

INSPECTION REPORT

Silverstone Church of England Junior School

Northants

LEA area: Northamptonshire

Unique reference number: 121990

Headteacher: Peter Chivers

Reporting inspector: Mr. R. A. Capel
21373

Dates of inspection: 1 – 4 October 2001

Inspection number: 192271

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Church of England Voluntary Controlled
Age range of pupils:	7-11 years
Gender of pupils:	Mixed
School address:	Green Lane Silverstone Towcester Northants
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Appropriate authority:	Northamptonshire
Name of chair of governors:	Dr. Geoff Lidgard
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21373	<i>Richard Capel</i>	<i>Registered inspector</i>	Mathematics; Information and communication technology; Physical education; Special educational needs.	The school's results and achievements; how well pupils are taught; how well the school is led and managed.
9974	<i>Daljit Singh</i>	<i>Lay inspector</i>		Pupils' attitudes, values and personal development; how well the school cares for its pupils; how good the school's partnership with parents is.
1951	<i>Yvonne Crizzle</i>	<i>Team inspector</i>	English; Art; Design and technology; Music.	Assessment.
3687	<i>Godfrey Bancroft</i>	<i>Team inspector</i>	Science; Geography; History; Religious education; Equal opportunities.	How good curricular and other opportunities offered to pupils are.

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	6
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	9
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	11
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	12
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	15
HOW WELL IS THE SCHOOL LED AND MANAGED?	16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Silverstone Junior is a Church of England Voluntary Controlled school for boys and girls aged 7 to 11 years old situated in the village of Silverstone. There has been a fall in the number of pupils attending the school and currently there are 85 full-time pupils (51 boys and 34 girls). Most pupils transfer into Year 3 from the nearby infant school. Nearly all the pupils come from the village itself and attainment on entry to the school in Year 3 is generally above average, although a range of prior attainment is represented in the school. No pupils are from ethnic minorities and there are no pupils for whom English is an additional language. The percentage of pupils with special educational needs has risen from 26 per cent in 1996 to over 38 per cent in 2001, a figure that is above average. Because of the criteria used by the school for placing pupils on the special educational needs register, the needs of the majority of these pupils are in areas such as spelling and reading. Just over 1 per cent of pupils have a statement of special educational need, which is broadly in line with the national average. The percentage of pupils known to be eligible for free school meals is 8 per cent, which is below the national average.

HOW GOOD THE SCHOOL IS

Silverstone is an effective school overall. Standards have been generally above average even though they have fallen in English, mathematics and science this year. Pupils have very good attitudes to their work. The quality of education provided, particularly teaching, is good as is the leadership and management by the headteacher and governors. Overall, the school provides satisfactory value for money.

WHAT THE SCHOOL DOES WELL

- Teaching is good.
- Pupils have very good attitudes to their work.
- Levels of attendance are high.
- Relationships between pupils, especially between boys and girls are very good.
- Leadership and management of the school by the headteacher and governors are good.
- The school has established a very good partnership with parents.
- Provision for pupils' spiritual, moral and social education is very good.
- There are a very good range of extra curricular activities and good links with partner schools and the local community.
- The care of pupils is very good, especially the health and safety of pupils and the provision for their personal development.

WHAT COULD BE IMPROVED

- The attainment of pupils in information and communication technology (ICT), its use in other areas of the curriculum and the resources to support teaching in the subject.
- The system for assessing the attainment and progress of pupils in the foundation subjects.
- The quality and consistency of marking across subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement overall since the last inspection. The school's commitment to further improvement is positive and its capacity to succeed in raising standards of achievement further is good. Standards have fluctuated in mathematics and science and in some subjects such as art and information and communication technology, standards are now lower than when the school was last inspected. However, in other subjects such as religious education standards have improved. The school has worked hard to address all the key issues of the last inspection report. A significant improvement has been made in the quality of teaching, parental complaints are now dealt with effectively, the governors have a long-term strategic plan for the school and relevant homework is provided regularly to all pupils. Although satisfactory overall, less progress has been made on providing more opportunities for pupils to apply their knowledge and skills through discussion, problem solving and collaboration.

STANDARDS

The table below shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	A	A	B
mathematics	A	C	B	C
science	B	A	C	E

Key	
<i>well above average</i>	<i>A</i>
<i>above average</i>	<i>B</i>
<i>average</i>	<i>C</i>
<i>below average</i>	<i>D</i>
<i>well below average</i>	<i>E</i>

There has been a drop in the attainment levels on entry to the school in recent years and an increase in the number of pupils with special educational needs. In 2000 the school exceeded the targets it set itself in English and mathematics. In the Year 6 national tests for 2001, provisional results show a considerable drop in the numbers of pupils gaining both the expected standard (Level 4) and the higher levels. Results in the national tests in English since the last inspection in 1997 have been well above the national average. Inspection findings show that pupils are generally making good progress. In Year 6, the proportion of pupils in line to achieve or exceed the national target of level 4 by the end of the school year is above average. Standards are well above the national expectation in speaking and listening and in reading and writing they are above and pupils achieve well. The majority of pupils are fluent in their writing and they spell accurately. They confidently use their skills in English in other subjects. In the Year 6 national 2000 tests in mathematics, results were above the national average and in line with those of similar types of schools. Standards of work seen among pupils in the current Year 6 are generally in line with that expected nationally and pupils are achieving well in mathematics and numeracy lessons. Results of the national tests in science over the last four years have tended to fluctuate. The proportion of pupils attaining higher levels is substantially less than that found in other schools and standards are low compared with similar schools. However, improved opportunities for investigative work and the quality of pupils' work seen during the inspection indicate attainment is likely rise above that of recent years. Pupils with special educational needs generally make good progress and achieve well in most subjects. At the end of Year 6, standards are in line with those expected nationally for the majority of pupils in art and design, design and technology, geography, history, music and physical education. Pupils achieve at least satisfactorily in these subjects. Standards in religious education are above average and pupils achieve very well. However, standards are

unsatisfactory in information and communication technology and pupils are not achieving enough.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. They are very enthusiastic about their work and eagerly take part in lessons. They readily accept responsibility.
Behaviour, in and out of classrooms	Good. Pupils' behaviour is consistently good and pupils are mature and sensible.
Personal development and relationships	Very good. Pupils have a good sense of social awareness and demonstrate responsible and caring attitudes towards each other. Relationships within the school are very positive and constructive, particularly between boys and girls.
Attendance	Attendance is consistently high and a significant strength of the school. Attendance is above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good.

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

Overall, teaching and learning is good. This is a significant improvement on the quality of teaching seen during the last inspection. The shortcomings identified in the last inspection have mostly been overcome and pupils learn well overall. The skills of literacy and numeracy are generally taught well. However, not enough opportunities are planned by teachers so that pupils can use information and communication technology in the other subjects of the curriculum. Teachers are effective in explaining new concepts and in making clear what pupils are expected to do and to learn. This increases pupils' understanding and the acquisition of new skills and knowledge. Higher attaining pupils are generally taught well, especially where they are placed in groups of a similar ability. Where teaching is most effective, lessons have a lively pace and pupils quickly settle to work and are motivated and productive. Group activities are well organised, gain and maintain pupils' concentration and are well supported by teaching assistants. Pupils are able to think and learn for themselves. The ends of lessons are used effectively to reinforce what pupils have learned and to assess what they need to do next. Teachers' subject knowledge is generally sound. Pupils with special educational needs are taught well. Teachers generally plan lessons well; they have high expectations of behaviour and relationships with pupils are very good. Marking is unsatisfactory overall and lacks a consistent approach in practice. A good range of relevant homework is regularly provided.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The provision has particular strengths in the range of extra-curricular activities, sporting activities with other schools and links with the community and local schools. ICT needs to be improved.
Provision for pupils with special educational needs (SEN)	Good overall. Pupils are identified early and systems are in place to ensure that all staff are aware of the different needs of pupils. However, the school's criterion for placing pupils on the SEN register needs reviewing.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupil's spiritual, moral and social development is very good. Pupils have a strong sense of right and wrong. Provision for cultural development is good but more emphasis needs to be placed on the beliefs and lifestyles of other cultures within Great Britain.
How well the school cares for its pupils	Good overall. Very good policies and procedures to ensure pupils' welfare are implemented consistently across the school. Procedures for assessing pupils' academic progress in the foundation subjects require improvement.

Parents have very positive views of the school and it works hard to ensure a very good relationship with its parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher provides clear leadership, and staff manage their responsibilities well. Subject co-ordinators have a clear understanding of their role and contribution to the development of the curriculum.
How well the governors fulfil their responsibilities	Good overall. The governing body fulfils its responsibilities well and acts in an effective way as a critical friend regarding the work of the headteacher and the school.
The school's evaluation of its performance	Sound overall. The headteacher uses a whole school self-evaluation framework. He monitors teaching well and, with other staff, carries out an analysis of its Year 6 test results. However, in the school improvement plan greater emphasis needs to be given to raising attainment.
The strategic use of resources	Sound financial management ensures generally effective support for educational developments, and careful evaluation of spending decisions. The principles of best value are satisfactorily employed to make the best use of resources.

The adequacy of staffing, accommodation and learning resources is satisfactory overall. There are sufficient teaching staff supported by a good number of teaching assistants. However, the resources available to teach information and communication technology are unsatisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• That their children like school.• That behaviour is good.• That children make good progress.• Children are expected to work hard and do their best.• That the school is well led and managed.• That the school is helping the child to become mature and responsible.• That there is a good range of activities outside school.• Teaching is good.	<ul style="list-style-type: none">• The quantity and quality of homework.• The information about children's progress.• They feel uncomfortable about approaching the school with questions and problems.• A more effective relationship between parents and the school.

The inspection team concurs with what parents find pleasing. Inspection evidence indicates that homework is given consistently and is often challenging. The school works diligently to serve the needs of parents and continues to sustain a positive relationship with the vast majority. However, more detailed information about children progress should be included in pupils' end of year reports.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils enter the school in Year 3 with generally above average attainment but there are differences in attainment between year groups. There has been a drop in the attainment levels on entry to the school in recent years and an increase in the number of pupils with special educational needs. Over the past four years the percentage of pupils with special educational needs has risen from 26 per cent in 1996 to over 38 per cent in 2001. A significant number of pupils in the current Year 6 have joined the school at other times in the key stage. The school has rightly identified the need to increase the number of pupils attaining the higher levels in mathematics and science against a background of lower Level 5 results when compared to schools in similar contexts in 2000. In 2000 the school exceeded the targets it set itself in English and mathematics. In the national tests for Year 6 pupils in 2001, provisional results show a considerable drop in the numbers of pupils gaining both the expected standard and the higher levels. This should be seen in the light of nearly 30 per cent of pupils in the Year 2001 Year 6 class having special educational needs. Pupils with special educational needs generally make good progress and achieve well in all subjects.

