

INSPECTION REPORT

**Staverton Church of England Aided Primary
School**

Staverton, Daventry

LEA area: Northamptonshire

Unique reference number: 122029

Headteacher: Mrs L. Imrie

Reporting inspector: Mr R. W. Burgess
Rgl's OIN 20950

Dates of inspection: 16th – 18th October 2001

Inspection number: 193572

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary

School category: Voluntary Aided

Age range of pupils: 4 – 11

Gender of pupils: Mixed

School address: Glebe Lane
Staverton
Daventry
Northamptonshire

Postcode: NN11 6JF

Telephone number: 01327 703154

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Appropriate authority: Governing Body

Name of chair of governors: Mrs W. Holden

Date of previous inspection: 17th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|-----------------|----------------------|--|--|
| 20950 | Roger Burgess | Registered inspector | Mathematics Art and design Design and technology Information and communication technology Music Physical education Special educational needs | What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further? |
| 9942 | Susanna Stevens | Lay inspector | | Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 20281 | Gill Dunkling | Team inspector | English Science Geography History Foundation stage Equal opportunities | How good are the curricular and other opportunities offered to pupils? |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Staverton Church of England Aided Primary School is situated in the village of Staverton a few miles west of the town of Daventry. Pupils come from the surrounding villages and the nearby town of Daventry. Pupils come from a range of social backgrounds including pupils from the travelling community who attend the school from time to time. It has 60 pupils aged between four and 11 years and is smaller than other schools. There are slightly more boys than girls. Pupils' attainment on entry is broadly average with a wide range of attainment. There are no pupils with English as an additional language. Fifteen per cent of pupils have been identified as having special educational needs, which is below average, none of whom has a Statement of Special Educational Need. Most children attend pre-school provision. The school admits pupils into the school at the beginning of the academic year before their fifth birthday. No pupils are in receipt of free school meals, which is below average.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory education for its pupils. By the age of 11 the majority of pupils attain satisfactory standards in English and good standards in mathematics and very good in science. Pupils enjoy coming to school. The quality of teaching is good, particularly for older pupils. The headteacher, governors and staff work effectively together to raise standards and improve the level of provision for all pupils. The school gives satisfactory value for money.

What the school does well

- ◆ The governing body is committed and gives good support to the school.
- ◆ Teaching is good, particularly for the older pupils.
- ◆ Standards in science are particularly good.
- ◆ Provision for pupils with special educational needs and pupils from the travelling community is good.
- ◆ Effective links with parents and their involvement in the school's work.
- ◆ Good procedures and use of assessment of pupil's academic progress.

What could be improved

- ◆ *Standards in writing.
- ◆ The use of information and communication technology across the curriculum.
- ◆ Plans for the longer term development of the school.
- ◆ Provision for pupils' personal development.
- ◆ Teaching time for older pupils.
- ◆ Termly curriculum planning to reflect how provision is planned to provide for the range of ages and attainment in each class.

** The school is aware of this issue and is already addressing it. The areas for improvement will form the basis of the governors' action plan.*

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school's overall improvement is good since the last inspection in March 1997. The school has made good progress in overcoming the weaknesses identified. Since the last

inspection the headteacher has had limited non-teaching time to enable her to fulfil her duties as headteacher. In addition the governing body has had a number of vacancies which have resulted in an increased burden on governors all of whom have been appointed since the last inspection. Teaching for older pupils is now very good and this is having a significant impact on both standards of attainment and behaviour. The school has used national guidance materials to plan the curriculum provision. Teachers' planning clearly identified what is to be learnt in each lesson and identifies the needs of different groups of pupils within each class. The school development plan contains good plans for development of key curriculum areas. It has insufficient detail regarding other curriculum areas and aspects of the school's work and does not provide a plan for the longer term development of the school. A careful analysis is made of the standards pupils attain and staff and governors are committed to raising standards and improving the quality of provision.

STANDARDS

As the number in each year group in 2001 was less than 10, it is not appropriate to compare the performance of pupils in the school with the performance of pupils nationally or with the performance of pupils in similar schools.

The number in each year group varies considerably, also the number of pupils with special educational needs. In some years recently there has been a very significant difference in the number of boys and girls in each year group. The performance for those years reflect the lower performance nationally of boys compared with girls. In this small school this has a significant impact when comparing performance both nationally and with similar schools. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school. Results over the four years since 1997 have been good overall in reading and mathematics and satisfactory in writing for pupils at the end of Year 2. For pupils at the end of Year 6 there has been a significant improvement in standards since 1999 which is a reflection of the improvement in the quality of teaching for these pupils.

