively to the different levels of attainment. Good emphasis is placed on early reading and writing skills and in most lessons there are good opportunities for the children to discuss their work and improve their listening and speaking skills. Effective use is made of voluntary helpers to work with the children so that they can focus on the needs of a group. Staff use a variety of approaches to interest the children, adapting their approach so that the children are given suitable opportunities to express themselves. They intervene effectively and show sensitivity in asking questions and in guiding the children. Relationships are very good and help to create a positive learning atmosphere.

18. In the good and very good lessons, teachers' planning shows suitable learning objectives. Lessons proceed at a good pace and a range of teaching strategies is used to good effect. Skilled questioning techniques ensure that all pupils are challenged and teachers monitor pupils' progress carefully during the lesson. For example, pupils in the Year 6 class enthusiastically respond well during a physical education lesson where the teacher had high expectations, undertook continuous assessment during the lesson and made good use of demonstration by pupils to reinforce pupils' learning. Other good features of the lesson included good planning, clear explanation and encouragement from the teacher.

19. Where teaching is satisfactory, teachers plan carefully, following National Curriculum programmes of study. Most teachers give clear explanations, instructions and demonstrations and provide careful support for all pupils. Lesson objectives are often appropriate, but tasks do not always accurately reflect pupils' needs and they insufficiently challenge pupils, particularly those of high prior attainment.

20. Throughout the school there are strengths in the teaching and few shortcomings. The teaching of English is at least satisfactory with some good features, particularly for older pupils at Key Stage 2. The staff make good use of the approaches in the National Literacy Strategy and use resources well to develop pupils' interest. They make good teaching points about the style and mechanics of language and link this well to the sharing of texts as a class. They provide appropriate challenge for the pupils and give clear guidance on the teaching of skills such as spelling and handwriting which is taught in each class. The teaching of reading includes appropriate opportunities for the pupils to build words from letter sounds. The teaching of mathematics is good. There is good teaching of mental arithmetic. The teachers place a strong emphasis on the quick and accurate recall of number facts and most lessons have good pace and include challenging tasks. In science, teaching is good. In Year 6, the teacher plans good investigations to stimulate interest in science, for example, to develop pupils' understanding and knowledge of how materials are affected by pressure and changes of temperature. In most lessons the teachers make good use of skilful questioning towards the end of the lesson to ensure that the pupils have understood what is taught. The homework activities provided offer additional challenge to extend the pupils but it is inconsistent throughout the school.

21. In the other subjects the teaching is at least satisfactory and often good, with some very good features, particularly for children under five in the Nursery and for the older Key Stage 2 pupils. The teaching of information technology is satisfactory overall and has improved significantly since the last inspection, although opportunities for its use across the curriculum are restricted by the level of resources both hardware and software. The good quality of support staff has a good impact on the standards attained.

22. Teachers' medium term planning is detailed and follows National Curriculum programmes of study. Individual lesson plans clearly identify the objectives. Teachers' subject knowledge is generally good, particularly in the basic skills of literacy and numeracy. They have appropriate knowledge of the subjects and use it to set clear objectives and focus on what is to be achieved. Class teaching is used effectively at the start of lessons and many lessons end with discussion of what has been learned. The teachers provide good support and guidance through verbal comments which inform pupils how they can improve. In a small number of lessons the teachers' planning does not provide sufficient challenge for more able pupils to extend their learning. Teachers mark the pupils' work regularly. They use praise effectively to generate good attitudes to learning. Discipline is good in most lessons. Teachers have good control and relationships between them and their pupils are good.

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

23. The quality and range of learning opportunities provided are broadly satisfactory with good provision for children under five, particularly in the Nursery. The appropriate statutory curriculum is fully in place.

24. The curriculum for children under five in the school's Nursery and Reception class appropriately follows the nationally agreed Desirable Learning Outcomes. A wide range of opportunities are provided for children to experience all the areas of learning and emphasises their personal, social and emotional development. The level of provision and the quality of teaching in the Nursery class is good and represents an improvement since the last inspection. Provision of large toys and wheeled vehicles and a secure outside area is lacking for children in the Reception class.

25. The school provides a broad and balanced curriculum at Key Stages 1 and 2. All subjects of the National Curriculum and religious education are taught, within sensible and realistic time allocations during the school week. As new staff have been appointed, subject responsibilities and curriculum organisation have been effectively re-evaluated. The core subjects of English and mathematics are effectively planned to reflect the National Literacy and Numeracy Strategies. The school effectively provides for mathematics 'booster' classes for Year 6 pupils by means of the employment of an extra teacher and the creation of smaller, more efficient teaching groups. Religious education is satisfactorily taught through the newly developed Northamptonshire agreed syllabus. The school has made some progress with its plans to upgrade and increase provision for information and communication technology and recognises the need for further development in its use across the curriculum. Foundation subjects are appropriately planned and delivered, with a good contribution from art across the school. Health education is taught through the science curriculum; sex education for Year 6 pupils is promoted by the school nurse and the headteacher. The school sees the need for further development to allow subject co-ordinators non-contact time to evaluate their own areas of responsibility.

26. The school's provision for pupils with special educational needs is good. The school has efficient procedures for identifying pupils with learning difficulties and ensures those needs are met with clear and realistic individual educational plans, or other differentiated work. Class teachers and classroom ancillaries work co-operatively to support pupils within the classroom on tasks clearly related to the main class activity, whilst ensuring that their individual needs are met. All pupils have equal access to learning opportunities. There is satisfactory provision for personal and social education, including the use of circle time. Pupils are taught the dangers of the misuse of drugs by means of visits from the 'Life Skills' bus. Year 6 pupils are taught road safety skills by their class teacher prior to their transfer to secondary school.

27. The school's provision for extra-curricular activities is good. All the teaching staff give their time to clubs or activities during the lunch break or after school. These activities include cross-country, hockey, football skills, dance activities, art clubs, recorder sessions and a book worm club.

28. The school has strong links with the local clergy. Other visitors from the local community have included local naturalists, environmentalists and a local author. Pupils have been coached by representatives from both Leicester City and Peterborough United and Years

5 and 6 have sailed on Rutland Water. The school has established sound relationships with its parents and other partner institutions. The Parents' Association strongly supports the school in many ways; organising family events, such as barbecues and dances. They also help run a book club for the children and support all fund-raising activities. The school has organised evenings for the parents on the topics of literacy, numeracy, induction of pupils and also a music evening for parents and children. The school has developed close links with Uppingham Community College, particularly in information and communication technology.

29. The school's provision for the pupils' spiritual, moral, social and cultural development is satisfactory. The school's planning and teaching of religious education, following the Northamptonshire agreed syllabus, is sound. The programmes of work allow opportunities for pupils to study celebrations and festivals in the Christian, Jewish, Hindu and Islamic faiths. The daily acts of collective worship are broadly Christian in character, but also provide insights into aspects of other faiths, such as the Hindu festival of Diwali. Pupils are able to explore the personal significance of religious beliefs and there are some opportunities for personal reflection.

30. Provision for the pupils' moral development is good. All staff exhibit positive co-operation between themselves and their pupils and effectively teach the principles which distinguish right from wrong. The school has a good behaviour policy and classrooms and corridors carry the message, devised by pupils themselves, of the need for good behaviour and attitudes within the school. The parents strongly agree with the school's values and attitudes which are taught to the children and appreciate the efforts the school makes to support pupils and eradicate bullying. Behaviour is almost always good in the school and pupils are polite and courteous. The use of circle time allows children to feel secure and able to discuss their problems in a non-threatening way with their peers and teachers.

31. The provision for pupils' social development is good. The school encourages pupils to take responsibility for routine tasks in classrooms and around the school and many volunteer to help where they see a need. Pupils show care and consideration for each other and some are observed sharing and co-operating in and out of classrooms. All adults in the school set good examples and provide good role models for the pupils. Pupils almost always abide by the rules clearly displayed in the classrooms and treat others with respect and courtesy. Subjects such as music and physical education make a good contribution to pupils' social development in terms of working together as a team and by the instilling of self-discipline and an understanding of the need for rules. Children willingly take part in various projects for charities, such as the Blue Peter Bring and Buy stall and the Kosovo Appeal.