2. Standards in English are above the national average by the end of Year 6. Improvement in this subject since the previous inspection has been satisfactory overall. Standards have been maintained and the quality of teaching has improved. Pupils achieve well. In speaking and listening, standards are well above the national average and all pupils achieve well. They speak clearly and listen attentively when they work together to share opinions and ideas. They show a good understanding of the language, and use it well to convey their ideas. Standards in reading and writing are above the national average and pupils achieve well. They read well, develop preferences for different types of books, and older pupils can read fluently and with expression. A small minority of pupils do not have sufficiently well developed skills to infer and deduce, and apply higher order reading skills to take them further in their learning. The majority of pupils are fluent in their writing. Spelling is good and work is generally neatly presented. Pupils are confident in their knowledge and use of English, and this is apparent in all the work they do in literacy and in subjects where literacy skills make a valuable contribution to learning.

3. In mathematics, standards of work seen among pupils in the current Year 6 are generally in line with that expected nationally and pupils are achieving well in lessons. The school has rightly identified the need to increase the number of pupils attaining the higher levels in this subject against a background of below average Level 5 results when compared to schools in similar contexts in 2000. When teaching is good or better, the youngest pupils make good gains in understanding different measurements in relation to time. When given the opportunity to engage in discussion with each other and question and answer sessions, pupils throughout the school show that they can use their mathematical knowledge and understanding well to solve problems. In special lessons for higher-attaining pupils, pupils explore different strategies for solving problems well. As pupils move up the school they benefit from the ability grouping in lessons and develop skills in areas such as proportion, percentage, ratio and mental calculation. However, knowledge and understanding in areas such as data handling is underdeveloped, and although pupils are beginning to record their work in using and applying mathematics, opportunities for using and applying mathematics is not yet a strong enough feature of work in Year 4, 5 and 6. In addition, very little evidence of pupils applying mathematics could be

found in other subjects.

4. Standards in science have fluctuated in recent years and now, although standards are close to the national average, they are low in comparison with similar schools. Tests also indicate that standards are not as high as at the time of the previous inspection. However, the improvement in the quality of teaching in the school and the improved opportunities and quality of investigative work indicates attainment is likely rise above that of recent years. The quality of teaching and learning is good and this enables pupils to achieve well. Pupils gain a knowledge and understanding of the differences between natural and man-made materials and their properties and they are able to record their experiments effectively. They are not so proficient at comparing their predictions with the results of their experiments. Good quality displays enhance pupils' knowledge of magnets and magnetism and pupils develop appropriate scientific questioning skills. The oldest pupils understand and apply the skills they need to become scientific thinkers well. This is supported by the reinforcement by teachers of the importance of skills such as observing, posing questions, communicating and interpreting information.

5. At the end of Year 6, standards are in line with those expected nationally for the majority of pupils in art and design, design and technology, geography, history and music. In art and design pupils' cutting and drawing skills are underdeveloped on entry to the school and drawings of figures remain fairly immature through the school. However, by Year 6 pupils have developed an understanding of the design process and work satisfactorily on a range of activities, including clay work and paint resistance techniques. In design and technology, pupils gain a sound understanding of what materials are best for, but need to improve their ability to evaluate their work and the work of others. The well organised lessons, good use of resources and clear explanations by teachers in both these subjects helps pupils to become involved in the work and to develop their understanding. During their geography lessons pupils demonstrate an understanding of maps, and are able to extract information from them. Good questioning by the teachers challenges pupils' thinking and extends their understanding in the subject. Pupils are gaining an understanding of population changes in London and can discuss the reasons for the changes. Pupils' work in history shows that they gain a knowledge and understanding of local, national and international history. Pupils produce work of a high standard in some areas, such as Ancient Egypt, and are able to write about the history and development of the nearby Silverstone racing circuit. In music, pupils listen to and appraise music well. Some pupils learn to play instruments such as woodwind, brass and recorder. Younger pupils can keep a beat and older pupils understand chords and rhythm, but not enough emphasis is placed on making and composing music.

6. Standards in physical education in the one lesson seen during the inspection were satisfactory and pupils achieved well due to the good teaching and high standards of behaviour. Pupils catch and throw a ball and learn to use a range of different passes in netball. They move with confidence and are making sound gains in developing hand-eye co-ordination when catching a ball. Standards in religious education are above average due to very good teaching. The youngest pupils know a considerable amount about Jesus and older pupils write prayers, which express their own emotions and feelings. Year 6 pupils work well and draw conclusions and discuss their findings about what different church buildings reveal about Christian values and symbolism of the faith.

7. Standards are unsatisfactory in information and communication technology. Pupils do not have access to satisfactory resources in the subject and lack the confidence, skills and understanding expected for their different ages. Although teaching has now improved, pupils have not produced enough work in the subject during their time in school. Pupils

have only basic keyboard skills by Year 5 and are just becoming familiar with cutting, pasting and copying. Due to the good teaching, Year 6 pupils are now gaining confidence in using the Internet. However, pupils do not have enough opportunities to study areas such as control and monitoring and they do not use the understanding and skills they do have in the subject in other areas of their work across the curriculum.

PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

8. Pupils' attitudes to school are very good. They are very enthusiastic about their work and eagerly take part in all its aspects. Parents reported through the pre-inspection questionnaire and meeting that their children have very positive views about the school and they enjoy attending. The reasons for this are many and varied but, essentially, they relate to the good quality of education and the very good care that the school provides. Pupils' very good attitudes are apparent wherever they are to be found in school and in whatever activities they are engaged upon. Most work hard in lessons and take full advantage of extra-curricular activities. They readily accept responsibility.

9. Pupils' behaviour is consistently good. Most pupils are mature and sensible. There were very few examples of unsatisfactory behaviour. There were no incidents of bullying or other types of aggressive behaviour. Pupils are adamant that bullying is rare and racism is not tolerated. Pupils clearly understand what is expected of them and are more than willing to comply. They demonstrate obvious care and concern for people and property and no evidence was found to the contrary during the inspection. Parents confirmed that it was their experience that pupils were well behaved both inside of the school and out.

10. Most pupils have a good sense of social awareness. They understand that what they do can affect the lives of others and that those others are not always as fortunate as themselves. Older pupils demonstrate responsible and caring attitudes towards younger pupils.

11. Relationships within the school are very constructive. Teachers and lunchtime support staff set positive examples of caring, friendly behaviour, and this fosters very good relationships between pupils and teachers. Relationships between girls and boys are very good and this has a positive impact on pupils' learning. For example, in an English lesson in Year 5 where girls and boys worked harmoniously in pairs to produce a short piece of drama to illustrate a poem. Pupils show great courtesy and respect when speaking to adults, particularly visitors and pupils open doors politely. These very good relationships mean that there have been no exclusions.

12. Pupils are given a wide range of opportunities to develop personally both within school and in activities outside of school. These promote their sense of community and citizenship. Pupils serve the school as house captains, and are given opportunities to befriend younger pupils and support their personal development. Some Year 6 pupils run a 'healthy snack shop' and provide a responsible and valued service for the school community. Pupils regularly raise funds for charity and to support a child in Brazil. These opportunities contribute significantly to pupils' very good personal and social development.

13. Attendance is consistently high and a significant strength of the school. Attendance is above the national average and unauthorised absence is low. The school has made significant improvements in attendance since the last inspection. The headteacher and staff work rigorously to ensure that pupils attend school regularly and are punctual. Registers are taken on time and comply with legal requirements. Parents work closely with

the school and children like coming to school. This ensures the high levels of attendance achieved. The education welfare officer supports the school's work. These arrangements have a significant and positive effect on pupils' learning, their achievements and personal development.

HOW WELL ARE PUPILS TAUGHT?

14. Overall, the quality of teaching in the school is good. This supports the positive views expressed by parents and is a significant improvement on the quality of teaching seen during the last inspection, when twenty-five percent of lessons observed were judged to be unsatisfactory. Teaching was at least satisfactory in all lessons seen, and was good or better in eighteen of the twenty-nine lessons observed. Three of the lessons seen were excellent and two were very good.

15. The shortcomings identified in the last inspection have mostly been overcome. However in English, attention needs to be focused on providing more opportunities for pupils to discuss their work and ask questions. In mathematics more opportunities need to be planned for pupils to study data handling and for pupils to use and apply their knowledge and skills in mathematics and across other subjects. In addition, not enough opportunities are planned by teachers so that pupils can use information and communication technology in the other subjects of the curriculum.

16. Teachers' subject knowledge is sound overall and skills are generally well taught, except in art and design and in design and technology where more attention needs to be paid to the systematic teaching of skills in these subjects. Teachers use a range of interesting resources to help pupils understand, for example in a topic on African art and in science work about plants where pupils used microscopes and lenses.

17. Overall, pupils with special educational needs are taught well. Learning support assistants know what the needs of individual pupils are and guide and encourage pupils to succeed and to ask and answer questions in whole class discussions. They work particularly well when taking small groups of pupils in the class on specific activities. Across the school, teachers have copies of pupils' individual education plans, but teachers' planning does not always take account of pupil's specific difficulties.

18. The teaching of basic skills in literacy and numeracy is good overall. Teachers have a clear understanding and competence in teaching basic skills and more advanced skills as pupils move through the school. Lessons in literacy and numeracy are usually well structured with a good balance of activities provided. This is helping pupils to increase their skills as they move through the school. However, on occasions not enough use is made of the plenary session at the end of numeracy lessons to help pupils reinforce their learning and to assess their understanding. In literacy lessons teachers need to use the national literacy framework to guide them more in providing greater opportunities for pupils to discuss, ask questions and participate in lessons. Where there is a tendency for teachers to take too much of a lead in literacy lessons it removes the degree of participation and independence that pupils need to experience in order to attain the higher order skills in speaking, reading and writing.

19. Planning is satisfactory overall and means that work is pitched at a suitable level on most occasions to provide appropriate work. Most lessons are carefully planned and sessions are well structured, giving teachers and learning support staff opportunities to reinforce pupils' understanding. Objectives for learning are usually clearly stated and, in a

few teachers' planning books, they are sometimes defined in terms of expected outcomes for different groups of pupils. This is an area that could be made more consistent throughout the school and across subjects. Where pupils are divided into different groups based on their ability, for example in mathematics, work is usually sufficiently adapted to cater for the range of attainment in the class. Higher attaining pupils are generally taught well, especially where they are placed in groups of a similar ability. Planning is being improved by defining what different groups of pupils need to do next and to some extent this is based on satisfactory day-to-day assessment, although practice is still variable, especially in marking. Most teachers' comments respond to pupils' efforts, but some marking is minimal and consists of only ticks where more in-depth feedback would be more valuable. The best marking gives key pointers to pupils for what they need to do next, clarifies where they have gone wrong and asks further question of the pupils. Where marking has been best, pupils have then read and acted upon the questions posed. This best practice needs to be made more consistent across subjects. Good practice is also seen in some mathematics lessons where pupils produce written evaluations of their progress and understanding of what they have done.