Levels of attainment upon admission to the school are broadly average. By the end of the Foundation Stage almost all pupils attain at least satisfactory standards in all the areas of learning. During the inspection standards for the majority of pupils were satisfactory and in line with national expectations for pupils in Year 2 and Year 6 in English overall. They were good in reading and speaking and listening and satisfactory in writing. They were good in mathematics for pupils in Year 2 and Year 6. In science they were good for pupils in Year 2 and very good for pupils in Year 6. Standards in information and communication technology education are satisfactory. In the lessons observed, progress was good for the majority of pupils, including those pupils with special educational needs and pupils from the travelling community.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|-------------------------|--|
| Attitudes to the school | Good. Pupils enjoy coming to school and are interested and involved in activities. |
| Behaviour, in and out | Satisfactory. There are occasions when some pupils behave |

| | |
|--|---|
| of classrooms | inappropriately both in and out of class. Incidents of bullying are rare and they are dealt with promptly. |
| Personal development and relationships | Pupils' personal development is satisfactory. Pupils have insufficient opportunities to take on responsibilities. Relationships are satisfactory. |
| Attendance | Good. The majority of pupils arrive punctually. |

Pupils listen attentively and most respond well in lessons. The effective integration of new pupils from the travelling community has been a significant achievement.

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching | good | good | very good |

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

The overall quality of teaching is good and this has a positive impact on pupils' learning and the raising of academic standards. There was no unsatisfactory teaching. These findings are an improvement on the standards reported in the last inspection. Teaching was of a particularly high quality for the oldest class, with several examples of very good teaching. As a result, pupils make particularly good gains in learning in this class. The quality of teaching is good in English, mathematics and science. The different organisation of teaching groups for science is particularly effective. Teaching is good for children in the Foundation Stage. Support staff play a significant role in the good provision for pupils with special educational needs and for pupils from the travelling community who are successfully integrated rapidly into school life. The quality of teaching helps to ensure pupils make good gains in learning throughout the school. Their needs are met well and they gain skills, knowledge and understanding in a systematic way.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The school provides a broad and balanced curriculum which is satisfactory for children in the Reception Year and for pupils in Years 1, 2 and 3. It is good for pupils in Years 4, 5 and 6. It is enhanced for all pupils with interesting visits and a good level of extra-curricular activities. |
| Provision for pupils with special educational needs | Good. Pupils progress well because of the good levels of curricular and adult support. Provision for pupils from the travelling community who attend the school from time to time is good because of the efforts the school makes to integrate them quickly into school life. |
| Provision for pupils' personal, including spiritual, moral, social and cultural | Satisfactory. Pupils are taught the difference between right and wrong. There are opportunities, such as the school council, for pupils to develop a sense of responsibility. Teaching of the broader aspects of personal development and life in a modern |

development

multicultural society is underdeveloped.

| | |
|--|--|
| How well the school cares for its pupils | There are satisfactory procedures for the care and protection of pupils. Procedures for monitoring pupils' academic progress are good. |
|--|--|

The school works well in partnership with parents. There are strong links with parents, whose involvement in school life and with homework has a positive effect on their children's education and progress. Regular information is sent to parents on school events. Annual reports on pupils' progress provide very good information to parents on how their children are doing in all subjects. There is insufficient information about the work their children are doing each term.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Satisfactory. The headteacher has limited time to undertake the duties of headship. She is well supported by key staff. Monitoring and evaluation of teaching and learning for which there is specific provision in the current development plan is at an early stage of development. |
| How well the governors fulfil their responsibilities | Governors are conscientious and they fulfil their statutory duties well. Their role in creating a community spirit and caring for the pupils is good. Their work has been impeded by long term vacancies on the governing body. |
| The school's evaluation of its performance | Satisfactory. The headteacher analyses the school's performance in national and other tests rigorously and shares the information appropriately with staff and governors. The school development plan does not help governors to evaluate how well the school has done as it does not cover all aspects of the school's work. |
| The strategic use of resources | Satisfactory. Funds are used appropriately for the purpose for which they are intended. Governors manage the finances of the school well and give appropriate consideration to the effectiveness of their spending. |

Resources are obtained at the most competitive prices and the school uses them well. The quality and range of resources is satisfactory. A recent audit of the library has identified the need to invest in a greater range of books and other sources of information for research. Staffing levels are satisfactory. Arrangements to provide effectively for a newly qualified teacher were limited. There is a good commitment to professional training linked to the school's plans for curriculum development. The accommodation is satisfactory with good outdoor areas both hard surfaced and grassed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none">◆ Their children like school and make good progress.◆ They feel able to share their concerns with the school.◆ The school helps their children develop and mature. | <ul style="list-style-type: none">◆ Behaviour in the school.◆ The amount of work to do at home.◆ Information about how their children are getting on.◆ How closely the school works with parents. |

The responses to the questionnaire sent to parents prior to the inspection and views expressed at the meeting of inspectors with parents indicated a range of opinion amongst parents. Inspectors' judgements for the most part support the views expressed by the majority of parents. The school endeavours to work with parents and has established good routine communication. Inspectors' judgement is that there has been an improvement in behaviour, particularly for older pupils but there is room for further improvement in pupil's personal development throughout the school. There has been inconsistency in the practice and provision of homework and the school should make its policy and practice clear to parents and ensure it is consistently implemented. There is scope to improve the information provided to parents about the work their children are doing in school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards. Available evidence suggests that when compared with results at the time of the last inspection in 1997 for pupils aged 7 and 11 these show an improvement in science and mathematics and are relatively consistent in English.