32. Pupils' cultural development is satisfactory. They are given opportunities to develop an understanding of their own culture by the visits of local people, such as an author and an archaeologist, who introduce them to examples of their cultural heritage. Subjects such as history, geography and music contribute to the pupils' understanding of the life styles of peoples from across the world in both modern and ancient times. Adequate coverage is given to other cultures and faiths through lessons in religious education, from assemblies and by the handling of religious artefacts.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school cares for its pupils well. There are good procedures to ensure that the school environment is safe. Health and safety at the school has a high priority. There are good procedures to admit visitors and as appropriate, electrical and fire equipment has been

regularly tested. A fire drill has been held, at the start of the autumn term. There are appropriately trained first aiders in place, including good care from lunchtime supervisors. Minor accidents are dealt with in an efficient and caring way. The headteacher is the designated person for child protection matters and is fully aware of the local authority's requirements. Drugs awareness has been well developed by the visit to the school by the Life Skills project. The school nurse is involved in the effective delivery of sex education to Year 6 pupils.

34. Attendance at the school is very comparable with national averages; pupils enjoy coming to school. Procedures for monitoring behaviour, including bullying and other forms of oppressive behaviour, are effective and implemented well. Good behaviour is promoted well by a clear system which is well understood by all pupils. Behaviour was always good and sometimes very good from many pupils, but is unsatisfactory for a small minority of younger pupils. Staff give careful supervision to all pupils and minor matters of less than acceptable behaviour are carefully controlled.

35. There are good arrangements for monitoring all areas of each pupil's progress through the school. The school has good procedures for assessing pupils' attainment and progress, including detailed records of baseline testing when joining the school, continual assessment and marking. Assessment data is used to inform planning, for example, the introduction of booster groups, in Year 6, for mathematics. Results of a wide range of assessments have been carefully analysed to guide planning and set appropriate targets throughout the school. Pupils with special educational needs are given good support, including specialist learning support. They have termly reports and parents are contacted, as appropriate, to advise them of attainment and progress. There is very effective assessment of pupils under five years of age in the Nursery.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. The school has a satisfactory link with parents and carers, this contributes to pupils' achievements and helps to contribute well to pupils' personal development. Reading record books are kept and many parents regularly assist in home reading. Some parents expressed concern about the amount of homework regularly set, this does appear to be justified. Not all classes set regular homework, although Key Stage 2 pupils do have some simple research opportunities. The school has addressed other parental concerns, for example, it has published for each class the topics to be covered each term.

37. The high return of signed home-school agreements, which contains a clear statement about homework, reflects parents' wishes. The school has worked very hard to fully integrate the large increase in pupil numbers. This has been very successful. The school has a high number of parents who regularly help in classes, they give good support and are appreciated by the school. Teachers have a good relationship with parents, they are freely available at the beginning and end of the school day to discuss any concerns. The Parents' Association provides events that include fund-raising and social activities.

38. Regular newsletters and letters for specific events are sent; these show the life and work of the school. Parents' open evenings provide opportunity to see completed work. Pupils' annual reports do not always give an indication of appropriate national levels, although the reports show a good knowledge of the pupils' personal qualities. Many parents expressed full support for the work of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The governors, headteacher and staff make a good contribution to the quality of education in the school and the standards which pupils achieve. The school shares its positive ethos and aims with the community and is successful in meeting its objectives. The school has experienced staff changes since the last inspection resulting from the fluctuating number of pupils during the change of military units and its overall stability has been improved by the high level of commitment of the staff and governors.

40. The school has responded satisfactorily to the issues raised in the previous inspection and has a good capacity for further improvement. The school produced a clear action plan in response to the last inspection report and has successfully addressed all the issues raised. It has developed good plans and clear and realistic targets. The level of resourcing has been improved and the school is continuing to develop library provision and resources for information technology.

41. The overall leadership and educational direction provided by the headteacher are good. He has developed a strong sense of partnership between governors, staff and parents. Governors have a strategic view of the school's development. The school development plan clearly identifies priorities and makes provision for monitoring and evaluation of the impact of initiatives; responsibilities are clearly identified. It is carefully devised in consultation with staff and governors and is a valuable instrument for improvement. Its educational objectives are defined and it is costed. The need to improve standards in English, mathematics and science has been well documented and the school has set appropriate targets for improvement.

42. The school development plan includes appropriate priorities that are costed and linked to the school budget. The school plans ahead for financial contingencies effectively. The governors monitor the effectiveness of financial decisions and the recommendations of the most recent auditors' report have been met. Funds allocated for in-service training are used well and enable the staff to improve their professional skills through attendance on relevant courses. The school development plan includes costs and time scales for completion. The governing body receives regular financial reports from the school and uses the information effectively to plan. The school is projecting an appropriate carry forward to cover contingencies for the current financial year.

43. The governors are actively involved in the management of the school and they take part in monitoring the curriculum. Effective committees have been established to support different aspects of the school's affairs. The governors fulfil their statutory responsibilities and take an active part in school life in areas such as health and safety, the provision for pupils with special educational needs and financial decision making. They have been involved appropriately in supporting the introduction of the National Literacy and Numeracy Strategies, which the school has managed successfully.

44. Financial planning is good, the headteacher and the governors exercise effective budgetary control and they make well informed decisions about the use of resources available to the school. There are very good financial controls and the school follows appropriate guidelines for the administration of funds. Careful financial planning ensures that the annual budget expenditure is focused to support educational developments and priorities, which are reviewed annually. The funds the school receives for the under-fives are effectively deployed to meet these children's needs. Additional funds allocated to support pupils with special educational needs are used effectively to provide good support.

45. Aims and values are clearly expressed and the management of the school is very successful in promoting them. The school's aims, values and policies are reflected in the work of all staff and there is a shared sense of purpose. Parents and carers fully support the school's aims, as reflected in the questionnaire and at the parents' meeting prior to the inspection. Communication between staff and parents is good and the headteacher provides good information about the activities of the school.

46. Behaviour and discipline are managed well and staff have a consistent approach which is supportive of pupils. The school recognises the need to effectively address the unsatisfactory behaviour of a small minority of younger pupils. There is a suitable commitment to promoting equality of opportunity. The school's provision for equality of opportunity and for pupils with special educational needs is well managed. Policies are comprehensive and meet the Code of Practice. There is a nominated member of the governing body for special educational needs who liaises with the co-ordinator. Governors report to parents about the success of the special educational needs policy and give details of the allocation of funding to support pupils.

47. There are good procedures for the induction of staff new to the school. This has had a good impact on the quality of provision during a period of rapid expansion and the appointment of several new staff. Co-ordination of the school's curriculum and aspects of school life are suitably delegated, although much curriculum development work is undertaken jointly. The curriculum co-ordinators have defined roles although many have only recently assumed these duties. Curriculum development is monitored and co-ordinators plan for further development in the future. The school recognises the need to continue to develop planning for the development of subjects over the long and medium term. Sound policies are in place for all curriculum areas.

48. The management of the provision for children under five in the Nursery is good. Non-teaching staff are managed effectively to provide maximum support and as a result children make good progress in the appropriate areas of learning. The admission process is managed well and helps the children to settle quickly into school.

49. The sensitively managed appraisal system is used to ensure the effectiveness of the professional development of the staff, so that it meets the curricular and management needs of both the school and the teachers. Staff needs are identified and suitable provision is made for their professional development. There are sufficient opportunities to share information from courses at staff meetings and this has a beneficial effect on the quality of teaching and learning. This results in continuing improvements in the quality of education offered to the pupils. The school development plan includes training needs associated with identified areas for improvement, for example, the booster classes for mathematics. These are effectively planned and implemented. Staff support each other well and teamwork is a strength of the school. Relationships and communication between teachers are very good and there are appropriate meetings to ensure that staff are involved in, and informed of, decisions. Staff have appropriate job descriptions which clearly define roles and responsibilities. Staff are involved in the management of the subjects.