20. Teachers' expectations of pupils' behaviour are high and relationships with pupils are very good. This is now consistent across all teaching and is an improvement since the last inspection.

21. The methods used by teachers are good. The best teaching is characterised by focused introductions with teachers reminding pupils of what they had learned in previous lessons. Teachers are effective in explaining new concepts and making clear what pupils are expected to do and to learn. Where teaching is most effective, lessons have a lively pace, pupils are quickly settled to work, group activities are well organised to gain and maintain their attention and the ends of lessons are used effectively to reinforce what pupils have learned and to assess what they need to do next. Well-targeted questions to specific pupils increase understanding and push them to think what the next step in solving the problem might be. Particularly effective questioning, allied to a brisk pace to the lesson, was seen in a Year 3 mathematics lesson where the teacher made sure that all the pupils were involved and able to answer questions and to be successful. The challenging questioning sustained pupils' motivation and kept them focused and concentrating throughout the lesson. Where teachers provide the pupils with opportunities to ask questions, discuss and to work in groups, pupils learning is enhanced. Although not a strong feature in all the English lessons observed, a particularly good example of this was seen a Year 5 English lesson where pupils discussed and planned dramatic interpretations of a poem in pairs. Another example was seen in a Year 6 mathematics lesson where pupils worked in small groups on planning a party meal within a restricted budget.

22. Teachers provide a good range of homework linked to what has been taught in the lesson and related to the attainment of pupils in the class. This is a significant improvement from the previous inspection. Homework makes a good contribution to pupils' learning. All pupils are provided with homework from Year 3, such as reading and simple mathematical tasks. More open-ended and research type tasks are carried out as pupils get older, encouraging them to use independent study skills. Most parents expressed positive views about homework.

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

23. The quality and range of opportunities for learning provided by the school is good overall. Those aspects of the curriculum required by law, including the requirement to teach religious education are met fully. The policies governing what the school provides give clear guidance to staff and are reviewed regularly by the governing body. The curriculum is enhanced significantly by the strong links between the Christian nature of the school, the effective teaching of religious education and the provision for pupils' spiritual development.

24. The National Literacy Strategy has been implemented well and has a positive impact on pupils' learning and on standards attained by the end of Year 6. Useful opportunities exist in other subjects for pupils to use their skills in English. Overall, lessons are structured well but what is planned needs to provide more opportunities for pupils to develop an appropriate range of higher-order skills. The National Numeracy Strategy has been implemented well and teachers generally have a good grasp of the three-part numeracy lesson. Planning for numeracy lessons is satisfactory, but few examples of pupils applying their numeracy skills and knowledge in other subjects were seen during the inspection. Other than at times when it is taught specifically, there are not enough opportunities for pupils to use their skills in information and communication technology in other subjects. In the past, not enough emphasis has been placed on providing opportunities for pupils to gain the necessary knowledge, skills and understanding in this subject.

25. There is equality of opportunity for all pupils to all aspects of provision. Policies to ensure that all groups of pupils are included appropriately are effective. Arrangements to address any racist incidents or events that are detrimental to any pupils work well.

26. The school makes good provision for pupils with special educational needs, and they are included successfully in the life and work of the school. Individual education plans are well organised and written and reflect the needs of the pupils concerned. Pupils with special educational needs, including those with statements are helped effectively in all areas of their work by support staff. These staff demonstrate a good knowledge and understanding of the pupils' needs. However, the school's current criteria for placing pupils on stage 2 of the special educational needs register needs to be reviewed as it is resulting in too many pupils being placed on stage 2. The co-ordinator recognises this and is planning to incorporate a review of the register when the school makes the changes that will be necessary due to the implementation of the revised Code of Practice on the Identification and Assessment of Special Educational Needs in January 2002.

27. Extra curricular activities are very good and include well attended after school clubs for art and netball. All pupils have access to a very good range of educational visits and residential experiences that do much to enhance their quality of education. These include regular visits to theatres and museums.

28. The provision made for pupils' personal, social and health education is good and there is an effective programme that is taught each week. Arrangements to alert pupils to the dangers of drug and substance abuse are good and there are suitable arrangements for sex education.

29. The quality of links with the community and with other schools is good. The school is involved closely with the village recreation association and pupils are regular visitors to the

playing field. They clearly understand the impact this makes on the community and its economy. Links with the Community Technology College, to which the majority of pupils transfer at the end of Year 6, are particularly strong and effective as are the links with the local infant school. This ensures the transition to the Community Technology College goes smoothly, and the transfer from the infant school is usually a happy one for pupils.

30. Overall, the provision made for pupils' spiritual, moral and social development is very good. Provision for their cultural education is good. Pupil's knowledge of the cultural traditions of their own community is good. Regular opportunities to visit theatres, art galleries and museums and to consider the work of well-known artists and musicians do much to enhance this. The school has worked hard to raise pupils' awareness of other cultures, typified by the recent visit of African artists. However, there is insufficient emphasis on their understanding and knowledge of the beliefs and lifestyles of other cultures within Great Britain.

31. Assemblies, often including moments for quiet reflection, and frequent visits to the village church make a good contribution to pupils' spiritual development. Pupils know the difference between right and wrong, and apply these principles fairly and consistently. They make frequent and substantial contributions to charities, such as National Children's Homes and World Action. Pupils are very sensitive towards the plight of those less fortunate than themselves and have supported a child in Brazil for some years, providing funds for education and health care. Pupils' social skills are developed very well. They are courteous to adults and their peers. They are caring and show great respect for others' beliefs and opinions. This is particularly evident when pupils take part in discussions. There are opportunities for all pupils to attend residential visits and these play an effective part in developing pupil's social skills.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. Provision for pupils' welfare and health and safety are very good. The governors and staff give a high priority to health and safety. The arrangements for and standards of child protection and health and safety are very good and enable the school community to learn in a safe and secure environment.

33. Arrangements for monitoring pupils' personal development are very effective. Teachers enjoy a very constructive, trusting and purposeful relationship with pupils. They value, celebrate and reward pupils' achievements, both inside and out of the classroom. Teachers and support staff provide effective supervision during lunchtime and listen attentively to pupils' concerns, providing good quality advice and guidance. Pupils are given positions of responsibility, and this complements the very effective provision for pupils' moral and social development. Pupils' personal achievements are recorded and monitored and information is shared with parents. This raises pupils' self-esteem and improves their confidence and self-assuredness.

34. The health and safety policy is very comprehensive. It ensures good practice and is effectively managed by the school staff and governors. The local education authority recently undertook a health and safety check. All aspects of safety, including the procedures for reporting accidents were thoroughly inspected. The school's health and safety committee works closely with the head and the site supervisor regularly monitors all aspects of health and safety. Parents are informed of all accidents involving their child.

35. An effective personal, social and health education programme provides pupils with informed choices about health and safety and enables them to understand the harmful effects of drugs.

36. There are very effective procedures in place for monitoring and promoting the existing high levels of attendance. The headteacher and other staff implement a very effective system, which ensures all absences are thoroughly investigated, attendance is monitored and information is used effectively to discourage absences. Pupils and parents work alongside the school and support their efforts to sustain existing high levels of attendance, which are above the national average. The educational welfare officer is available and supports the school's work.

37. The procedures for monitoring and promoting positive behaviour are very good. Pupils are encouraged consistently to follow the school's code of conduct and behave in an orderly and mature manner. Staff use effective strategies, such as closely monitoring pupils working in groups, to promote and encourage very good standards of behaviour. Pupils care for each other in lessons, break times, lunch times and around the school. They appreciate and value the reward system that is used consistently and fairly by all teachers and ensures pupils' attitudes and behaviour are often constructive and purposeful. Their good behaviour and very good attitudes are recorded and celebrated both inside and outside of the classroom. Where pupils' work is well displayed this creates a stimulating and creative environment for further learning. It helps pupils to take pride in their work and also raises their confidence and self-esteem and reinforces the values of good behaviour.

38. At the time of the last inspection, there were no agreed procedures for reporting and recording incidents of inappropriate behaviour. Effectively managed and implemented procedures are now in place. The school has a number of comprehensive and purposeful policies and procedures, which discourages all types of anti-social behaviour. They are implemented by a caring staff that ensures that pupils learn in a tolerant, safe, secure and friendly environment. The policies encourage pupils to report all types of anti-social behaviour. Bullying is not tolerated and the school has effective arrangements to ensure that any instances that might occur are dealt with swiftly. In practice all incidents of inappropriate behaviour, which are rare, are thoroughly investigated. There is also a system for recording, monitoring and reporting to parents. The headteacher and governing body implement an effective system for monitoring, recording and reporting incidents of racist behaviour to parents and the local authority. There have been very few incidents of racist behaviour in the school. Since the last report, the issues raised have been fully addressed and the pastoral system has significantly improved.

39. The arrangements for assessing pupils' attainment and progress is not consistently applied and there is not a clear overview of assessment practice. The school administers a range of tests regularly and uses the results well to group pupils by ability. The information is also used to place pupils on the register of special needs. The main focus has been assessment in English and mathematics. This is broadly satisfactory in practice, although there is a tendency to rely on tests rather than to make assessment a natural part of the teaching and learning process. Assessment procedures are unsatisfactory overall in the foundation subjects. Teachers do not make a clear enough assessment of pupil's strengths and weaknesses against the levels in the attainment targets of the National Curriculum foundation subjects. The school has adopted the National Qualifications and Curriculum Authority's (QCA) guidance to record pupils' achievement and help to raise standards. However, close scrutiny of the document and school practice shows that assessment arrangements do not properly conform to what is required by QCA for pupils by

the end of Year 6. Assessments are not regularly undertaken after each unit of work or levelled with sufficient understanding of what needs to be taught next.

40. On-going assessment through observation and marking is inconsistent. Some useful observations have been undertaken in Year 3. As a result, lessons have been devised to focus on improving, for example, reading and expression through play-scripts and role-play. This is very effective. However, throughout the school, lessons are not evaluated well enough to provide insight into what needs to be done next to help pupils achieve and raise standards. The quality of marking was a concern in the previous inspection report and remains a concern. The school has a sound marking policy and all teachers apply aspects of it reasonably well from time to time. However, pupils are not entirely clear how they are expected to respond to the comments, although sometimes teachers write quite lengthy comments and offer useful and specific advice.