2. Standards of attainment seen during the inspection are satisfactory in English overall. They are good in reading and speaking and listening for the majority of pupils throughout the school and satisfactory in writing. For most pupils in Year 2, they are at least satisfactory and often good in mathematics and science. For pupils in Year 6, standards of attainment are good in mathematics and very good in science. Pupils' standards of attainment are satisfactory in information and communication technology throughout the school.

3. These standards reflect an improvement in mathematics and science, particularly for older pupils at Key Stage 2, since the last inspection. The school has successfully addressed many of the issues raised from the previous inspection. It has set clear and realistic targets for further improvement which when allowance is made for the movement of pupils, including those from the travelling community, have been met.

4. Children enter the school with levels of attainment which are broadly in line with those expected for their age. Information from the baseline assessment, administered soon after children start school, confirms this picture. They make satisfactory progress and by the end of the Reception Year, most are likely to achieve the early learning goals in all areas of learning. They achieve well in their creative development and their knowledge and understanding of the world. Children make satisfactory progress because of the quality of teaching and support based on secure understanding of the needs of young children. The planning of the curriculum is satisfactory and staff create a happy and purposeful atmosphere in which children learn confidently.

5. By the time they are 7 years old, most pupils develop their speaking and listening skills effectively and acquire appropriate specific subject vocabulary so that they are able to express their ideas clearly. They ask questions and share their thoughts openly during discussions. Pupils enjoy reading and experience a wide range of texts so that they practise their skills in all subjects. Slower learning pupils use illustrations to help them to understand stories. The school emphasises the step by step teaching and learning of letter sounds and patterns so that pupils achieve well in reading, writing and spelling and gradually learn to build simple words. A significant minority of Year 2 pupils read at above average levels for their age. In writing, most pupils at Key Stage 1 develop appropriate skills of letter formation, though some younger pupils are uncertain about where to position letters. By the end of Year 2, few pupils write stories with clear introductions, middles and endings. Higher attaining pupils use interesting vocabulary and show a clear sense of narrative in their writing.

6. In mathematics by the end of Year 2 the majority of pupils acquire a good range of strategies to answer the teacher's brisk questions in

mental arithmetic sessions. Pupils benefit from the skilful intervention of the teacher and support staff to tease out their thoughts during individual and group work. Pupils develop an increasing awareness of the use of mathematics in everyday life, for example, in weighing, measuring and shopping. In science, the school's increased provision of practical investigations helps pupils to gain a deeper understanding and knowledge of the world around them. Most pupils develop skills of systematic observation and recording at a good rate and their use of appropriate vocabulary supports their good progress.

7. By the time they are 11 years old, pupils use their skills in speaking and listening effectively, for example, they support their arguments effectively during discussions and take part in the school council. The quality of relationships in the school ensures that pupils are able to express their views without fear of criticism. Most 11 year olds answer teachers' questions confidently and are keen to contribute their ideas. In reading, attainment improves throughout the school and is good overall. Most pupils read fluently by the end of Year 6. Pupils benefit from reading together from enlarged texts during the literacy hour. They explore spelling patterns, look for specific punctuation and consider how words are used to create a range of effects. In written work the consistent teaching of spelling and regular practice in basic grammar give pupils a good grounding though a fluent handwriting style is not always effectively acquired by the earlier part of the key stage. By the end of Year 6, a significant number of pupils find it difficult to write at length for a range of purposes, across the curriculum. The school has recognised this and is effectively implementing a plan to overcome these weaknesses and improve standards of written work.

8. In mathematics, pupils' positive and enthusiastic approach to mental arithmetic helps them to gain increasingly secure knowledge of the four rules of addition, subtraction, multiplication and division of numbers. Pupils increasingly use this knowledge to solve practical problems which are expressed in words rather than figures. By the end of Year 2 most add and subtract using two digit numbers accurately and the higher attainers manage up to the hundreds. They solve simple problems using multiplication and division and have a sound understanding of arithmetic. By the end of Year 6, many calculate mentally with speed and accuracy as a result of the sessions of mental arithmetic. They apply their mathematical knowledge and skills effectively and improve the accuracy with which they add, subtract, multiply or divide.

9. In science, pupils gain knowledge and understanding at a good rate because of the school's increasingly practical approach to the teaching and learning of the subject. By the end of Year 2, pupils have a satisfactory body of scientific knowledge about living things, how the human body works and the properties of some common materials. They develop skills of observation, for example, when studying sunflowers. At Key Stage 2, pupils extend their knowledge of forces such as magnetism and friction. Pupils develop a good knowledge and understanding and develop good investigative skills. Most pupils can confidently explain their experiments, using appropriate scientific vocabulary. Many can predict and hypothesise. By the end of Year 6, most pupils have a secure understanding of fair tests. They predict, observe and measure with appropriate precision and record their work well.