50. Teachers are deployed efficiently and financial resources are used effectively to maintain provision and fund new developments. Non-teaching staff are organised well and this makes a significant impact on learning. The day-to-day administration is good. The school runs in a smooth and orderly way and this contributes to the overall quality of education. Routine administrative procedures operate very efficiently and unobtrusively. The school administrative assistant has a clear role and gives good support to pupils and staff. Good use

is made of information technology systems to maintain financial control and accountability.

51. Effective use is made of the accommodation and this has a good impact overall. The premises officer ensures that the school is well maintained and clean. The accommodation is used well; some interesting displays of pupils' work and information in a range of forms enhance the environment and provide stimulation and interest for pupils and parents.

52. The level and range of resources is adequate overall. The school recognises the need to improve the range and quality of book provision and to continue to develop resources for information technology. The school makes efficient and generally good use of the resources available. The available storage space is organised well and resources are easily accessible. Resources are used well to support learning. The school makes good use of funds raised to supplement resources. Good use is made of visits into the community and these enhance and enrich the curriculum. Time is used efficiently; lessons start and finish punctually and little time is wasted in getting down to work. Overall efficiency in all aspects of school management and provision of education is good.

53. The school has an appropriate number of teaching staff, who are well qualified to meet the demands of the curriculum and who are effectively deployed. The administrative staff effectively support the smooth running of the school. Teachers are supported by a range of parent and other adult helpers all of whom are used efficiently. Some helpers come from among the governing body all of whom are generous with their time and talents. The school makes good provision for children under five in the Nursery and this has a beneficial effect on their progress. All staff make good provision for children with special educational needs.

54. The accommodation is adequate for the demands of the curriculum. Appropriate space is allocated for storage of resources, both within classes and in central areas of the building. The hall provides good facilities for physical education. Good use is made of display to enrich the visual impact of the classrooms. The school site is attractive and contains a large playing field and hard play area which provide extensive games facilities.

55. Resources for learning are good in the Nursery and generally adequate in the Reception class where there is a lack of large play and wheeled equipment for the children under five. Resources for teaching are sound overall. The school recognises the need to increase the number of computers and range of appropriate books both fiction and non-fiction to support pupils' learning. Good use is made of the local environment to enrich pupils' understanding in many areas of the curriculum. Visits are frequently included as an effective resource for learning, which contributes well to standards achieved.

56. In view of the pupils' attainment on admission, standards achieved, good progress made in most subjects, the positive leadership and management and good teaching, good use of available funds, effective use of all resources and improvements since the last inspection the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has many more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled.

In order to improve standards and the quality of education, the governing body, headteacher and staff should:

- ◆ As identified in the school development plan, raise standards in information and

communication technology by:

- improving the level of resources;
- identifying appropriate opportunities in medium term and short term planning to incorporate the use of skills in information and communication technology across the curriculum;

(paragraph 10, 21, 25, 52, 103, 118 and 127)

- ◆ Improve the quality and range of book provision throughout the school both fiction and non-fiction and provide pupils with appropriate opportunities to use the library to develop their research skills:

(paragraph 52, 72 and 78)

- ◆ Develop a consistent policy and practice regarding homework by:

- reviewing existing practices;
- consulting parents on their views;
- communicating to parents a clear agreed policy;

(paragraph 20 and 36)

- ◆ Continue to develop effective whole school strategies to improve the behaviour of a small but significant number of younger pupils.

(paragraph 12, 34 and 46)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan. This is indicated in paragraph 29:

- ◆ Provide greater opportunity for the development of pupils' spiritual and cultural development.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

53

Number of discussions with staff, governors, other adults and pupils

49

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	21	56	23	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	No of pupils
Number of pupils on the school's roll	154
Number of pupils eligible for free school meals	3

Special educational needs

	Nursery	YR – Y6
Number of pupils with Statements of Special Educational Need	0	0
Number of pupils on the school's special educational needs register	0	28

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupils mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	111
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.7

Unauthorised absence

	%
School data	0.4
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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	5	7	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 or above	Boys	5	5	5
	Girls	6	7	7
	Total	11	12	12
Percentage of pupils at NC level 2 or above	School	92 (100)	100 (100)	100 (100)
	National	80 (80)	81 (80)	84 (84)

Teacher Assessments		Reading	Mathematics	Science
Numbers of pupils at NC level 2 or above	Boys	4	4	3
	Girls	5	6	5
	Total	9	10	7
Percentage of pupils at NC level 2 or above	School	75 (87)	83 (87)	58 (87)
	National	80 (80)	85 (84)	86 (85)

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

Attainment at the end of Key Stage 2

Due to the small number of pupils being assessed at Key Stage 2, only percentage results are shown.

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	7	4	11

National Curriculum Test Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	64 (72)	54 (57)	63 (86)
	National	72 (63)	63 (62)	63 (69)

Teacher Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	72 (72)	63 (72)	63 (72)
	National	65 (63)	65 (64)	72 (69)

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	136
Any other minority ethnic group	2

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, 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)	8
Number of pupils per qualified teacher	19.4 : 1
Average class size	22.6

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	30

FTE means full-time equivalent.

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	19 : 1

Total number of education support staff	2
Total aggregate hours worked per week	30

Number of pupils per FTE adult	6.3
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
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	£
Total income	202,646
Total expenditure	190,456
Expenditure per pupil	2,721
Balance brought forward from previous year	80,165
Balance carried forward to next year	80,339

Results of the survey of parents' and carers'

Questionnaire return rate

Number of questionnaires sent out:	154
Number of questionnaires returned:	93

Percentage of responses in each category

	Strongly agree	Tend to Agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	58	36	5	1	0
My child is making good progress in school	32	49	15	3	1
Behaviour in the school is good	30	54	5	9	2
My child gets the right amount of work to do at home	23	35	24	10	8
The teaching is good	40	44	9	3	4
I am kept well informed about how my child is getting on	38	45	15	2	0
I would feel comfortable about approaching the school with questions or a problem	62	29	5	4	0
The school expects my child to work hard and achieve his or her best	41	42	8	6	3
The school works closely with parents	34	46	13	4	3
The school is well led and managed	30	45	9	5	11
The school is helping my child become mature and responsible	39	48	5	5	3
The school provides as interesting range of activities outside lessons	32	37	13	6	12

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

57. The provision for children under five in the nursery is good and has improved significantly since the last inspection in December 1996. Children are normally admitted to the nursery at the beginning of the term after they are three. There is no formal assessment of these pupils. However, an effective system has been established for recording children's attainment throughout their time in the nursery. The provision for children under five in the Reception class is satisfactory. When children transfer to the Reception class, their levels of knowledge, understanding and skill in all areas of their development are broadly average. Baseline assessment confirms this picture. The results of these assessments are shared with parents and also used effectively to set individual targets for future planning to raise and improve standards. Although there were no children under five with special educational needs at the time of the inspection, available evidence indicates that children with special educational needs are well supported and make good progress. At the time of the inspection 21 of the 25 children in the Reception class were under five years of age.

58. The majority of children make sound progress in their personal and social development and by the time they are five attain standards of personal and social development which are in line with those expected for their age. In the Nursery they settle quickly into classroom and school routines and establish very good relationships with adults. They work and play together well and begin to collaborate in a wide range of activities. They listen attentively and respond well to the teacher and to each other. Many children have high levels of confidence; they co-operate with one another, take turns and have a clear sense of right and wrong.

59. By the age of five, most children attain levels which are average for their age in language and literacy and make satisfactory progress in developing their skills. In both Reception and Nursery, children are keen to join in with question and answer sessions. They enjoy looking at books and sharing stories with one another and adults. The youngest children concentrate well on stories such as "Mrs Mopple's Washing Line", and are able to describe the main events and usually order them correctly. Many older children in the Reception class know the sounds that many letters represent and use this knowledge in their reading effectively. Some recognise simple words and read whole sentences with a good degree of fluency and expression. A significant number of children form their letters accurately and make satisfactory attempts to write their own sentences with help from the teacher. Groups of children in the Nursery in "Our Kitchen" role-play area hold long conversations about what they are cooking. The poor concentration skills demonstrated by a small number of children has a negative effect upon the development of speaking and listening skills of children in the Reception class.