41. In general, teachers do not use evaluative information from the curriculum plans and lesson plans enough to refine aspects of their teaching and to help pupils take the next step in their learning. Targets are beginning to be set, but pupils do not always know what their targets are. For example, some teachers have identified a reading target for each pupil in their class, but not all pupils are clear about these targets and a minority do not know what their targets are.

42. Assessment procedures for pupils who have special educational needs are good, although the criterion the school uses to place pupils on stage 2 of the special educational needs register needs to be reviewed as it is resulting in too many pupils being placed on the register. The special educational needs co-ordinator has effective procedures for the early identification of the special needs of pupils. Outside expertise is used well where necessary and class teachers and parents are involved appropriately. The information gained from assessment is used to draw up relevant targets within pupil's individual education plans, which are reviewed and changed where necessary. The special educational needs co-ordinator meets with all class teachers and support staff to assess the progress of pupils and to provide advice or further assessment if required.

43. The effectiveness of the school's educational and personal support and guidance in raising pupils' achievements is good overall. The major strengths are in the provision of personal support and guidance for pupils. Procedures for monitoring and supporting pupils' academic progress are broadly satisfactory. Assessment of what pupils already know, what they have learned and what they should learn next is generally satisfactory in core subjects such as English and mathematics, but it is unsatisfactory overall in the foundation subjects. This means that teachers find it difficult to keep track of how well pupils achieve in these subjects. Lack of a good system of assessment in the foundation subjects is also evident in the school's annual report to parents on their child's progress. In the foundation subjects, the report often does not identify the pupils' strengths and weaknesses.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. Parents have very positive views of the school and the school works hard to ensure a very good partnership with its parents. Most parents enjoy constructive relationships with the headteacher and other staff, and appreciate the school's work on behalf of their children. They understand that the school perceives them as key collaborators in their children's education and welcomes and values their support. Most parents believe that the school is well led and managed and that their children make appropriate levels of progress and are helped to become mature. Parents' suggestions and concerns are addressed well and this creates a mutual caring and trusting environment with most parents. The school works well with parents where any issues of bullying have arisen. Inspection evidence supports these views. However, some parents express concerns about the consistency and quality of homework provided by the school. Inspection evidence indicates that provision is good overall.

45. There are good levels of communication between the home and school. Parents are consistently provided with good quality information through the school's weekly newsletter, which celebrates pupils' achievements and ensures their active interest and support. Parents are pleased with the good quality information they receive through the school brochure, the annual report from governors and the home school agreement. These school documents are written in an accessible style and comply with statutory requirements. Parents particularly appreciate the information they receive at parents' evenings and most perceive these occasions as helpful, constructive and particularly informative. This is due to the headteacher and teachers' positive attitudes to parents. During the inspection, a significant number of parents were observed with the class teachers, exchanging information, working alongside them and building positive relationships, which contribute to the work of the school.

46. The end of year report to parents on their child's progress provides generally satisfactory information about their achievement, attainment, attitudes to learning and their personal development. However, parents would like more precise information about their child's progress, and information contained in the report often lacks specific information on the child's strengths and weaknesses in the foundation subjects.

47. During the inspection, a number of parents and governors came to the school to support activities in lessons, which helped to raise standards and contributed constructively to pupils' personal development. Many parents value and appreciate the work of the parent and teacher association. The hard work and effort of the association facilitates the work of the school and supports learning, as well as providing substantial funds, which help to support standards in the school.

48. Parents make an excellent contribution to pupils' learning by supporting reading and financing school visits and ensuring their children attend school regularly on time. They also work very hard to ensure that their child completes homework and arrives with a very good attitude to learning. The school works hard to ensure that both parents and staff meet the requirements of the home-school agreement. The school continues to flourish in a friendly and harmonious environment.

49. Since the last inspection, the school has satisfactorily addressed the issues the inspection report raised with regard to responding to parents' concerns and the improvement needed in the provision of homework.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher and governors provide good educational leadership to the school. This has enabled the school to make sound improvement to most of the major areas for development identified in the previous report. These include, developing a long-term improvement plan for the school, improving the arrangements for dealing with parental complaints and improving the relevance and match of homework to pupils' attainment.

51. Most importantly, significant progress has been made on improving the quality of teaching. In the previous report twenty five per cent of teaching was found to be unsatisfactory. In the lessons observed during this inspection all lessons seen were judged to be satisfactory or better, with a majority good or better. The previous inspection report found that pupils did not have enough opportunities to apply their knowledge and skills through discussion, problem solving and collaboration. Although progress has been made on this important area, more needs to be done especially in English and mathematics.

52. The headteacher and governors have provided good leadership during a period in which the roll of the school has fallen and issues concerning the quality of teaching have had to be addressed. The headteacher has a clear view of the changes that are necessary in order to improve the quality of education provided and is ably supported in the evaluation and identification of the school's strengths and areas for development by the local education authority self-evaluation framework for primary schools. The school's commitment to further improvement is positive and its capacity to succeed in raising standards of achievement further is good.

53. The aims and values of the school are reflected well in all its work. The quality of teaching is good, and staff and pupils' positive attitudes to their work helps to maintain a supportive and stimulating environment in which to learn.

54. The principle of providing equal opportunities is clear in all subject policies, and the school has inclusive practices that ensure all pupils participate and are able to make the most of what the school provides. Although the school has more girls than boys, all pupils have the opportunity and are encouraged to take part in the life of the school, including taking part in sport and extra-curricular activities. A particularly strong feature of the school is the very good and often excellent relationships between boys and girls in all aspects of school activities.

55. The management of the provision for pupils with special educational needs is good overall. The special educational needs co-ordinator manages this aspect of the school well and has developed generally good practice in meeting the Code of Practice on the Identification and Assessment of Special Educational Needs. A weekly meeting led by the co-ordinator and attended by teachers and support staff provides a valuable opportunity for the needs of pupils to be discussed and strategies for meeting these needs developed and monitored.

56. There is a clear delegation of responsibilities for the work of the school. In order to save money in the face of a falling roll, the governing body took the decision not to replace the deputy head teacher and to appoint a senior teacher instead. The senior management team meets regularly and consists of the headteacher and the senior teacher. The headteacher also ensures that the small number of staff in the school are closely involved in decision-making and in planning changes and improvements. There is clear delegation of responsibilities between the headteacher and senior teacher. For example, the senior teacher takes day-to-day management responsibility for support staff and for any newly

qualified teacher or student teacher. Other management responsibilities have been delegated appropriately by the headteacher, including responsibility for the subjects of the curriculum. The management of subjects is sound overall and in some subjects good. Subject co-ordinators have a clear understanding of their role and contribution to the development of the curriculum.

57. There is a full and committed complement of governors, who have worked with staff to develop clear and appropriate aims for the school. The governing body fulfils its statutory duties well and provides supportive leadership. The governing body acts in an effective way as a critical friend regarding the work of the headteacher and the school. Where difficulties have arisen the assistance given to the headteacher by the governing body has been good. For example, the governing body have dealt well with the pressure to reduce staffing levels in the light of the reduction of pupil numbers. Their commitment to maintaining staffing levels has ensured below average numbers of pupils in each class and has avoided for now the possible disadvantages of mixed age classes. The governors have also recently taken the decision to increase support staff hours so that more help can be given to pupils in class.

58. The governors responsible for literacy and numeracy have played an active role in visiting the school and undertaking observations of lessons so that they can learn more about the developments in the national literacy and numeracy strategies. The governor responsible for special educational needs works closely with the special educational needs co-ordinator and has attended the regular weekly meeting for staff where issues related to this area of the school's work are discussed.

59. The governing body works through a staffing, structure and finance committee and a curriculum committee in addition to its full governing body meetings. The meetings are effectively run and are well informed by the good information received from the headteacher and relevant staff, including information regularly received from the special educational needs co-ordinator. The meetings also benefit from the information gathered by governors themselves through their monitoring of the work of the school. The governing body reviews its work well and has recently completed a review in conjunction with the local education authority governor services department.

60. Governors have a good knowledge of the strengths and some of the weaknesses of the school, and have developed systems to help their identification. For example, governors have procedures in place for monitoring aspects of the curriculum and for promoting liaison between specific governors and subject co-ordinators in areas such as literacy and numeracy. The findings of any monitoring are fed back to staff and the full governing body. Governors also find out about aspects of the work of the school through regular contact and visits, in addition to those visits concerned with the observation of lessons. The headteacher provides good information to the governing body regarding the attainment and progress of pupils. The Chairperson of the governing body and the Chairpersons of its committees each has a good understanding of the work of the school. They bring useful skills to the work of the governing body, including financial knowledge and understanding. This good understanding and useful skills and knowledge enhance their capacity to challenge the school to improve further.

61. A key issue from the previous inspection was that the school had no long-term strategic plan. The governors and headteacher have now developed a long-term outline strategic plan for the school, which runs until the spring of 2005 and is clearly linked to the aims of the school. The long-term plan is then supplemented by more detailed plans for each term. Most of the priorities in the school improvement plan are relevant to the further

development of the school, for example raising the percentage of pupils gaining level 5 in English, mathematics and science. Measurable success criteria are given where appropriate, such as increasing the percentage of pupils gaining level 5 in the statutory assessment tests to 30 per cent by the year 2004. However, much of the plan is concerned with reviewing policies, subject schemes of work or detailing work that needs to take place on the premises or in the organisation of the school. The link between the analysis of the strengths and weaknesses in the attainment of pupils and in teaching and learning, and the actions needed to raise attainment and improve teaching and learning further are not clearly established nor given sufficient priority in the plan. The school consults staff and parents and the results of these consultations inform the development of targets for the school improvement plan. However, the consultation process does not currently involve the pupils in the school.

62. Although the governing body does not set itself targets as part of the school improvement plan, governors are directly involved in monitoring the plan, and they receive regular reports of progress towards the targets contained within it from the headteacher and other staff. The school sets statutory whole-school targets related to the predicted attainments of pupils at the end of Year 6.

63. Arrangements for performance management are sound. The school has developed a performance management policy, and the governors have set targets for the headteacher. As part of the developing performance management systems in the school, the headteacher observes teachers and agrees targets with individual staff. The monitoring and evaluation of teaching by the headteacher is sound. There is a formal system whereby the work of teachers is monitored and evaluated to agreed standards, which are known by teachers. The outcomes of this monitoring and evaluation are fed back to teachers. The headteacher has decided to take on more teaching in order to allow subject co-ordinators to monitor and advise other teachers in specific subjects, but this development is in its infancy. Weaknesses in the teaching of individuals have been addressed effectively, and with the valuable support of the local authority inspector for the school. However, there is no similar monitoring system for the work of the support staff. Given the recent increase in support staff hours and their increasing importance in raising attainment and ensuring that pupils make progress in lessons, the school should consider ways of monitoring their impact on the education and progress of pupils.