10. Pupils make satisfactory progress and attain standards in information and communication technology which are close to those expected for their age and this is an improvement since the last inspection. Younger pupils operate a keyboard and mouse effectively. They write simple texts on the screen and know that their work can be saved or printed. They use a graphics program effectively. Older pupils continue to develop fluency

and accuracy when using the keyboard. They use the mouse confidently to operate different programs. They refine skills in word processing to edit and amend texts. As they grow older, pupils gain increasing experience with data handling. They have limited experience of controlling events using a suitable program and this limits the use pupils make of information and communication technology in other subjects. Most pupils use CD-ROMs and the Internet confidently by the time they are 11. The school has recognised the need to develop greater opportunities for the use of information and communication technology. Its plans include appropriate training opportunities for staff to develop their knowledge and expertise.

11. Standards in geography are good and above national expectations throughout the school. Pupils achieve satisfactory standards in all other subjects. Standards in art and design, design and technology, history, music and physical education are in line with national expectations for 7 and 11 year olds. These findings are similar to those at the last inspection.

12. Higher attaining and talented pupils achieve well by the time they are 11 because teachers have high expectations of them and convey this very clearly. Pupils with special educational needs make good progress towards the targets in their individual education plans. Realistic targets are set for these pupils to achieve regular success. Pupils from the travelling community achieve well and are rapidly integrated into the life of the school. Teaching support is good and classroom assistants help pupils to achieve well in lessons. Factors which enhance the progress of pupils with special educational needs include the good links between school and home and the good links with the support services of the local education authority.

Pupils' attitudes, values and personal development

13. Since the time of the previous inspection, good attention has been given to promoting positive behaviour which has resulted in significant improvement in the overall attitudes displayed by the majority of pupils. Children in the Foundation Stage are usually attentive, often absorbed in their work and play. They learn to take turns and play amicably, developing good relationships with adults and each other, sharing resources well. All pupils are keen to attend school.

14. Pupils across the school have good attitudes to learning in nearly all lessons. Most pupils show interest and enthusiasm, sustaining concentration when the lesson is stimulating and responding well to instructions. Parents at the inspection meeting were positive in their response to the attitudes and values that the school promotes.

15. The behaviour of the majority of pupils is satisfactory overall and often good. Pupils usually respond to the expected standards of behaviour, with many showing more mature, responsible attitudes to the good standards set by staff. There is an inconsistency in the enforcement of these expectations and a small number of pupils are disorderly in their movements about the school and show a lack of courtesy and thoughtfulness for others. Bullying is known to be unacceptable and parents confirm that the school quickly attends to any such incidents. There are no recorded exclusions and pupils say they feel safe at school and part of a 'big family'.

16. Relationships between staff and pupils, and amongst pupils themselves, are satisfactory, with instances of good rapport seen during lessons. Pupils show varying

levels of mature and sensible behaviour, with those participating in the 'Big Friend, Little Friend' scheme responding well to the responsibility given to them. They display initiative when opportunities arise, but these opportunities are insufficient for individuals to gain confidence and fully progress their personal development. Pupils with special educational needs are very well supported and encouraged in their work by support assistants who assist them in tackling challenging tasks. The majority of pupils show satisfactory consideration for the well being of others, and concern when a pupil falls in the playground, for example. In moving about the school and through the doors there is considerable jostling and pushing to gain entry or to leave the building with few acts of courtesy shown to adults and other pupils, or respect for their safety.

17. Attendance levels at the school are consistently good and above the national average. Pupils are keen to come to school and most arrive in good time for their lessons. There is no unauthorised absence and punctuality is well monitored by staff. Registers are marked correctly and conform to statutory requirements.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is good overall. This is an improvement since the last inspection, when it was satisfactory. During this inspection, it was good or better in over three quarters of the lessons seen and very good in a third of lessons. No unsatisfactory lessons were seen. In the Foundation Stage, all teaching in lessons seen was good. It was good or better in three quarters of lessons for Years 1 to 2. Teaching was very good in one half of lessons for Years 3 to 6. The best teaching was in Years 4, 5 and 6. Teaching is focused well and pupils are helped to recognise their own improvements. Class teachers have positive approaches to pupils with special educational needs who are well integrated with their peers.

19. As a result of this overall good teaching, most pupils learn at a good rate and achieve well. In classes for five to 7 year olds, rigorous attention to the teaching of the basic skills of literacy and numeracy is a prominent good feature. The good quality of teaching for pupils in Years 4, 5 and 6 reflects the teacher's good planning of lessons, so that pupils build effectively on what they already know. Throughout the school, the best lessons are characterised by the teachers' high expectations of pupils.

20. In the good and very good lessons, teachers' planning shows suitable learning objectives, which are carefully matched to pupils' prior levels of attainment. Lessons proceed at a good pace and a range of teaching strategies is used to good effect. Skilled questioning techniques ensure that all pupils are challenged and teachers monitor pupils' progress carefully during the lesson. For example, older Key Stage 2 pupils enthusiastically develop their ideas during a discussion of how they can alter the brightness of a bulb, following a good introduction and a well managed class discussion to identify key aspects which should be considered.