60. In the mathematical area of learning, the children achieve average levels of attainment. In the Nursery they make good progress in developing their mathematical understanding. They count accurately at a level appropriate to their age. They know common shapes and understand simple patterns. In the Reception class progress is satisfactory. Many count confidently to 10 and higher attaining children understand the value of the numbers they count. The children count in sequence, name colours and shapes and match and sort with confidence. They match numbers and some add on one correctly. They sing and play games based on number rhymes such as "Five Currant Buns" and improve their mathematical language through practical activities. When pairing socks, they develop a good knowledge of the language of mathematics by using words such as "length, pattern and colour".

61. The children make sound progress and by the time they are five have an average knowledge and understanding of the world. They are inquisitive and enjoy observing closely and sharing their findings. For example, children in the Nursery, following the story "The Rain Puddle", realise that they can see their reflection in different things, talk about reflection and set up a display. In the Reception class children experiment with materials, such as a piece of cotton material, a woollen scarf and a tea cosy to see which will keep a drink hottest. Children's learning is enhanced by carefully planned topics, which encompass different aspects of the curriculum. In the Nursery, children are developing information technology skills by beginning to use a mouse to control the pointer on the screen. In the Reception class children use the mouse to click and drag to dress Teddy. Pupils plant seeds and watch them grow. They talk about their everyday lives confidently to the teacher. They are beginning to have an understanding of past and present and a sense of personal history when comparing homes of the past with those of the present day. They show sound understanding of their own locality. They make models using constructional toys competently and have an appropriate understanding of design. They improve their skills of cutting and shaping and improve their competence in using scissors and other tools.

62. Progress in creative development is satisfactory. By the age of five children attain levels of understanding and skill which are average for their age. In the Nursery children use paint to make drip paintings and coloured pictures such as a happy face, a rainbow and a tank. In the reception class pupils paint large colourful pictures of "Penguin Small". In role-play they enjoy acting out parts and this helps them to improve their speaking and listening skills. The children use their voices and their bodies appropriately in singing action songs and ring games.

63. The children make sound progress overall in their physical development. In the Nursery they respond well to the opportunities provided. They show an increasing awareness of space and improve their physical skills by using hoops, beanbags, balls and balancing equipment. In the Reception class most children can throw, catch and balance. They move confidently and imaginatively with increasing control and co-ordination. The majority make good progress in developing these skills. A small number of pupils do not behave well, prompting the teacher to halt the lesson and preventing all pupils from making maximum progress. Children have good opportunities to use tools, scissors and pencils to develop their fine movement skills.

64. The quality of the teaching is good overall. The teachers have a clear understanding of how young children learn and provide many good opportunities for children to develop their skills. The teachers and the support assistants effectively encourage the children to join in conversation and discussion, which help them to listen and respond appropriately. They involve children in activities such as sharing books, encouraging awareness of the links between the sounds of letters to symbols and the sounds of patterns of letters in rhymes and other familiar words. Good opportunities are provided for children to develop and extend their writing skills. All staff encourage the use of correct mathematical language and teach the children to read and record numbers and other mathematical information using pictures, objects and numerals. The teachers provide a range of opportunities for children to explore the environment both inside and outside their classroom. By getting the children to talk, draw, paint and model what they see, they link these experiences effectively to activities in the classroom. The quality of physical education teaching is good overall. There are no opportunities for children under five in the Reception class to use large outdoor climbing equipment or play on wheeled toys.

ENGLISH

65. Since the last inspection, the school has experienced considerable turbulence, due not only to the expected admissions of children, but also to the timing of the moves, often close to

the National Curriculum tests. It is not therefore possible to make meaningful comparisons with the school's own performance figures for the last four years or to compare it with schools in similar contexts.

66. The 1999 results of National Curriculum tests and assessments for 7 year olds and the findings of the inspection indicate that in reading, the percentage of pupils attaining at level 2 and the higher level 3 is above the national average. In writing, the percentage of pupils attaining at level 2 was very high and the percentage of pupils attaining the higher level 3 was below the national average.

67. In the 1999 National Curriculum tests and assessments for 11 year olds, the percentage of pupils attaining the expected level 4 was below the national average and the percentage of pupils attaining the higher level 5 was close to the national average. Inspection evidence indicates that by the end of both key stages pupils' attainment overall is in line with the national average.

68. There has been a satisfactory improvement in the development of skills of children under five in language and literacy. A significant number of older pupils have transferred to the school during the past two terms and standards are not therefore fully indicative of what the school has achieved for its pupils.

69. All pupils make satisfactory progress in writing. Progress in reading is good at both key stages. Pupils with special educational needs make good progress and are well supported throughout the school. Pupils' speaking and listening skills are well developed by the end of both key stages. At Key Stage 1 pupils listen attentively to one another and confidently ask about things they wish to know. Pupils speak confidently about their work. Most pupils listen attentively in lessons and respond well in discussions with teachers, support staff and other pupils. By the end of Key Stage 1 most pupils can express their views clearly and develop a good vocabulary to explain their opinions and ideas. A small number of pupils in the Reception class demonstrate poor listening skills, find difficulty in concentrating and drift off task.

70. By the end of Key Stage 2, pupils show confidence in speaking and listening tasks. Pupils take turns to listen and to contribute their suggestions and answers, showing appreciation of others' points of view. They speak with confidence and choose words carefully. For example, in studying books written by Roald Dahl, pupils are able to comment critically on the content of the stories such as "George's Marvellous Medicine" and show a well developed understanding of language and theme. They listen to each other well in discussion and ask and answer questions appropriately. Pupils extend their ability to reason, explain their arguments and become articulate speakers. Opportunities to participate in activities associated with drama, such as drafting, writing, performing and evaluating plays, are somewhat limited by a lack of resources, such as a variety of play scripts.

71. By the end of both key stages levels of attainment in reading are above the national average. In Key Stage 1 younger pupils understand and use their knowledge of the sounds that letters make effectively in order to build words. In Year 2 pupils' reading of simple texts is generally accurate and shows understanding. Higher attaining pupils read a range of books accurately, fluently and with expression. Pupils who experience difficulties are given good support.

72. Although at Key Stage 2 pupils read from a limited range of literature, many become competent readers. Those who are less fluent generally use appropriate strategies to help them understand the meaning. The majority of pupils confidently discuss characters and select main features from text. Higher attaining pupils do not understand and are unable to distinguish between types of fiction such as novels, biographies, mysteries and science fiction.

They understand how to make good use of reading aids such as an index, chapter headings, or contents lists, but do not generally use reference books successfully to research information for other subjects and do not understand how to use a library classification system to retrieve information.

73. By the end of both key stages levels of attainment in writing are in line with the national average. At Key Stage 1 younger pupils are beginning to write simple words accurately, unaided and with appropriate letter formation. Older pupils make sound use of dictionaries and acquire skills in the construction of sentences but higher attaining pupils rarely use their widening vocabulary to vary their stories and interest the reader.

74. By the end of Key Stage 2 pupils write independently and with concentration for a sustained period. Most pupils write interesting accounts, often linked to their topics, such as the Vikings. However, imaginative, expressive and argumentative writing is underdeveloped and lacks variation and interest. Although pupils are provided with a range of writing purposes and activities, linked to other areas of the curriculum, few examples of imaginative prose were seen during observations or in examples of work scrutinised. The school has recognised the need to improve the consistency of the teaching of handwriting, which results in variable standards of presentation throughout the school. Pupils in both key stages do not use the computer effectively to present a range of work in a variety of formats.

75. In the majority of lessons observed, pupils respond well. Attitudes and behaviour are good when work is suitably challenging and where lessons proceed at a good pace. Pupils work well together when undertaking paired tasks and they persevere and complete tasks well. A significant minority of younger pupils at Key Stage 1 easily become distracted and lose concentration.