64. The procedures for the induction of new staff are sound. A newly qualified teacher took part in an induction programme provided by the local education authority, and the school provided a school-based mentor to support and guide the new teacher. The school has helpful induction and staff development policies. A good programme of professional development is in place which includes teachers and support staff and which is linked to the priorities identified in the school improvement plan.

65. The school improvement plan is costed and goes before the finance committee and full governing body for discussion and approval. Financial planning is generally satisfactory overall and financial information provided by the headteacher to the governing body is detailed and regularly provided. The school makes good use of its resources, the specific grants it receives and the funds it occasionally receives from fund-raising and gifts of money or equipment from businesses. The governing body monitors spending closely, and the school is successful in securing funding contributions from outside businesses such as those that have a connection to motor racing and the nearby Silverstone Racing Circuit. Subject co-ordinators plan developments with the headteacher and other staff, and decisions about spending are made in the light of priorities in the school improvement plan.

66. The carry-forward from the last financial year amounts to over 18 per cent of the total budget. The governing body has planned savings so that they can carry out building works to improve security and the entrance to the school, in addition to relocating the administration office. The planned savings were also a result of the governing body taking action to maintain staffing levels in the face of a predicted fall in the roll of the school. However, the governors should review the school's spending plans to take account of the unsatisfactory resources in information and communication technology and the unsatisfactory attainment by pupils in this subject.

67. The school is smoothly run on a day-to-day basis, with effective systems in place, which are clearly understood by administration and school staff. The school administration staff deals with routine matters effectively. Financial checks and office security are satisfactory. The last local authority audit report in 1999 found that the school's financial and administrative systems were well controlled overall.

68. Sound use is made of new technology in the administration of the school. However, the use made of new technology, including information and communication technology, for teaching and learning is unsatisfactory. Not enough use is being made of information and communication technology in subjects and there are insufficient resources in the computer suite and elsewhere to support the effective teaching of information and communication technology. Training for staff through the New Opportunities Fund has begun and this will increase the knowledge and skills of teachers in this area.

69. The school is satisfactorily applying the principles of best value in its work. The headteacher uses information provided by the local education authority to compare, where possible, the school with similar schools in the county in relation to a range of indicators. The governors, headteacher and staff are aware of the importance of obtaining the best value for money when making purchases for the school. Parents are consulted on major changes to the school. The school has yet to consult pupils sufficiently over issues relating to the school, but plans are being developed to establish a pupil school council through which this can be achieved.

70. Staffing is good overall. The ratio of teaching staff to pupils is good. Teachers are appropriately qualified and a few have additional professional qualifications. There is a satisfactory match of skills and experience to what teachers are asked to co-ordinate and teach given the small number of staff and the number of subjects they each have to manage. Where possible, the school uses the expertise of particular teachers to teach specific subjects, for example in music, and this has a positive impact on pupils' progress and attainment. However, the school is aware that this may lead to class teachers becoming dependent upon these arrangements and that when staff leave, teachers may find it difficult to teach subjects they have not taught for some time. Learning support staff are deployed within each class for morning sessions to support literacy and numeracy activities and pupils with special educational needs. They provide good support to pupils generally, and to pupils with special educational needs. Staff are generally well deployed and show a high level of commitment. There is good collaboration between teachers and support staff, all of whom form part of an effective team.

71. Accommodation is satisfactory and is generally well allocated. The school buildings and grounds are well maintained and attractive, and contribute satisfactorily towards the learning environment. The school uses every part of the building to full advantage. The

playground is adequate for the number of pupils in the school and pupils enjoy the playground areas and well laid out grass areas. The classrooms are adequate, but on the small side. The displays around the school reflect the hard work of the staff and pupils and their commitment to providing a welcoming and pleasant learning environment. There are no health and safety issues relating to the accommodation of the school.

72. Resources for learning are unsatisfactory overall. The library is stocked with a sufficient range and quality of books and is used effectively by pupils and staff. While other subject resources are generally satisfactory, resources for information and communication technology are unsatisfactory. There are not enough compatible computers available with the correct software to teach effectively the information and communication technology curriculum to whole classes. The co-ordinator is aware of this and has tried to increase the range of software and also address the shortfall of equipment and software in areas such as control and monitoring. There is also not enough software for use in specific subjects and access for pupils to CD-ROM equipment for research purposes.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Working together, the governors, headteacher and staff need to:
 - * Raise the attainment of pupils in information and communication technology by providing more opportunities for its use in other areas of the curriculum and by improving the resources to support teaching in the subject.
 - * Improve the system for assessing the attainment and progress of pupils in the foundation subjects by developing a system of assessment, which reflects the relevant attainment target level descriptions for each subject and provides a sound basis for reporting the attainment of pupils in these subjects.
 - * Improve the quality and consistency of marking across subjects by monitoring this aspect of teachers' work and ensuring better compliance with the school's policy on the marking of pupils' work.
- Other issues the governing body and headteacher may want to consider.
 - * Improve the opportunities for pupils to gain an understanding and knowledge of the beliefs and lifestyles of other cultures within Great Britain.
 - * Provide more opportunities the opportunities for discussion, deduction and inference in English.
 - * Provide more opportunities for pupils to apply their knowledge, skills and understanding in mathematics across other subjects.
 - * Develop school self-evaluation procedures further to link the analysis of the strengths and weaknesses in the attainment of pupils to those in teaching and learning and clarify the actions needed to raise attainment and improve teaching and learning further. Give this sufficient priority in the school improvement plan.
 - * Review the school's criteria for placing pupils on the special educational needs register.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	2	13	11	0	0	0
Percentage	10	7	45	38	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	85
Number of full-time pupils known to be eligible for free school meals	0	7

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register		32

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	Year	Boys	Girls	Total
	2000	9	25	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	*	*	*
	Girls	25	22	24
	Total	32	29	33
Percentage of pupils at NC Level 4 or above	School	94 (86)	85 (76)	97 (83)
	National	75 (70)	72 (69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	*	*	*
	Girls	25	24	25
	Total	32	31	32
Percentage of pupils at NC Level 4 or above	School	94 (79)	91 (76)	94 (79)
	National	70 (68)	72 (69)	79 (75)

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

* The numbers of boys at NC Level 4 and above are not shown as there were less than 10 boys registered in the final year of Key Stage 2 for 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	85
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes:****Y3 – Y6**

Total number of qualified teachers (FTE)	5.2
Number of pupils per qualified teacher	16.3
Average class size	21

Education support staff:**Y3 – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	57

Qualified teachers and support staff:**Nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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£

Total income	254,826.00
Total expenditure	240,672.00
Expenditure per pupil	2,270.00
Balance brought forward from previous year	32,080.00
Balance carried forward to next year	46,234.00

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	85
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	41	3	0	3
My child is making good progress in school.	50	36	0	0	4
Behaviour in the school is good.	41	41	3	0	14
My child gets the right amount of work to do at home.	38	41	10	0	3
The teaching is good.	50	32	4	0	14
I am kept well informed about how my child is getting on.	43	25	18	4	11
I would feel comfortable about approaching the school with questions or a problem.	59	14	14	0	14
The school expects my child to work hard and achieve his or her best.	62	24	3	0	10
The school works closely with parents.	38	31	7	3	14
The school is well led and managed.	52	28	3	7	10
The school is helping my child become mature and responsible.	55	31	3	0	10
The school provides an interesting range of activities outside lessons.	45	38	7	0	10

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

ENGLISH

73. Results in the national tests in English since the last inspection in 1997 have been well above the national average. Results in 2000 were above average when compared to similar schools. Inspection findings show that pupils are generally making good progress. In Year 6, the proportion of pupils in line to achieve or exceed the national target of level 4 by the end of the school year is above average. Standards are not as high as those achieved in the national tests for the year 2000, but are closer to those achieved in 2001 in terms of the proportion of pupils achieving or exceeding level 4. At the time of the inspection no national comparative data was available for 2001. Pupils use their skills in English well in other subjects, especially in subjects such as history, geography and religious education.

74. Attainment in speaking and listening is well above the national expectation by the end of Year 6 and pupils generally make good progress. Pupils listen well when they work together to share opinions and ideas. They are very skilled at listening to their teachers and sustain their concentration well. When pupils have the chance to offer their ideas they show quite clearly a well-developed understanding of the language, and use it well to convey their ideas.

75. Pupils' attainment in reading is above the national expectation by the end of Year 6. Year 6 pupils have positive attitudes to reading and express a preference for a particular author or kind of book. They have had a good range of reading experiences, are sure about what they like to read and use technical terms well. Better readers talk about the plot and different characters in the book they are reading. The majority of pupils read aloud fluently and accurately, and the more able pupils read with appropriate expression. Less confident readers read more mechanistically but most read with adequate understanding when the text is well matched to their reading level. Young pupils begin to develop expression, confidence and reading aloud well. Pupils in Year 3 have good opportunities to develop reading skills within well-structured literacy lessons. A few older pupils experience difficulty with pronunciation and the meaning of unfamiliar vocabulary. This means that they do not always get a good sense of what the book is about and miss some interesting descriptive language. A small minority of pupils do not have sufficiently well developed skills to infer and deduce, and apply higher order reading skills to take them further in their learning.

76. Attainment in writing by the end of Year 6 is above the national expectation and pupils achieve well. All pupils have a good understanding of the techniques to use in writing and have regular experience of writing for a variety of purposes. They have many good opportunities in their English lessons and in other subjects to demonstrate their skills. Work is generally well presented in legible joined script. Creative writing is particularly fluent, with good spelling. Pupils use their good knowledge, skills and understanding well in this work. Pupils have regular spelling tests, but on occasion these are too easy for some of them. There is evidence of word processing but very little evidence of developing skills in information and communication technology to support writing. Pupils with special educational needs achieve satisfactorily overall.

77. The quality of teaching and learning throughout the school is good overall. During the course of the inspection, seven lessons were observed. Of these one was excellent,

two were good and four were satisfactory. The main strengths are in the good management of pupils and in the purposeful atmosphere created in classes. Pupils' behaviour is very good and they attend well and are very keen to learn. Good relationships develop as pupils engage in well-chosen activities and this helps pupils to apply a high level of effort, especially to work that challenges them. Lessons are organised well and time is often used effectively. In Year 4, the lesson objectives are particularly well introduced at the beginning of lessons and referred to appropriately during the lessons. This helps all pupils to understand the purpose of their work and to focus on the main points to be learned. Well-chosen learning objectives help pupils develop their skills more effectively and teachers provide opportunities for pupils to recall their previous work.