21. Where teaching is satisfactory, teachers plan carefully, following National Curriculum programmes of study. Teachers give clear explanations, instructions and demonstrations and provide careful support for all pupils. Lesson objectives are often appropriate, but tasks and organisation of the lesson do not always provide effectively for the range of ages and attainment within the class.

22. In the Foundation Stage, the good quality of the teaching gives the children a positive start to their schooling. The teacher provides a caring environment. Appropriate

consideration is made of children's attainment on entry, using the recently introduced baseline assessment, which shows their prior attainment within the early learning goals for their age. Most activities reflect children's prior attainment. Staff recognise the importance of children's language development and there is appropriate emphasis on literacy and numeracy, with rigorous teaching of letter shapes and sounds and thorough practice of early arithmetical skills. The support assistant is closely involved in the teaching and all staff are involved in the planning of activities. The teachers and support assistant value the children; they listen to them patiently and are interested in what they have to say. This builds children's confidence and helps them to express their views and ideas. There are pleasant relationships between children and adults. Other adults who help, provide skilled support in the classroom. Medium term planning is satisfactory and includes all elements of the appropriate areas of learning, although this is not always fully reflected in short term planning.

23. There are strengths in the teaching and few shortcomings. The quality of the teaching observed was good overall for pupils in Years 1 and 2. Teaching was very good for 7 to 11 year olds, particularly for the older pupils, where teachers managed the pupils well and dealt with a wide range of pupils' needs. In all subjects, the best lessons were organised well and moved along at a brisk pace. Throughout the school, teachers gave clear explanations of what the pupils were expected to do so that they could get on with their work and did not waste time. Less effective, though satisfactory, lessons sometimes lacked the pace and challenge of more successful ones. Teachers' explanations were too long or tasks were not as demanding as they could be for all pupils. As a result, pupils became restless and did not achieve as well as they could.

24. The teaching of English is at least satisfactory with some good features, particularly for older pupils at Key Stage 2. The staff make good teaching points about the mechanics of language and link this well to the sharing of texts as a class. They generally provide appropriate challenge for the pupils and give clear guidance on the teaching of skills such as spelling and presentation. Handwriting is taught in each class. The teaching of reading includes appropriate opportunities for the pupils to build words from letter sounds.

25. In the teaching of mathematics most lessons have a good whole class introduction and many finish with a useful session to review what has been learnt. The 'quick fire' mental arithmetic sessions at the beginning of each numeracy lesson were particularly effective.

26. In science there are good opportunities for investigations to stimulate interest in science. Teachers' attention to the development of pupils' skills of scientific enquiry was demonstrated by their use of probing questions which made pupils think hard before they answered. Teachers make good use of skilful questioning to ensure that the pupils have understood what is taught through sessions at the end of most lessons.

27. The teachers' planning, particularly for older Key Stage 2 pupils, provides appropriate challenge for more able pupils to extend their learning in all areas of the curriculum. The teachers have appropriate knowledge of the subjects and use it to set clear objectives and focus on what is to be achieved. Class teaching is used effectively at the start of lessons and many lessons end with discussion of what has been learned. The teachers provide good support through verbal comments which include guidance on how the pupils might improve. They mark the pupils' work regularly and often include comments to help the pupils improve. The teachers use praise effectively to motivate the pupils. In most lessons, discipline is good. Teachers have good control and relationships between them and their pupils are good.

28. All staff work hard and look thoughtfully for ways to help their pupils. Teachers generally manage pupils' behaviour well by following the school's code of conduct and by creating a positive atmosphere in which pupils strive for rewards and want to be successful. There is insufficient provision to recognise the achievements and contribution of individual pupils.

29. Pupils who have special educational needs, including pupils from the travelling community who attend the school temporarily from time to time, achieve well and teachers plan carefully to meet their needs. They set targets for both individuals and groups of pupils with similar needs so that pupils are challenged appropriately. The main thrust in support for these pupils is in literacy and numeracy and teachers plan well and involve classroom assistants effectively during activities so that pupils make good progress in line with their classmates. In other subjects, good support with language and literacy helps pupils to do research, organise findings and explain what they have done with increasing success. Support staff play an important role in the education of all pupils; their support for pupils with special educational needs is particularly valuable. Specialist teaching and support for pupils from the travelling community is of high quality. Pupils make good progress because of the sensitive management and thorough understanding of their needs.

30. Staff have worked well to implement the daily literacy and numeracy lessons in the interest of raising the standards of pupils' attainment. Literacy and numeracy are taught well throughout the school and are promoted effectively in all subjects. The regular and thorough teaching of letter sounds and spelling patterns helps pupils to improve their spelling, especially in Years 1 and 2. Throughout the school, the teachers' thoughtful selection of interesting literature helps pupils approach new texts with increasing confidence. Marking of pupils' work is good. Teachers keep brief and useful records which help them to prepare lessons, give a short summary at the end of each term and report annually to parents. The school has no helpful system for teachers to record how pupils are acquiring knowledge and skills systematically, for example, in art and design or geography, in order to provide clearer information for parents and the pupils' next schools.