76. The quality of teaching is satisfactory at Key Stage 1 and good overall in Key Stage 2. Teachers expect pupils to try hard and do well. Many weekly and daily lesson plans include suitable tasks for the range of pupils' prior attainment within each class; thus the majority of pupils receive work which challenges them. Relationships are good and are used very effectively by teachers to keep pupils working hard. Where teachers have good subject knowledge, opportunities are used to enhance pupils' knowledge and understanding. In the good lesson observed in the upper Key Stage 2 class, for example, the story of "The Three Little Pigs" was skillfully used to increase pupils' knowledge and understanding of traditional stories written from a different point of view. Good links are made across subjects at both key stages, notably in topics such as "Ourselves" and "Why did Henry VIII Marry?"

77. Standardised tests for reading and spelling are given throughout the year. Strategies for day-to-day assessment and regular monitoring and recording of pupils' progress are developing well. Pupils' work is marked diligently and there are many examples of good, constructive comments in the marking in all classes, which are helpful to pupils in the improvement of their work. The newly appointed co-ordinator has established clear priorities for improvement and has worked hard to develop the literacy hour. For example, suitable targets have been set in the school development plan to improve creative writing. Teachers in both key stages have completed appropriate training to teach the National Literacy Strategy. Procedures for implementing the literacy hour ensure consistency of structure to lessons.

78. The provision of resources, although adequate overall, barely meets the needs of the programmes of study of the National Curriculum and the National Literacy Strategy. The library is unsatisfactory in the quality and range of book provision. It is rarely used by pupils and does not contribute effectively to the progress in literacy and research skills in other subjects.

MATHEMATICS

79. Since the last inspection, the school has experienced considerable turbulence, due not only to the expected admissions of children, but also to the timing of the moves, often close to the National Curriculum tests. It is not therefore possible to make meaningful comparisons with the school's own performance figures for the last four years or to compare it with schools in similar contexts.

80. The 1999 results of National Curriculum tests and assessments for 7 year olds indicate that in mathematics, the percentage of pupils attaining at the expected level 2 was very high. The percentage of pupils attaining the higher level 3 was well below the national average. In the 1999 National Curriculum tests and assessments for 11 year olds, the percentage of pupils attaining the expected level 4 was well below the national average and the percentage of pupils attaining the higher level 5 was above the national average. Inspection evidence indicates that by the end of both key stages standards of attainment for the majority of pupils is above the national average.

81. The school has projected targets in mathematics for those pupils who have been in the school longer than two terms and during the week of the inspection it is judged that these targets have proved to be accurate. Attainment on entry to the school is broadly average with wide variations either side and the percentage of pupils with special educational needs is close to the national average. Evidence gained from lesson observations, scrutiny of work and display and of teachers' planning and from discussions with staff and pupils, indicates that attainment is good in both key stages. There is a good rate of learning throughout the school and pupils with special educational needs make good progress in relation to their prior attainment.

82. At Key Stage 1, in their mental recall activities, pupils are able to estimate visually the numbers of objects shown on cards up to 10. They are able to respond quickly to mentally double or halve the numbers seen. In the main class activity pupils have good opportunities to practise and reinforce their knowledge of addition of single digit numbers. They count objects into a box, followed by a second group, such as six beanbags followed by three. Some pupils have immediate recall, whilst others carefully count on to obtain a total. They appreciate that the order of the digits before or after the add sign makes no difference to the result, by means of placing three objects followed by six into the box and obtaining the same total. By the end of Key Stage 1, pupils are able to count on and back in tens using a numbers board and understand the concept of place value of tens and units. They use various strategies to solve addition and subtraction problems and confidently add two digit numbers. Pupils' work books show numeracy targets, such as counting, reading and writing to 100 and counting on and back in tens and hundreds. Pupils enjoy attaining their goals. In their work on shape, space and measure, they construct bar charts and pictograms from everyday data and can compare and retrieve information from them.

83. At Key Stage 2, younger pupils continue to improve their knowledge and skills in addition and subtraction in brisk mental mathematics sessions. They learn new vocabulary, such as vertical and horizontal when drawing grids for their work on co-ordinates and enjoy their game of 'battleship' to reinforce their knowledge and understanding. In other classes pupils learn the use of standard measures, such as centimetre and millimetre in their measurement of length and begin to appreciate the decimal relationship between them. They also consolidate and extend their knowledge and use of four-figure co-ordinates to create two-dimensional shapes on grids and are able to plot points by working with partners to create and test their knowledge of position. By the end of Key Stage 2, pupils are keen to participate in

rigorous mental testing of rounding of numbers to 1,000, with the inclusion of decimals and whole numbers. They make good progress in the rate of learning of the interrelationship of multiples of 10 and of decimal notation. In the main class activities pupils reinforce their knowledge of place value and the work of the decimal point by the use of problems using money notation. They understand the conventions for writing figures in pounds and pence and the significance of the decimal point and 'zero' in relation to the value of the pence.

84. Pupils engage in practical problems involving addition of money and the checking of change from £10 or £20 to reinforce the skill of subtraction. They use a variety of strategies to consolidate their knowledge and understanding of addition and subtraction to two decimal places and some pupils are able to make use of their multiplication skills in order to calculate the cost of sets of commodities. Pupils have covered all areas of the mathematics curriculum, they understand factors and the prime numbers, addition of fractions, multiplication and division of decimals and can use simple algebra. In shape, space and measure, they have good knowledge of the features of two-dimensional shapes, such as triangle, quadrilateral, pentagon, septagon, octagon and of three-dimensional shapes, the cube, pyramid and triangular pyramid. They have a good understanding of the number of degrees in a full circle and in triangles, know all types of angles and the relationship between percentages and fractions.

85. The teaching of mathematics across both key stages is almost always good and leads to good rates of learning and attainment. Teachers have good knowledge and understanding of the subject and teach the basic skills well. They motivate and enthuse their pupils during their brisk mental mathematics sessions and by the imaginative planning of their lessons. The good humour in lessons and the secure relationships of the pupils with their teachers during lesson times leads to good rates of learning. In the very few cases where the behaviour of some pupils is less than satisfactory, the pace of the lessons and levels of concentration drops, but teachers nevertheless maintain high expectations of pupils' work and behaviour and persevere with their objectives. Teachers employ a variety of effective teaching methods and generally organise and manage their pupils well to offer learning opportunities which are well suited to pupils' age and ability. Teachers assess progress in class by means of the numeracy learning objectives and records are ongoing, highlighting weaknesses which will require further work. Homework is often given to assist pupils to better understand their current work, or as an introductory stimulus for future work.

86. The subject co-ordinator and headteacher collaborate well to give a clear direction to all staff by taking training in the new numeracy techniques and ensuring all staff have the necessary advice and support required to teach the strategy effectively. A new curriculum aims policy for mathematics and an adapted scheme of work which is appropriate for mixed age classes has been produced. There has been monitoring of the delivery of mathematics by the headteacher and a numeracy governor and some monitoring of Key Stage 1 lessons by the co-ordinator. All findings are fed back to the subject co-ordinator, who in turn informs teachers through staff meetings.

87. The school has good systems of testing, assessment, recording, evaluation and targeting in mathematics throughout Key Stages 1 and 2. Teachers are aware of the need for constant dialogue and feedback to pupils of their performance in mathematics during lessons and make the effort to include this over the lesson time and especially in the plenary session. The school has created long term, detailed records for all pupils, showing performance against all mathematics concepts, by means of computer generated bar graphs, which give clear and immediate information to assist future planning and targeting. The data for these diagrams is collected from regular, standardised tests, particularly in the autumn term. The creation of smaller, more effective teaching groups for Year 6 booster classes, by means of the

employment of an extra teacher, is leading to focused and effective learning.

SCIENCE

88. Since the last inspection, the school has experienced considerable turbulence, due not only to the expected admissions of children, but also to the timing of the moves, often close to the National Curriculum tests. The performance in science of the pupils aged 11, in 1999 National Curriculum assessments is broadly in line with the national average but well below average when compared to similar schools.

89. Levels of attainment upon admission to the school are broadly average. During the inspection evidence gained from lesson observations, from scrutiny of work, displayed work and teachers' plans show that attainment in science is satisfactory at Key Stage 1 and good at Key Stage 2.