78. Pupils are motivated when they are given a chance to discuss their work among themselves. The most useful discussion occurs when they are encouraged to share and expand their ideas in a climate of discovery. For example, in a Year 5 lesson, pupils were given the opportunity to discuss and develop in pairs a dramatic performance of a poem the class had studied. In the best lessons, teachers use stimulating texts, for example on people such as Martin Luther King, which result in excellent standards of speaking and listening by the pupils. However, teachers sometimes take too great a lead in lessons. This was also identified in the previous inspection. When teachers' explanations are too long, or when insufficient opportunity is given to pupils to ask their own questions and generate discussion, lessons become less stimulating. Skills are generally modelled well by teachers but in a few lessons are not always taught to pupils as effectively as they might be. For example, note taking and referring to a written passage to extract information. Teachers regularly mark pupils' work, but the marking is not always as useful as it could be. The school's marking policy is not sufficiently well implemented or monitored. The absence of a consistent approach to marking in practice results in not all pupils being provided with effective guidance on what they need to improve and do next.

79. Improvement since the previous inspection has been satisfactory overall. Standards have broadly been maintained. The National Literacy Strategy has been implemented well and the quality and breadth of the English curriculum is generally good. The quality of teaching has improved, and no unsatisfactory teaching was observed during the course of the inspection. There are still not enough opportunities provided for pupils to develop important thinking and decision-making skills through discussion. The National Literacy Strategy offers guidance on how to plan the work to enable pupils to become more independent, and teaching would benefit from reference to the document. There is a need to bring together the main features of good practice seen throughout the school and to provide more opportunities for evaluating teaching in the subject. However, some good written evaluation after lessons was seen in Year 4 and the co-ordinator is to monitor teaching and learning.

MATHEMATICS

80. The results of the national tests taken by Year 6 pupils in the year 2000 show that the school's results were above the national average and were broadly the same as results achieved in schools of a similar type. Since the last inspection in 1997, the performance of Year 6 boys and girls has exceeded the national average. The school has rightly identified the need to increase the number of pupils attaining the higher levels in this subject against a background of below average Level 5 results when compared to schools in similar contexts in 2000. The provisional results of the national tests taken by Year 6 pupils in the year 2001 show a considerable drop in the numbers of pupils gaining both the expected standard (Level 4) and the higher levels in mathematics.

Standards of work seen among pupils in the current Year 6 are generally in line with those expected nationally. The work seen during lessons in Year 6, and the most recent results of testing of this group of pupils at the end of Year 5, show a range of attainment with a significant number of pupils working below the level expected for this stage of their education. By the beginning of Year 6, pupils have achieved as well as can be expected based on their previous attainment. Pupils with special educational needs make good progress. These pupils benefit from the effective support given by learning support assistants and teachers, especially during the main activity part of the lesson where the class is divided into groups based on their prior attainment.

81. During an excellent discussion and question-and-answer based lesson on number and time, Year 3 pupils were able to count in tens, for example from 22 onwards and were able to count down from 50 and 100. Higher attaining pupils were able to give very good examples of what one could achieve in various timescales, demonstrating a good understanding of the length of a second, minute, hour and day. Most pupils had a good understanding of the meaning of past and present and the number of seconds in a minute, minutes in an hour and hours in a day. Lower attaining pupils knew how many days there are in a week and how many days there are in a year. A scrutiny of pupils' previous work shows that pupils are able to make estimates in a number of every day situations, for example estimating the number of words on a page. Pupils also show an understanding of simple symmetry and can accurately make one pound from a selection of coins. By the end of Year 3, pupils have made sound progress and are accurately adding money to make sums up to 20 pounds.

82. The adding of hundreds, tens and units is well established for most pupils early in Year 4, while lower attaining pupils working at Level 2 require apparatus to add tens and units. Higher attaining pupils investigate the edges and faces of regular shapes and construct the net of a cuboid. Most pupils are beginning to understand a range of measurements and their uses. Lower attaining pupils add and subtract using hundred, tens and units and have an understanding of the meaning of perimeter.

83. Pupils in Year 5 read a protractor accurately and extract information from tables and charts. Higher attaining pupils identify aspects of rotational symmetry, know the meaning of acute and obtuse angles and understand and can use co-ordinates. Most pupils can use simple graphs to represent data and they are able to carry out long division reasonably well. Most pupils can multiply two and three digit numbers and are acquiring knowledge and understanding in areas such as probability, proportion and ratio.

84. By Year 6, pupils have made sound progress in mental calculation, the recall of number facts and problem solving due to the good mental and oral sessions at the beginning of numeracy lessons. Problem solving is given a high priority in the work provided. For instance, in a lesson seen in the Year 6 class, pupils were able to develop strategies for finding the maximum amount of friends who could be invited to a party given that they had a fixed sum of money and each guest was to have a drink, main meal and desert. Pupils add and subtract simple fractions, convert decimals to fractions and work out successfully the percentage discount on a range of goods. Pupils investigate prime numbers and find the area of irregular shapes well.

85. A key priority in the school improvement plan is to raise the number of pupils gaining Level 5 at the end of Year 6. A mathematics group drawn from more able pupils in Years 4,5 and 6 has a separate weekly lesson with the mathematics co-ordinator, who is a mathematics specialist. Pupils make good progress during these lessons and gain a knowledge and understanding of areas such as profit, loss, ratio and prediction.

86. Although pupils are beginning to record their practical and investigative work, opportunities for using and applying mathematics is not yet a strong enough feature of work in Years 4, 5 and 6. Past work also indicates that there are not enough opportunities for pupils to study data handling and to solve mathematical problems through the use of information and communication technology (ICT). These weaknesses were also identified in the previous inspection report. Although progress in using and applying mathematics has been made, the use of ICT remains a weakness. Very little evidence of pupils applying or using their skills in mathematics could be found in other subjects. However, one good example seen was the use of mental mathematics in an ICT lesson in Year 5 to help pupils understand the usefulness and power of spreadsheets.

87. Teaching is good overall, and the National Numeracy strategy has been implemented well and is generally well taught. Teaching was at least satisfactory in the five lessons seen, and good in three of the lessons. There was one excellent lesson in Year 3. This is an improvement since the last inspection. In the most effective lessons, pupils make good gains in their learning and there is high quality direct teaching to the whole class or groups of pupils. Good quality questioning engages, motivates, challenges and advanced pupils' knowledge and understanding. This is also an improvement since the last inspection. Teachers set tasks, which are well matched to pupils' different levels of attainment and effective strategies are used for including lower attaining pupils. For example, in Year 3, the teacher suggested to one of the lowest attaining pupils to say the names of the days of the week and as they did so to count the days on their fingers. Teachers have high expectations of pupil's behaviour and teachers' subject knowledge is generally satisfactory.

88. The school, through its self-evaluation procedures, has identified aspects of teachers' subject knowledge as an area for further development. Other areas the school has identified for improvement include utilising data and the use of ICT. The grouping of pupils according to ability and the teachers' very good relations with the pupils increases pupils' motivation and aids their understanding. Teachers have a good control of their classes, and this ensures that pupils generally work at a good pace. In the better lessons teachers stress the mathematical vocabulary pupils need to know and understand, and this enables pupils to make gains in this area. Teachers' planning is generally satisfactory, showing clearly what is to be learned and the activities for each group. Teachers evaluate their lessons satisfactorily but not always in a way, which identifies how they could be improved.

89. Teachers are generally secure with the three-part lesson recommended in the National Numeracy Strategy. In the mental mathematics session, at the beginning of numeracy lessons, teachers generally use well-directed questions, ensuring that pupils are engaged, are listening and can succeed. Introductions to the main teaching activities are effective, with clear explanations of strategies and methods in calculation. These allow pupils to then work in their ability groups confidently, knowing what is expected of them. Pupils work well in pairs or groups. They discuss their work and ideas and apply their knowledge and skills effectively, developing sound strategies to solve the problems posed. However, more effective use needs to be made of the plenary part of the lesson to ensure that pupils assess their knowledge and skills and to see for themselves the progress they have made. In order for pupils to be able to do this, teachers need to further improve the clarity with which they define for pupils the knowledge, skills and understanding the lesson is aiming to impart.

90. Pupils' good attitudes to learning and their very good behaviour in all lessons make a significant impact on the quality of the learning environment and the quality of learning during lessons. Pupils are keen and boys and girls work together well, co-operating

harmoniously during group and paired work.

91. The marking of pupils' work contains some good examples of teachers explaining where pupils have made mistakes and what they need to do to improve. Marking throughout the school is not of a consistent enough quality to make it clear to all pupils what has been done well, what needs to be improved, and how improvement is to be achieved. Homework is relevant and makes an effective contribution to pupils' learning.

92. There has been satisfactory improvement overall since the last inspection. Teaching is now good overall, although standards are not as high as those judged in the last inspection. Satisfactory progress has been made in ensuring that pupils have enough opportunities to use and apply their skills in mathematics but more could be done. The school, through its analysis of national test and teacher assessment results is beginning to identify the strengths and weaknesses of the performance of pupils and is using the information to target groups of pupils and areas of weakness effectively.

93. Teaching is currently monitored effectively by the headteacher, and information gained is helping to raise standards. The sound implementation of the National Numeracy Strategy has strengthened whole-school approaches to teaching and learning in the subject. Resources throughout the school are satisfactory overall, but there is not enough software to support learning through the use of information and communication technology and more equipment is needed to support practical activities and investigations.

SCIENCE

94. Over recent years the results of national tests, taken when pupils are in Year 6, have tended to fluctuate. The most recent tests, for which comparisons with other schools can be made, show that standards are close to the national average. However, they also show that the proportion of pupils attaining higher levels is substantially less than that found in other schools and that standards are low compared with similar schools. The tests also indicate that standards are not as high as at the time of the previous inspection of the school. However, improved opportunities for investigative work and the quality of pupils work seen during the inspection indicates that attainment is likely rise above that of recent years. Because of this, improvement since the previous inspection of the school is satisfactory.

95. Standards attained by pupils in Year 6 are close to the national expectation and the majority of pupils are achieving well for their abilities. Pupils with special educational needs also achieve well and the school is successful at including all pupils in the provision it makes for the subject.

96. Only two science lessons were seen during the inspection. In these lessons the quality of teaching and learning was good. Pupil's attitudes to learning and their behaviour during science lessons are very good. The youngest pupils are appropriately aware of the differences between natural and man-made materials and their properties. They record their experiments carefully, such as when they tested the absorbency of different types of paper. However, they sometimes forget to include the predictions they have made and are not able to compare these with the results of their experiments. These pupils' knowledge of magnets and magnetism is reinforced well by a superb display on the topic provided by their teacher.