31. Teachers deploy non-teaching staff effectively to support pupils during activities. Learning resources are chosen effectively to help pupils to understand and remember what is being taught and to bring life to their learning, for example, when the teacher of Year 4, 5 and 6 pupils used the local environment to stimulate pupils' interest and reinforce their understanding of the flow of a river linked to their work in science and geography. Insufficient use is made of information and communication technology to reinforce and extend pupils' learning. For example, pupils make little use of computers to search for information in CD-ROMs and on the Internet.

32. Homework is set but provision has not been consistent through the school. Teachers work hard to involve parents with their children's learning, both in and out of school. They are particularly successful with the reading programme, in which many parents play a valuable role in listening to their children and maintaining dialogue with the school through entries in reading diaries. Insufficient information is given to enable parents to be fully involved in other aspects of the work their children are doing.

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

33. The school provides a broad and balanced curriculum, which is satisfactory for children in the Reception Year and for pupils in Years 1, 2 and 3. It is good for pupils in Years 4, 5 and 6. The curriculum also makes appropriate reference to sex education and drugs awareness. The quality and range of learning opportunities has improved since the last inspection, particularly for the older pupils. Policies have been developed for all subjects. Teachers' daily planning clearly identifies what is to be learnt in each class and identifies the needs of different groups of pupils within each class. Schemes of work, which are based on national guidance materials, do not reflect the work to be undertaken in each class in the termly planning. The time spent in lessons is below the level recommended in national guidance for older pupils.

34. The curriculum for children in the Foundation Stage is appropriately based on the recommended areas of learning. It enables children to make progress and successfully guides them into the early stages of the National Curriculum. There is no policy or scheme of work for these children. Planning is reliant on the expertise of the class teacher to meet the needs of the children by adapting the early learning goals for children's learning on entering the school. The lack of opportunities to regularly use large outdoor climbing equipment or play on wheeled toys limits children's physical development.

35. The personal, social and health education programme makes a satisfactory contribution to pupils' personal development, but pupils have insufficient opportunities to take on responsibilities. Inspectors agree with concerns about homework expressed by some parents in their pre-inspection questionnaires. There has been inconsistency in the practice and provision of homework and the school should make its policy and practice clear to parents and ensure it is consistently implemented.

36. Provision for talented pupils and those who have special educational needs is good. Pupils progress well because of the good levels of curricular and adult support. Provision for the pupils from the travelling community who attend the school from time to time is good because of the efforts the school makes to integrate them quickly into school life. The school ensures that all pupils have full access to the curriculum and wider opportunities.

37. The core subjects of English and mathematics are well planned to reflect the National Literacy and Numeracy Strategies. Standards of attainment in mathematics and reading are good. The school is effectively adapting the daily literacy hour in an attempt to improve the standards of pupils' written work. Some progress has been made with plans to upgrade and increase provision for information and communication technology. The school recognises the need for further development in its use across the curriculum.

38. There is a good balance of extra-curricular activities. Activities include chess, drama, art and craft, football and cricket, and many take part. Pupils have opportunities to visit places of interest such as the museum and gallery in Northampton and a Tudor house for "Tudor Christmas" celebrations. Visitors are invited to the school, for example, two "Tudor gentlefolk" described their life, discussed artefacts and dressed the pupils as pikemen for military manoeuvres in the playground. Children are well prepared for admission to the school through very good links with parents and pre-school meetings and visits. At the end of Year 6, pupils are effectively helped to transfer smoothly to their secondary school.

39. Provision for pupils' spiritual, moral, social and cultural development is satisfactory. Pupils are taught the difference between right and wrong. There are opportunities, such as

the school council, for pupils to develop a sense of responsibility. The school has strong and effective links with the local church and community. Teaching of the broader aspects of personal development and life in a modern multicultural society are underdeveloped.

40. Much of the spiritual development is promoted through areas of the curriculum that give pupils an understanding of Christianity and other world faiths. In history, geography and science pupils are encouraged to reflect upon their place in, and their effect upon, the environment. Pupils develop a satisfactory understanding of religious symbols through regular visits to Staverton church. Pupils throughout the school are encouraged to reflect on stories, pictures and things they learn which make them think deeply. Residential and other visits provide a further enrichment of this aspect of pupils' experience.

41. Work in personal and social education develops sound relationships between pupils and with the staff. The school successfully operates a 'Big Friend, Little Friend' scheme, whereby the oldest children "adopt" a child in Class 1. They look after them in the playground, on school trips and walking to church. Although good behaviour is promoted in the school and is celebrated in assemblies, occasionally pupils lack consideration for one another and there are times when some pupils behave inappropriately both in and out of class. There is a need for all staff to be trained in the implementation of the school's positive behaviour policy. Pupils are involved in raising money for national charities such as the St. John's Ambulance Brigade, NSPCC and National Children's Home.