90. In Key Stage 1, pupils study the body learning about the skeleton and how to look after their teeth. They learn that healthy eating is important and what food help to make a balanced diet. They discover that all living things, materials and physical objects can be classified according to their observable similarities and differences. In investigative science, pupils record their findings, for example, when studying the habitats of different creatures in their own locality. By the end of the key stage, pupils have adequately covered all aspects of the subject. Pupils study forces and motion. They discover that pushes and pulls are forces that can cause familiar objects to move, to speed up, slow down or change direction. They are able to talk about their findings and make suggestions. They understand the need to make things fair, or 'equal'. By the end of Key Stage 1 pupils can explain clearly what they observe. In their work on light and sound pupils can describe how light makes shadows.

91. At Key Stage 2, pupils combine their work in science with other subjects, such as English, and literacy skills are developing within the subject through the use of correct scientific vocabulary. Scrutiny of pupils' work shows that many have a good understanding of fair tests and of how to use variables in their investigations. Pupils study the properties of different materials and their insulation properties. They learn to select appropriate apparatus and equipment and how to use them safely. Most can explain and demonstrate their results confidently. They are able to classify materials into groups according to their different properties. Most begin to understand the complexity of fair tests, for example, older pupils understand the need to change only one variable at a time when conducting experiments or undertaking investigations. By the end of the key stage pupils understand the properties of materials, how they can change from solid to liquids or liquid to gas and that some of these changes are reversible, for example, water and how it is affected by temperature changes. Observations and measurements are recorded in different ways, by written accounts, diagrams, graphs and sometimes using information technology.

92. Pupils' progress in science is good overall. Older Key Stage 2 pupils sometimes make very good progress in their lessons. All pupils, including those with special educational needs, make good progress in their scientific knowledge and understanding and in their ability to conduct fair tests. They improve their skills by working collaboratively and in discussions with the teacher. The good links with other subject areas often enhances pupils' understanding and improves their rate of progress. Written work in science makes a good contribution to the development of literacy skills.

93. Pupils' attitudes to work are good throughout the school. They generally behave responsibly and co-operate well together. Pupils enjoy science and like to work independently,

using their initiative. Pupils are generally enthusiastic and respond well to a challenge. Most are keen to explain their work and have a desire to do well. They present their reports neatly and label diagrams clearly.

94. The quality of teaching is at least satisfactory at Key Stage 1. It is good and sometimes very good at Key Stage 2, particularly for older pupils. Teachers' knowledge and understanding of the subject is good and their learning objectives are also appropriate. Planning is detailed and often shows good links with other subjects, such as design and technology. Scientific concepts are carefully developed through practical activities. Teachers use various styles of teaching to deliver information and develop ideas. Discipline is fairly imposed and teachers know their pupils well. Relationships between teachers and pupils are usually very good. In the good lessons the pace is brisk, teachers' expectations are high and pupils and time are managed well. Teachers are well organised and scientific concepts are developed through practical activities and where possible by links with other subject areas. There is day-to-day assessment, with constructive marking and homework consolidates previous learning.

95. There is a suitable science policy and scheme of work. Both give good, general guidance on the requirements for safe and effective teaching. These schemes ensure coverage of National Curriculum science and continuity through the key stages. Attainment targets and levels in science are not used effectively in short term plans to ensure objectives are appropriate and provide continuity in pupils' learning. There are good procedures for assessing pupils' attainment in investigative science.

96. The subject co-ordinator gives good advice and support to other class teachers and offers training when required. There is however no regular provision of time to allow for monitoring and evaluation of the effectiveness of teaching. The range and quality of resources are adequate for the demands of the subject and funds are allocated within the school development plan to further improve the range and quality of resources. The accommodation is satisfactory for the delivery of the science curriculum.

INFORMATION TECHNOLOGY

97. Only limited observation of information technology was possible during the week of the inspection, but based upon a scrutiny of children's work, lesson plans, interviews with the co-ordinator and teachers and discussions with pupils, attainment by the end of both key stages is judged to be slightly below that expected nationally of children of 7 and 11 years of age. Pupils' skills are satisfactory overall but they have insufficient opportunity to apply these skills across the curriculum due to limited resources.

98. By the end of Key Stage 1 pupils can name the keyboard and monitor, switch the computer on and off and work enthusiastically with word recognition and number games. They are competent in using the keyboard to enter portions of text. They enter data to produce simple charts or graphs. They are aware that entering a sequence of instructions into a programmable robot will cause it to move and turn, and they can use a tape-recorder to record and play-back talks in lessons and their own stories.

99. By the end of Key Stage 2, pupils are skilled at word processing, being able to edit, amend and print their text. Pupils, however, have limited experience of entering and using information on a database or of using spreadsheets to control data. Younger Key Stage 2 pupils have basic control of a computer mouse to move the cursor and to highlight words.

They use number and spelling games appropriately. Pupils can write text on screen and edit their work; their word processing skills are good. They are confident in following instructions and have a good understanding of the retrieving and storing of work.

100. Pupils make unsatisfactory progress overall. They make satisfactory progress in those aspects covered but do not have sufficient opportunities to search for and retrieve information, to handle data or to control a range of equipment, at both key stages. They develop skills in word processing. Pupils use information technology in other subjects when they use commercially produced games to practice mathematical skills and word processing to record results. Pupils co-operate sensibly when using the computer. They take turns to operate the keyboard or mouse. Older pupils work independently to save and print their work.

101. The pupils' overall attitude to learning in information technology, their behaviour and the quality of their relationships throughout the school are good. Whenever they are given the opportunity, pupils enjoy working on the computer. The pupils take pride in work, which is completed well, and are proud to talk about what they have done. Their behaviour while working on the computer is good and they handle equipment properly and carefully. When working together in pairs, pupils are co-operative and helpful towards each other and are good at sharing and taking turns.

102. During the inspection it was not possible to observe the teaching of information technology. The limited evidence available indicates that the quality of teaching is satisfactory. Teachers use information technology as part of their everyday work. Teachers' lesson plans, however, do not clearly identify the skills involved when information technology is used to support learning.

103. The co-ordinator provides good support for colleagues and has led some useful in-service training, which has raised levels of expertise. There is a suitable policy and the good quality scheme of work provides clear guidance on coverage of the aspects of information technology. Resources are inadequate. The school has benefited from the recent lease of new computers using local authority funding resulting from the increase in pupil numbers. There are good plans to further enhance provision across the curriculum, including the purchase of additional software.

RELIGIOUS EDUCATION

104. At the end of both key stages pupils' attainment is in line with the expectations of the locally agreed syllabus. Pupils, including those with special educational needs, make sound progress in religious education.

105. Pupils at Key Stage 1 have a sound knowledge of stories from both the Old and New Testaments. In one lesson pupils heard the story of Joseph and were able to recall the sequence and details of the story correctly. They were also able to think of the kinds of misdeeds committed by Joseph's brothers. From this they considered situations in the world today, as well as their own behaviour.

106. Pupils at Key Stage 2 have a good standard and variety of work in their books, including their own writing of Bible stories. They develop a good knowledge of the Bible and of Christianity. Sometimes they are able to relate this knowledge to their own experience. They also learn about other world faiths such as Islam and Hinduism. These studies help pupils to discuss moral issues such as pollution, misuse of the environment and poverty in developing countries, which arise in other areas of the curriculum.

107. Pupils' attitude to religious education is good. They listen attentively to stories and are always anxious to answer questions and join in discussion. They participate readily in activities such as circle time. The friendly and secure atmosphere established in the school enables pupils to express personal thoughts and feelings freely and openly.

108. The teaching of religious education is satisfactory. Teachers have a good knowledge of the subject and the locally agreed syllabus and devise imaginative ways of teaching it. Lessons are well planned with a satisfactory balance between teaching, discussion and individual and group work. Good use of practical activities keeps pupils interested and involved and allows them to express ideas and feelings. One lesson concluded with a short reflection and prayer appropriate to the theme. The teachers have successfully created the good relationships with their pupils, which enable productive discussions to take place. The subject makes a valuable contribution to pupils' speaking and listening as well as their spiritual, moral, social and cultural development.