97. Pupils in Year 4 study the bone structure of human skeletons. They formulate

questions, such as whether there is a relationship between circumference of the head and age, setting about finding this out with great enthusiasm. Their teacher places appropriate emphasis on the requirement to pose questions and make predictions. Sometimes pupils in this age group are inactive for too long during the lengthy introductions to lessons. However, they benefit from very clear explanations about what they are going to learn and respond very well during investigative and experimental work.

98. The oldest pupils clearly understand and apply the skills they need to become scientific thinkers. Their teacher frequently reinforces the importance of skills such as observing, posing questions, communicating and interpreting the information they have gathered. Pupils apply these skills well. For example, they identify the similarities and differences between plants. This work is supported well by the excellent range of resources provided by their teacher. There is good attention to safety during their research, with pupils expected to wash their hands after handling the plants.

99. At the time of the previous inspection the quality of investigative work in science was judged to be weak. This is not the case now, with pupils working well in groups when they undertake discussions about the work they are doing. This improvement is based on the good opportunities for experimental work planned by their teachers.

100. Provision for pupils to consider the environmental aspects of science is good. For example, the oldest pupils have responsibility for ensuring that the school pond is maintained in good condition. The 'Marble Challenge Run' investigation, undertaken by all pupils, provides an excellent example of scientific exploration and includes strong links with design and technology.

101. Insufficient use is made of information and communication technology to enhance pupils' learning in the subject. Good practice is evident in Year 4 where pupils record the processes they follow and the outcomes of their experiments on the computer. These pupils also produce graphs that show the results of their experiments, allowing them to compare these with their initial predictions. An analysis of pupils' work shows some aspects of their learning are not always recorded in their books. This leaves them without a full record of the work they have completed, restricting the effectiveness of opportunities to reinforce learning at a later time. The marking of the work of the older pupils is variable. Sometimes work is only acknowledged by a tick, leaving pupils unclear about how successful they have been and about what they need to do next. At other times teachers provide detailed and helpful comments, clearly illustrating how work can be improved.

102. There is a newly appointed co-ordinator the subject. He has quickly formed a clear view of the strengths and weaknesses of the subject and how standards might be raised. However, in the past there have not been enough opportunities for the co-ordinator to monitor standards in the subject and to provide support for colleagues.

ART AND DESIGN

103. Attainment in art and design by the end of Year 6 is broadly in line with national expectations and pupils make satisfactory progress throughout the school. This is in contrast to the previous inspection where the attainment of pupils in this subject was judged to be high. On entry to school there is evidence that a significant proportion of pupils have undeveloped skills in cutting and drawing. Pupils' drawings of figures remain fairly immature as they go through the school. Drawing from observation develops slowly. Experiences of art and design are sufficiently wide-ranging and useful skills are taught

within topics. There is a greater emphasis on the learning that comes from the process rather than on the final product, which is an improvement since the previous inspection report. However, this needs to be further developed to take full account of evaluation in design. Pupils identified as having special educational needs and the pupil who has a statement of special educational needs are well supported. However, these pupils do not have a special need in this subject.

104. Young pupils learn about colour mixing and how to organise their space successfully. They use work from major artists, such as, Lowry, to develop understanding of themes and feelings well. Older pupils learn how to make and use a viewfinder and develop skills of observation and shading. The oldest pupils have opportunities to work on a range of activities, including clay work and paint resistance techniques within a topic about African art. However, the work does not add very much to their knowledge and understanding of a different culture. They explain the work clearly and later speak confidently about what went well and what turned out to be difficult. The oldest pupils develop a satisfactory understanding of the design process. Several pupils successfully turned errors into design features and the making of clay masks supports the design aspect well. However, skills have clearly not been developed systematically. Pupils have difficulty in remembering the names of the techniques they are using and what the artefacts mean or meant. Pupils continue to use clay techniques in the art club, and work well.

105. The quality of teaching is satisfactory overall and good features are seen in all lessons. These include good organisation and use of resources, pupils being well-managed and clear explanations. In general, explanations are not too long and this helps pupils to become involved with the minimum of delay. Pupils are encouraged to evaluate their work and that of others. This develops confidence and maturity well. Another good feature is when teaching makes use of adults and their expertise. Adults provide an invaluable opportunity for the older pupils to work in small groups on a range of interestingly varied activities related to their topic. Pupils respond very well to the work and show good attitudes. Throughout the school there is a high level of concentration and determination to do the work well. There is a need to develop teachers' subject knowledge and to teach essential skills systematically. The work on African art clearly interests pupils. However, opportunities are missed to develop wider cultural awareness within the topic.

106. The leadership of the subject is satisfactory overall. The introduction of sketchbooks has been useful but teachers and pupils need to know how to use them to their best effect if skills are to develop well. Work is displayed neatly and attractively, but the teachers do much of it. There is a need for the co-ordinator to promote further the systematic development of skills throughout the school.

DESIGN AND TECHNOLOGY

107. Standards of attainment in design and technology are broadly in line with national expectations by the end of Year 6. Pupils achieve satisfactorily. This is in contrast to the findings of the previous inspection when the attainment of pupils was judged to be good. Pupils who have been identified as having special needs and have a statement of special needs are catered for well. However, their learning needs are not specific to this subject. There are sound opportunities for pupils to learn about design and technology, but more needs to be done to ensure that skills are developed systematically.

108. From the evidence in pupils' books, it is clear they learn about the design process. In practice they are not too used to referring to their design during making. They begin to

develop an understanding of materials in terms of what is best for the purpose. Pupils have very good speaking skills and have good levels of confidence, maturity and honesty. They talk about their work in terms of success and what did not work out too well. Pupils do not always have a sound grasp of what they could do to improve the work. Their learning within topics is satisfactory overall and art and design supports this subject well.

109. Overall, the quality of teaching is satisfactory. Lessons are well organised and planned with appropriate resources. Pupils in Year 3 have learned about designing and making sandwiches, structures and frames. Year 6 pupils have investigated electrical components. In lessons it is clear that the design element is pursued but greater emphasis needs to be placed on evaluation and improvement. Pupils are very interested in the work and try hard to follow instructions and produce good work. Their attention to detail develops well. Good opportunities are provided for teaching this subject in the art, design and technology afternoons. Adults who attend these afternoons provide pupils with valuable support and instruction.

110. The school uses the National Qualifications and Curriculum Authority guidance to plan the work. Whilst this helps to ensure the curriculum is planned satisfactorily, it is not used well enough to ensure that skills are systematically developed year-on-year and that enough opportunities are provided for pupils to use of information and communications technology.

GEOGRAPHY

111. Standards in the subject are close to those expected for pupil's ages and the majority of pupils, including those with special educational needs, achieve satisfactorily. However, standards at the time of the previous inspection were higher than they are now.

112. The school includes all pupils effectively in the provision it makes for the subject and, in the one lesson seen during the inspection in Year 6 the quality of teaching and learning was good. During the lesson pupils' behaviour and their attitudes to learning were good. Taking into consideration the evidence provided from a scrutiny of pupils' work from last year and the work completed so far this year, teaching and learning is satisfactory overall.

113. Pupils in Year 5 look each day at 'What's in the news?' Their teacher skilfully links news items to the places and countries where they occur, making a significant contribution to pupils' knowledge of where places are around the world.

114. Pupils in Year 6 plot routes accurately using Ordnance Survey maps, for example the route from Silverstone to Northampton. They retrieve information from atlases skilfully, showing good understanding by using the cardinal direction points to describe the precise position of places in relation to others. Challenging questions, posed by their teachers, extend pupils understanding significantly. They analyse the use of colours in atlases to highlight different climatic regions and draw conclusions about the relationship between the levels of population and the climate in certain parts of the globe, such as desert regions. They offer logical reasons for the falling population of London, following detailed discussion of this issue.

115. Pupils throughout the school have given considerable thought to the issue of building motorways across the countryside. They relate this effectively to the impact on their community of the Silverstone bypass that is currently under construction.

116. In the one lesson seen, the teacher stimulated discussion well and the pupils asked questions and posed questions for each other. The quality of discussion was very good. The teacher extended pupils' understanding effectively by responding to their answers with additional more in-depth questions, and ensured that pupils had the right resources. The pupils enjoyed using atlases and were able to draw conclusions from the available evidence provided and described what they had found with confidence.

117. Very little use is made of information and communication technology to enhance pupils' learning in the subject, and this aspect of provision is unsatisfactory. The subject benefits from the work of a thoughtful and enthusiastic co-ordinator. However, there are insufficient opportunities for the co-ordinator to monitor standards and the quality of provision or to provide sufficient support for colleagues. Arrangements to assess pupil's attainment and the progress they make are unsatisfactory. This is because the descriptions recommended for comparing pupils with the national expectations for attainment are not used. Consequently the school is unable to judge how well pupils are attaining in this subject.

HISTORY

118. No history lessons were taught during the inspection and judgements are based on the analysis of samples of pupils' work. Standards at the end of Year 6 are close to those expected for pupils of a similar age and the majority, including those with special educational needs, achieve well. Standards are similar to those found at the time of the previous inspection. Improvement since that time is judged to be satisfactory, mainly because of the rising standards found amongst the younger pupils.

119. The school includes all pupils effectively in the provision it makes for the subject and the quality of teaching and learning is satisfactory. The writing of the youngest pupils shows satisfactory understanding of lives and times during the Dark Ages. These pupils have also created a timeline of significant events in the history and development of Silverstone motor racing circuit. The projects these pupils produce about life in Ancient Egypt are very detailed and of a high standard. Many contain well-written and lengthy narratives, particularly those of higher-attaining pupils. These projects are marked very well. Comments are detailed, celebrating pupil's achievements, and providing them with helpful comments to improve their work further.

120. The oldest pupils study topics, such as evacuees. Their writing shows satisfactory understanding of this and other topics. These pupils are good at drawing information and making conclusions from photographic evidence. They use maps of the area from different eras and make deductions about why features of the maps are different. For example, additional buildings are present because of expanding industry and additional reservoirs to meet the demand for water from an expanding population. Some of this work is poorly presented. However, higher-attaining pupils write well in a very mature style.

121. There is a very good range of activities that enhance pupil's work in history. For example, they have visited the museum in Northampton as part of their study of the evolution of costume and jewellery through the ages. A theatre trip to see 'Les Miserables' does much to enhance their understanding of the events of the French revolution and the World War II week brings that period to life for the pupils.

122. Not enough use is made of information and communication technology to enhance pupils' learning in the subject, and this aspect of provision is unsatisfactory. However, some good use is made of this medium to support the work of the youngest pupils, especially the lower-attaining pupils in their Egyptian projects.