42. The social development of the pupils is satisfactorily managed. Pupils in Class 3 produce an interesting and informative school newspaper, which they help to deliver around the village. Pupils are given some responsibilities in school, such as managing the overhead projector in hymn practice, but there are missed opportunities for pupils to act responsibly in classrooms. For example, through activities such as handing out resources used in lessons and collecting them in at the end, or taking registers to the school office. The school has good links with the community. Elderly residents who live locally are invited to coffee mornings and events such as Sports Days and the Christmas Concert. The wide range of extra-curricular activities is very popular with pupils and provides good opportunities for social development.

43. Cultural development which is promoted through stories, visitors to the school and theatre groups introduces pupils to examples of their cultural heritage. Pupils study and paint in the style of famous artists such as Monet, Van Gogh and Cezanne, thus gaining a feeling for those forms of artistic expression. Work in history and geography serves to extend their experience, and this is given more significance when it is made particularly relevant through visits to such places as museums and galleries. Strong links established with the local church give children opportunities to explore and learn about the place in society of the English church. Other faiths and cultures are introduced and studied by examining festivals and foods enjoyed by Jewish and Muslim people. There is room for further improvement in the provision for the pupils' cultural development, by identifying opportunities for learning about different cultures across the curriculum and improving the level of resources.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The previous inspection found the school to be less than effective in providing for the educational, personal support and guidance of its pupils. The current inspection finds these aspects to be satisfactory, with the procedures for assessing pupils' attainment and

progress to be good. Assessment is used well to inform teachers in their curriculum planning and good monitoring of pupils' academic progress enables staff to give focused support to their pupils. The relationship between class teachers and pupils is an important aspect in the care provided. It is reinforced by the knowledge staff have of their pupils and their understanding of pupils' needs.

45. Pupils with special educational needs are fully integrated into the life of the school. They receive good support in all aspects of school life. Their individual education plans are of good quality, with care being taken to ensure that the identified steps in their learning have a precision to allow accurate assessment of progress to be made.

46. Adults who help in the school or on trips are well briefed by staff and assist in the continuity of care throughout the day. Parents of pupils in the reception class talk with the class teacher in the morning and exchange any information they may have. Pupils are confident in approaching adults with any problems and many older pupils take responsibility for younger ones seriously and help to supervise their play.

47. The designated person for child protection has received appropriate and current training. Staff awareness is maintained by staff discussion. The headteacher is trained in first aid techniques. There are known procedures for monitoring health and safety, which are documented and recorded as required. Termly fire drills are carefully logged. The school is clean and well maintained. The quality of supervision during the midday break is generally satisfactory, although there is some inconsistency in the implementation of the school's positive behaviour policy. Some pupils successfully flout known school rules and challenge the authority of the supervisors. The establishment of a school council, and a system of peer group mentoring to help bring better behaviour, are examples of the school's fostering of personal responsibility, which was an area of weakness at the last inspection. The adults in the school are very responsive to the needs of their pupils and know them well.

48. Class teachers monitor attendance and punctuality for their class and punctuality is encouraged through personal reminders to parents. The above average attendance rate confirms the parents' views that pupils like coming to school and there is no truancy. There is a good level of communication between staff and adult helpers as to what constitutes acceptable behaviour and for promoting good behaviour. A small number of pupils seem unsure of what these standards of behaviour are. There are satisfactory procedures for monitoring and dealing with bullying and pupils are confident in approaching adults to help them with any difficulties, for example during boisterous play at break times.

49. Procedures for assessing pupils' academic progress are good and have improved since the last inspection. The youngest children are assessed on entry to the school and results used to plan their work. Assessment in mathematics, English and science has improved significantly in Years 3 to 6 and has contributed to a rise in standards of attainment. Good results are maintained of pupils' progress in English, mathematics and science and are satisfactory in other subjects. A good feature of assessment is the quality of teachers' marking.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The previous inspection found the school's partnership with parents to be satisfactory. Currently, these findings are endorsed by the inspection and by opinions expressed by parents prior to and during the inspection, which were mostly supportive of the work of the school. Many parents do value the educational opportunities provided and are involved in their children's learning. This has a positive impact on their children's attainment. Many opportunities are provided for parents to become involved in school life and regular numbers assist in classrooms, with swimming and with trips to support the curriculum.

51. The fund-raising efforts of the Friends of Staverton School, which were said to be excellent at the previous inspection, have been well maintained. The Friday morning Tuck Shop receives regular supplies of home made cookies provided by a number of local residents, and 'Uncle Mike' volunteers his expertise to help maintain the very attractive grounds around the school. Parents and governors come into the school with the children, often with younger siblings accompanying them, chatting briefly to staff on day-to-day matters or socialising with other parents. They feel welcome in the school and their contribution to the life of the school is welcomed and valued by staff. These very effective links with parents are a strength of the school as is the impact of this involvement on the daily work of the school.