109. The policy and scheme of work are satisfactory. The school's planning and teaching of religious education, following the Northamptonshire agreed syllabus is satisfactory. The co-ordinator, who has only recently assumed responsibility for the subject, is enthusiastic and has good plans for the development of the subject. She gives good support to colleagues. The satisfactory quality of learning is supported by the sound range of resources which include religious artefacts from faiths other than Christianity.

ART

110. During the week of the inspection there were only two opportunities to observe the teaching of art. From the scrutiny of display and of pupils' work and from discussions with teachers and pupils, it is clear that standards of achievement and progress in learning is satisfactory at Key Stage 1 and good at Key Stage 2. Pupils with special educational needs also make good progress in relation to their prior attainment. Standards in art show an improvement, particularly in Key Stage 2, since the time of the last inspection.

111. At Key Stage 1, pupils create abstract patterns, by the use of a variety of materials, such as tape, ribbon, wool and felt-tipped pens. They contribute to large-scale displays by the printing of tyre patterns, stars and wheels and make patterns from prints of cotton reels. Pupils begin to show the ability to represent what they see, producing work in both two and three-dimensions.

112. At Key Stage 2, pupils begin to exhibit good drawing skills, using pencil to portray their friends. Some pupils are able to show solidity and expression in their drawn faces. Others create a view as seen from a window in a house and exhibit good observational skills of detail and perspective. Pupils begin to use tactile materials, such as pipe cleaners and straws to enable them to simulate or model movement in the human body. They use picture books to analyse the proportions and angles of the body in motion, running, diving, riding or dancing and transfer their knowledge to the manipulation of three pipe cleaners. These 'stick figures' are then made into pencil sketches. Most pupils succeed well in this demanding activity, although a few with less well developed fine motor skills require help to complete the task satisfactorily. Almost all are engrossed with the activity and learn new skills at a good rate. Older pupils examine pieces of artwork from famous artists, such as Mondrian and Picasso. They are able to discuss line, space, tone and effect. They understand the work of the 'Impressionists' and the fashion of 'Cubism' and appreciate how the use of simple geometrical shapes were of absolute importance to Picasso, when he painted the 'Weeping Woman'. By

means of oil and chalk pastels, charcoal, pencil crayon and wax crayon, pupils are keen to reproduce a piece of one of Picasso's famous paintings. By the end of Key Stage 2, most pupils are likely to exceed the national expectations in art.

113. The teaching observed was solely in Key Stage 2. The quality of teaching in one lesson was good and in the other, very good. The features of the very good lesson are the careful planning of the learning objectives and the high expectations of pupils' work and behaviour. Very clear explanations and instructions are given in a calm and measured way to encourage the pupils to concentrate and understand the activity. The teacher is able to motivate and enthuse the children and has well-chosen resources to hand to exemplify the teaching points. The lesson proceeds at a good pace and is helped by an effective parent helper and by the hard-working atmosphere in the classroom.

114. The subject co-ordinator is well qualified in this subject and offers help and advice where required. Foundation subjects have not been a focus for development for some time, but the school is working towards evaluating the new national document for art, followed by training in the subject. Teachers are generally confident in their ability to teach art and resources are good. The co-ordinator scrutinises teachers' planning in order to ensure progression and coverage throughout the school. Art displays throughout the school are of a high standard and there is good involvement of pupils from both key stages in the popular art clubs. Non-contact time for subject leaders to monitor foundation subjects is rare and the school is aware of the need for future development in this area.

DESIGN AND TECHNOLOGY

115. Only one lesson of design and technology was observed during the week of the inspection. From the scrutiny of planning, of some display and samples of pupils' design work and from discussions with teachers and pupils, it is judged that standards of achievement and progress in learning is broadly satisfactory across the school. Pupils with special educational needs make good progress in relation to their prior attainment. The school has managed to maintain the standards in design and technology which were observed at the time of the last inspection.

116. In Key Stage 1, pupils learn and reinforce new skills and techniques of joining materials, such as fabrics, by means of their enthusiasm for puppet making. They take part in many tasks related to the construction of a glove puppet. Groups of pupils are gainfully employed in cutting, drawing, glueing, stapling, sellotaping or sewing fabric. Each group is using and comparing one method of joining to that of another group. They use their literacy skills to discuss the advantages of speed against the strength of a joint, in the case of sellotape and sewing. Pupils appreciate there are a series of skills and processes to be learnt before their own puppet is started and finished. They quickly understand and greatly appreciate that rough working seams are easily hidden by turning a prototype inside out. By the end of the key stage, pupils have satisfactorily covered all aspects of the designing and making criteria.

117. In Key Stage 2, pupils design birthday cards, incorporating simple pop-up devices fashioned from folded card. They generate ideas from discussion amongst themselves and the teacher and draw inspiration from their prior knowledge of such cards and books. Pupils understand the need for the planning and design stage before the making of the card. They are adept at using a standard planning sheet to assist them to consider what equipment and materials are required, where to obtain information and finally what they will do to construct the object. They use annotated sketches to show the details in their designs. Evaluation sheets help the pupils focus on their original concept and the finished project. They describe what

happened and any improvements they could make. Older pupils design attractive and intricate badges and consider many variables, such as shape, size and colour of badges, the materials to use, the fixings and how to make them waterproof. By the end of the key stage, pupils design 'spectacular specs'. Detailed sketches are drawn and materials such as pipe cleaners and card are selected. Pupils use their skills of numeracy to take accurate measurements, before cutting, joining and assembling. Pupils produce step by step plans, list materials and measure and cut simple shapes, indicating that they will meet the expected standard for pupils aged 11.

118. The quality of teaching in those aspects seen was satisfactory. In the one lesson of design and technology observed, the teachers had good organisational skills and gave clear explanations of the tasks to be undertaken. Teachers make effective use of a number of classroom helpers, who are well briefed before the lesson and who make a valuable contribution to overall standards. The planning of lessons is careful and detailed, with attention given to the variety and appropriateness of resources and equipment. Teaching methods are effective and focus on the learning of skills and processes. The satisfactory standards achieved across all aspects of the subject could be improved by the wider use of materials and tools and by the teachers' higher expectations of the projects to be designed and made.

119. The management of design and technology is currently the responsibility of the headteacher. The subject has no policy but the school is trialling the nationally agreed scheme of work, adapted for its two year curriculum planning. The headteacher is well qualified in the area and gives advice and support where necessary. He scrutinises teachers' planning in the subject in order to ensure progression and coverage throughout the school. Although there has been no school in-service training in design and technology, they are confident practitioners and take care to provide a wide range of opportunities for pupils within the subject's programmes of study. Pupils' work in design and technology is informally assessed through their design sheets and by means of the teachers' planning, which is progressive through the school. Work is differentiated to suit all pupils by means of the open-ended outcome of the final product. The school is aware of the need for monitoring of the foundation subjects, by subject leaders and intends this to be an area for future development .

GEOGRAPHY

120. One lesson in geography was seen during the inspection. Evidence gained from plans, discussions with teachers and pupils and the scrutiny of pupils' work shows that standards of achievement and progress in learning for all pupils, including those with special educational needs, is satisfactory throughout the school.

121. Younger pupils in the school recognise similarities and differences between their own locality and others. They can identify different features of the area, such as a farm, a village and a town and begin to note differences in land use. By the end of Key Stage 1 pupils are aware of the weather's effect on people and their surroundings. Barnaby Bear and Katie Koala are used effectively to enable pupils to learn about other countries and places. From discussions with pupils, it is obvious that they enjoy geography and many talk knowledgeably about their own and contrasting areas, such as living conditions on a Scottish Island.

122. By the end of Key Stage 2 the pupils describe different locations and explain what makes them different. They can identify the continents and a number of countries of the world

and talk about particular physical features. They study different climatic zones and know how the weather affects the living conditions and activities of such places as Tropical Australia that falls within the tropic of Cancer. The pupils use maps with increasing confidence and understand how to find their way using them accurately. The outdoor area provides a good resource for fieldwork and pupils make detailed studies of Rutland Water.