123. The leadership and management of the subject is satisfactory overall and the co-ordinator is enthusiastic. However, there are insufficient opportunities for the co-ordinator to monitor standards, the quality of provision or to provide sufficient support for colleagues. Arrangements to assess pupil's attainment and the progress they make are unsatisfactory. This is because the descriptions recommended for comparing pupils with the national expectations for attainment are not used. Consequently the school is unable to judge how well pupils are attaining in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

124. The last inspection judged that pupils were attaining standards that were in line with what is expected nationally in a wide range of ICT. Standards achieved in Year 6 are now below those expected nationally and pupils' progress in the subject is unsatisfactory. This is because they are not given enough opportunities to develop and to practise the skills taught. All pupils have the opportunity of an ICT lesson each week. However, very little evidence of previous work during these lessons was found both in the work sample and in the work available throughout the rest of the school. The use of ICT in other subjects is unsatisfactory. Few examples of work with ICT in other subjects of the curriculum could be found. Resources to support the teaching of the subject are unsatisfactory.

125. By Year 6, pupils know how to log on, open and close down software packages and print out their work, although some pupils still have only basic keyboard skills and an uncertain approach when confronted with screens of information. Many pupils are only just beginning to show confidence when using the Internet, although the good teaching seen in one of the lessons that were observed helped many pupils to understand the effective use and complexity of using a search engine. Pupils in Year 5 and Year 6 are working below the levels of what would be expected due to their lack of prior experiences in earlier years. For example, Year 5 pupils have only basic keyboard and mouse skills and are only just becoming confident in cutting, copying and pasting text.

126. A scrutiny of previous work in this term shows that pupils are beginning to show very basic skills in graphical modelling where pupils use software packages to manipulate representations of objects. Evidence from a sample of pupils' previously completed work indicates that pupils in Year 3 and 4 are given opportunities to input, store and retrieve data from a simple database. They make simple changes to clip art such as changing the size of the graphic, but these skills have yet to be built on effectively in later years. Control work has not yet developed to involve more complex procedures, incorporating devices linked to specific outputs such as buzzers, motors and lights. Neither is there evidence of pupils having the opportunity to monitor external events, for example by using sensors. Pupils across the key stage are able to word process satisfactorily to present their work.

127. There is some evidence of using an electronic encyclopaedia to underpin what has been taught in history and art, but there is very little evidence of pupils using the Internet to research aspects of their work in other subjects. ICT is beginning to be used to help pupils learn in other subjects, for example in science in Year 4 in relation to the study of the human body and the use of a word processor to record the outcome of experiments. Good use was made of a camera in art to illustrate zooming in on an object.

128. Teaching in the two lessons seen was good. This is an improvement since the previous inspection. Planning was closely matched to the scheme of work and to the National Curriculum. It was part of a sequence of lessons and provided clear learning objectives. The teacher explained very clearly to the pupils what it was that they would be expected to know, understand and be able to do by the end of each lesson. The teacher had a good knowledge of the subject and was able to support pupils well and use the software with confidence. The teacher managed the classes effectively, given the cramped and unsuitable accommodation and monitored pupils successfully, resulting in pupils being engaged and working productively. During the lessons the teacher made relevant teaching points and there was a good balance between teaching ICT skills and encouraging pupils' independent use of the Internet and spreadsheet software. This enabled pupils to make good gains in the skills, knowledge and understanding expected of them. Pupils in the Year 6 lesson began to gain a good understanding of the need to use the correct word in a 'search engine' in order to narrow down an avenue of enquiry on the Internet. Pupils in Year 5 learned what a cell was in a spreadsheet and how to layout columns and enter data.

129. The subject is supported by good quality policies, including a policy on Internet access. The new national guidelines have been adopted and are to be incorporated into a scheme of work. The co-ordinator has been in post for a year and is aware of the need to raise standards and improve the resources and equipment available to teach the subject. The co-ordinator currently teaches Years 3, 5 and 6. The recently appointed teacher of Year 4 is to teach his own ICT this year and both this teacher and the co-ordinator studied ICT as a specialist subject during their training to be teachers. Other teachers, including the headteacher are currently being trained under funding from the New Opportunities Fund. This should increase the expertise and the confidence of staff in using ICT in other subjects and should lead to teachers teaching their own lessons in ICT. The co-ordinator is to begin this term to monitor subject planning and provide advice to teachers' on the use of ICT in other subjects which should help provide more opportunities for pupils to use ICT. Assessment is being developed through the units of work the pupils will cover, but it is in its infancy.

130. Resources to support the teaching of ICT in both lessons and in other subjects are unsatisfactory. There are not enough up to date compatible computers in the computer suite and software for other subjects is limited. Not all computers in other classrooms have access to a CD-ROM drive and this restricts their use in research. Only four computers are connected to the Internet, and this is insufficient to allow whole classes to work effectively during lessons. The computers are not networked and do not have similar software on them except basic software such as spreadsheet and word-processing. The layout of the computers in the room does not allow for pupils to sit comfortably at each computer.

MUSIC

131. Standards of attainment in music are broadly in line with national expectations and pupils achieve satisfactorily. The school offers considerable peripatetic tuition for brass, woodwind, recorders and strings. Pupils have regular experiences of listening to and appraising music. This work encourages them to use their imagination and their literacy skills. Their writing captures the mood of the music well. Their writing is fluent and reasonably well presented. This aspect of the work is a significant improvement since the previous inspection, although standards have fallen overall. Work in class lessons is not always sufficiently demanding for the higher-attaining pupils.

132. Young pupils learn about keeping time to different beats, and older pupils about rhythm and chords. Pupils generally sing well, but they could do better. The better singing is seen in lessons. The quality of singing in assembly is broadly satisfactory. Evidence shows that pupils have opportunities to perform in concerts and at other occasions. Other aspects of the work, including using instruments and making and composing music, is not evident enough in lessons. Pupils who have special educational needs and the pupil who has a statement of special educational needs are included well. Pupils who have difficulties in behaviour learn to sustain their concentration well.

133. The quality of teaching is generally good. The headteacher takes all the lessons and uses his accumulated expertise of teaching and of music as a non-specialist well. However, it is important for the school to consider how to enable all teachers to develop some expertise in teaching music. Lessons are satisfactorily planned, using information from the scheme of work and other commercially published programmes. In this way teaching generally meets pupils' needs well. However, prior attainment is not always considered fully. The teacher manages pupils well and encourages them in an atmosphere, which is clearly about everyone learning together. This raises their confidence well and they are generally interested in offering their ideas. An important strength is the quality of relationships and the friendliness of the atmosphere where learning and important social skills develop well. Teaching makes good use of taped programmes and taped music. Greater attention needs to be paid to evaluating and improving performance so that every opportunity is taken to raise achievement.

PHYSICAL EDUCATION

134. In the one lesson seen involving Year 3 and Year 4, standards were in line with those expected of primary aged pupils of this age and are in accord with the findings of the previous inspection. No judgement can be made on the attainment of pupils by the end of Year 6. Most pupils can catch a ball and are learning the skills necessary to perform a bounce pass and chest pass in netball. Higher-attaining pupils are able to pass a ball accurately over longer distances and are able to judge with accuracy the speed and trajectory of the ball. They move with confidence and show agility on their feet. All pupils made good gains in developing hand-eye co-ordination when catching a ball. Lower-attaining pupils find difficulty in positioning themselves and judging the speed and direction of the ball and are less agile in their footwork. During the warm-up part of the lesson pupils show that they are developing stamina. They sustain energetic activity over suitable periods of time and show they understand the effect of exercise on their bodies by appreciating the need to warm up and to warm down.

135. The quality of teaching and learning in the one lesson seen during the inspection was good. The teacher started the lesson promptly in an organised manner. Warm-up activities were appropriate and interested the pupils, who worked at a good pace. The teacher provide varied activities which were related to the aims of the lesson and which encouraged the pupils to work hard and sustain concentration. The teacher demonstrated a good knowledge of the subject through the instructions and demonstrations that they gave. This, along with their use of pupils to demonstrate, helped to ensure that pupils understood what they are doing and that they acquired new skills. The teacher had high expectations of what pupils could achieve and of their standards of behaviour. The teacher monitored group work effectively and made relevant and effective teaching points after analysing individual pupils' performance, thus ensuring that pupils made good progress during the lesson.

136. Pupils' attitudes and behaviour were very good. Pupils concentrated and focused on practising the skills taught. Where necessary, pupils helped each other and were very keen to volunteer to demonstrate the skills they had acquired.

137. The co-ordinator has recently taken over the subject and her leadership of the subject is good overall. Many pupils show a keen interest by participating in the high number of extra-curricular sports activities and outside clubs the school provides. They also take part in the many competitions the school organises with other schools including netball, football, swimming, and cross-country running. The assessment of physical education is unsatisfactory, as it is not sufficiently linked to the planning of lessons and the scheme of work.

RELIGIOUS EDUCATION

138. Standards in religious education are above average, exceeding those laid down in the locally agreed syllabus for the subject. Pupils, including those with special educational needs achieve very well and all pupils are included effectively in the provision made by the school for the subject. Standards have risen above those found at the time of the previous inspection and improvement since that time has been good.

139. The quality of teaching and learning for the subject is very good. Pupil's attitudes to learning and their behaviour during lessons are very good. Pupils in Year 3 ask the question 'What was it like where Jesus lived?'. They know at what time he lived and can name the places where he lived. Their teachers use various forms of evidence, such as video material and pictures well, enabling pupils to draw conclusions and pose questions about life at that time. Teachers also make very good use of opportunities to extend pupils' vocabularies by asking them to use more exciting adjectives when they describe features of their work. Excellent use is made of questions to extend pupils' understanding.

140. Pupils in Year 4 write prayers in which they express their own feelings and emotions. They also write very good descriptions about the reasons for and significance of various Christian celebrations and the festivals of other faiths.

141. Pupils in Year 6 attain high standards. They consider carefully what the size and style of various church buildings reveals about Christian values and symbolism of the faith. They draw conclusions and discuss their findings based on pictures of various churches, making very perceptive comments about the type of community each church might serve. They draw the conclusion that a church is a group of people and not a building. Very challenging questions, posed by their teacher, generate thoughtful discussions and extend pupils' knowledge and understanding. During discussions pupils listen to each other carefully and show respect for the observations and comments made by their peers.

142. Pupils' understanding of the subject is enhanced considerably by the frequent visits to the village church and by the contribution made by the local vicar who regularly leads assemblies and provides very good support for the teaching of the subject. The teaching of religious education is linked effectively to pupils' work during assemblies and during personal, social and health education lessons.

143. Overall, the subject is well led and provision for the subject is good and is linked effectively to the requirements of the locally agreed syllabus, reflecting the Christian status of the school. However, little use is made of information and communication technology to improve pupils' learning in the subject and this is a weakness.