123. Scrutiny of the pupils' work indicates that the teaching of geography in both key stages is at least satisfactory and that the teachers have a sound understanding of the subject. The school has an adequate policy and uses national schemes of work. A good balance of topics is planned across each year and satisfactory links are often made between geography and other subjects. The long term planning is based on topics, which focus on history or geography in turn. The resources available for geography are barely satisfactory. There are few books to support topic work and little use is made of information technology. These are areas for development.

HISTORY

124. One lesson was seen during the week of the inspection. Other evidence was gained from medium term planning, lesson plans, photographs, display, pupils' work and discussion with teachers, pupils and the subject co-ordinator. Standards of achievement and progress in learning is satisfactory for all pupils, including those with special educational needs, in their knowledge and understanding of the past.

125. By the end of Key Stage 1, pupils have gained a sense of chronology and a secure understanding of what history means. They know that history can be learned from first-hand sources. Pupils examine differences between their present lives and past times by identifying differences and make comparisons between life now and at the time of the Great Fire of London. They are aware that there are different ways of finding out about the past, from written or spoken records, photographs and other pictures as well as artefacts.

126. At Key Stage 2, pupils show sound understanding of chronology. Pupils in Years 3 and 4 successfully use their studies of the Tudors to develop understanding of how living conditions differed from those of today. In Years 5 and 6 much of the pupils' work is based on the study of the Ancient Greeks. They can discuss differences and similarities between different times and recognise the main events that influenced history.

127. Older pupils write careful accounts, at an appropriate level, of the work they have done in history, the quality of which is good overall. That produced by the older highest attainers is of a high standard demonstrating their ability to describe events, for example, in their study of the power and importance of the Tudor monarchs. Pupils have positive attitudes and their behaviour is good.

128. In one lesson observed, teaching was very good and in another satisfactory. The topics selected are appropriate and satisfactorily resourced. Most pupils enjoy history, showing enthusiasm when talking about what they have learned. The planning is thoroughly done and soundly based upon historical skills and knowledge. The school has an adequate policy and uses national schemes of work. This indicates that the National Curriculum requirements are being met. The subject is well led by the enthusiastic co-ordinator. Good use is made of all available accommodation and resources. A wider involvement in information technology would enhance pupils' learning and progress.

MUSIC

129. Although no lessons in music at Key Stage 1 were observed, discussion with pupils, observation of lessons in Key Stage 2 and observation of the performance of pupils' from both key stages in assemblies, show that standards of achievement and progress in learning is satisfactory for all pupils, including those with special educational needs, across the school.

130. Pupils in Key Stage 1 know a variety of songs by heart and sing enthusiastically and in time with one another. They identify high and low pitched notes. They understand rhythm and repeating patterns and change from fast to slow beat when clapping or singing. Pupils sing rhymes and accompany, using body and untuned percussion, songs with repetition, such as "One, two, three a-learie" and "Oliver Twist", a playground rhyme from Australia. They enjoy performing and using a tape-recorder to record their compositions.

131. In Key Stage 2 pupils are taught to create musical effects by using sounds. Pupils in Year 3 explore and record the effects of pitch using a variety of instruments. The teacher provides good opportunities for pupils to perform and evaluate the performance of others. Pupils in Years 4 and 5 identify pattern in music when listening to pieces of music such as "Tubular Bells", by Mike Oldfield. Older pupils recognise and name simple notes and tunes based upon "Westminster Chimes". They work well collaboratively using the xylophone to compose and perform tunes using a range of four notes.

132. Throughout the school the pupils sing well in assemblies. Their singing is both tuneful and of good volume. They learn new words quickly and show obvious enjoyment when performing. The teachers have secure subject knowledge and use this well to make lessons interesting and full of variety. In the lessons seen the teaching was good or very good. The teachers move the lessons on at pace and keep the pupils motivated. There is a good balance between listening, appraising, performing and composing.

133. The school is adequately resourced for music. Pupils are given the opportunity to borrow guitars and violins from the school and some parents pay for individual tuition. The curriculum is considerably enhanced by the good opportunities provided for individual and collective performances in assemblies, Christmas performances such as "the Millennium Bug" and participation in the Rutland Choir Festival.

PHYSICAL EDUCATION

134. Four lessons of physical education in dance and gymnastics were observed during the week of the inspection. From the scrutiny of planning and from discussion with teachers and the subject co-ordinator it is judged that standards of achievement and progress in learning for all pupils, including those with special educational needs, is satisfactory at Key Stage 1 and good at Key Stage 2.

135. In Key Stage 1, pupils are able to respond to music through an appreciation of pulse, by listening to dance music. Pupils clap to the beat, sideways, upwards and down. They skip forwards and sideways and step forwards and back. They are able to turn, using space, travel, and skip and gallop. They are encouraged to put together a sequence and practise in pairs. Pupils enjoy the activity and perform without awkwardness, one partner initiating the activity and the other following. Some children actively encourage their partner to improve and refine their performance. A constraint is introduced, to perform within four claps or four beats, and the pupils quickly learn how to count the beats to correctly time the sequence. Pupils are likely

to meet the national expectations in dance and movement by the end of the key stage.

136. In Key Stage 2, older pupils are able to demonstrate good balance using different parts of the body and work well with a partner to attempt more balancing points. Pupils are pleased to demonstrate personal skills to the rest of the class, thus increasing the knowledge and skills of others. They are able to use the floor mats safely and proficiently in attempting forward, backwards and sideways rolls. Pupils understand the need for responsible behaviour when attempting these activities. They are also knowledgeable about the purpose of warm-up and warm-down procedures. Pupils in the oldest class take part in a dance workshop and begin the activity with a warm-up session, which becomes increasingly aerobic and vigorous. Pupils are enthusiastic and sensible, repeating the movements conscientiously. In the main activity, pupils listen carefully to instructions for a fast Latin-American dance. The majority are able to follow the routine correctly and work in pairs, travelling, creating sequences, reflecting the rhythm and making use of exaggerated gestures. Pupils are able to sustain energetic activity and understand its effect on their bodies. They practise and improve their performances, creating successive series of movements. Pupils are likely to exceed the national expectations for their age, in this area of physical education.

137. There have been tremendous changes to the school since the last inspection, in terms of pupil numbers and an almost completely new staff. There has been a radical change in school organisation and subject responsibilities and foundation subjects have not been the areas of focus. Nevertheless the subject is well led by an experienced teacher who is keen to develop the subject by building on the enthusiasm of the present teaching staff.

138. The teaching of physical education is at least sound throughout the school, with some good and very good lessons with older pupils. All teachers plan thoroughly and effectively and make imaginative use of equipment and resources to provide a range of learning opportunities. Basic skills of movement to music and of energetic activities are taught well. In the good and very good lessons teaching is exemplified by the good subject knowledge allied to very clear instructions which enables pupils to perform confidently and correctly. There are very good relationships and good humour in these lessons, characterised by the enthusiasm and good behaviour of the pupils. Teachers use the lesson time efficiently to continually assess the performance of the pupils, giving feedback and encouragement in order to build confidence and improve their skills, knowledge and understanding.

139. The management of the subject is effectively led by the co-ordinator, who is aware of areas which need development and who is keen to revise the policy and scheme of work, ready for the Curriculum 2000. There has been no non-contact time available for the subject leader to monitor her responsibilities, although she sees teachers' planning and gives advice and assistance where required. All areas of the curriculum are covered over time, with the exception of a residential experience for outdoor and adventurous activities. The school has the use of its own, heated indoor swimming pool, which is used between May and October, including after school fun swimming for all ages of pupils. Three members of staff have a pool safety qualification and ensure that pupils are able to swim 25 metres by the end of Year 6. The school makes use of the 'TOPs' organisation and all staff have received the basic four hours TOPs training. The pupils take part in many activities, such as cricket, swimming, netball and unihoc and there are good links with other primary schools, where athletics, swimming, netball, football and cross-country tournaments are held.