52. The information provided for parents about the school is of good quality. It is practical, comprehensive and informative. Both the prospectus, with local business sponsorship and the annual governors' report for parents contain detailed information about the school and its achievements. There are formal and informal opportunities for individual consultation with the staff about their children's progress. The annual written reports are fully detailed and of very good quality overall. They give a clear indication of attainment levels achieved in areas such as reading, and always indicate specific targets for improvement. Parents are kept up to date with activities taking place in the school through the Staverton pupils' paper produced by pupils, by articles in the parish magazine and by notices placed on notice boards at the school's entrances to classrooms. Parents do not receive details of what their children will be learning or termly curriculum topics. Parents at the pre-inspection meeting mentioned this, although staff are said to be very approachable and the information provided at induction to the school is very good and helpful. Parents of pupils with special educational needs are involved in the decision making process and are kept fully informed about the needs of their children.

53. Parent governors make a significant contribution to the continuing efforts to encourage parents to work with the school for the benefit of their children or to raise concerns or suggestions with them. The school canvasses parents' views from time to time and the staff endeavour to make parents feel welcome. Parents appreciate the good support given to the pupils and feel teachers 'cope well with the mixed-age classes'. Homework is set, although not consistently, but parents feel generally satisfied with the quantity given. Parents strongly endorse the parent/teacher relationship in the school and the warm, friendly approachability of the staff to their ideas and problems.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The overall leadership and educational direction provided by the headteacher are satisfactory. She has developed a strong sense of partnership between governors, staff and parents. The headteacher provides sound educational direction, which is focused on the achievement of good standards and positive learning experiences for all pupils. Her

vision guides the school's work effectively. It is reflected in the aims of the school and is shared by staff, governors, parents and pupils. There is a clear commitment to a caring Christian ethos, which is greatly valued by the whole school community. The school's sense of community and clear sense of educational direction, together with strong elements of leadership which are being drawn together, particularly by the governing body, provide it with the good capacity for further improvement and success.

55. The headteacher has limited non-teaching time within which to fulfil her headship role and this has had a detrimental impact on the development of provision within the school. Teachers have shown a high level of commitment in taking on responsibility for a range of subjects and make a valuable contribution to raising standards. Job descriptions are in need of review to match teachers' responsibilities.

56. The school has responded well to the issues raised in the previous inspection and has the capacity for further improvement. The school produced a clear action plan in response to the last inspection report and has begun to successfully address all the issues raised. The quality of teaching for older pupils is greatly improved. The school has adopted national guidance material for the curriculum. It has monitored progress in these areas and is continuing to develop the use of assessment for diagnostic purposes, to assist in target setting and inform planning for future learning.

57. Governors support the headteacher well in dealing with community and parental issues but rely on the headteacher and staff for guidance on curricular matters. There are currently three vacancies on the governing body and this has resulted in significantly greater demands on the existing governors and impeded the development of their role as 'critical friend' to the headteacher on wider aspects of school improvement, monitoring and evaluation. The school shares its positive ethos and aims with the community and is successful in meeting its objectives.

58. Since the last inspection, the governors have become more involved in the management of the school and they take an active part in monitoring the curriculum. The governors fulfil their statutory responsibilities and take an active part in school life in areas such as health and safety, the provision for pupils with special educational needs and financial decision making. They meet regularly and there is an appropriate structure of committees. They have been involved appropriately in supporting the introduction of the National Literacy Strategy. The governing body is supportive, active and fulfils its legal responsibilities by retaining oversight of the budget, plans and policies.

59. There is a satisfactory system in place involving all staff and governors in establishing needs for inclusion in the school development plan and identifying priorities. This has formed the basis of an effective action plan with valuable, achievable goals, which has outlined the main needs for development within the current academic year. The school recognises the need to develop a more long term plan to cover a period beyond the current academic year to include all areas of the curriculum and the different aspects of the school's work.

60. The school has appropriate and well defined aims and the management of the school is successful in promoting them. The headteacher has established a sound management structure within the school which involves staff at all levels and which has direct links with the governing body. The skills and experience of staff are employed to support developments in curricular, administrative and pastoral aspects of the school.

There is a suitable commitment to promoting equality of opportunity, particularly in relation to the integration of pupils from the travelling community.

61. Co-ordination of the school's curriculum and aspects of school life are suitably delegated, although much curriculum development work is undertaken jointly. The school has good plans within its current budget to provide limited opportunities for the monitoring and evaluation of their subjects.

62. The leadership and management of the provision for pupils with special educational needs are satisfactory. The Code of Practice is fully complied with. Regular targets are derived from individual education plans and are evaluated appropriately. Annual reviews for children with Statements of Special Educational Need are properly managed by the school and they meet statutory requirements. There is a designated governor for special educational needs and the governing body is kept fully informed about issues. The governors meet their statutory reporting obligations.

63. The school's aims, values and policies influence the work of all staff and there is a shared sense of purpose. Parents fully support the school's aims, as reflected in the questionnaire and at the parents' meeting held prior to the inspection. The school meets statutory requirements for the recording and publication of National Curriculum assessments.

64. The staff are suitably qualified. There are three full time teachers, including the headteacher, and one part time teacher. Responsibilities are delegated and teachers collaborate in developments. Job descriptions are in place, though the school appropriately recognises the need for their review and development, to reflect ways in which roles contribute to raising standards in the school. Recent difficulties in staffing arrangements have been dealt with satisfactorily. There has been very little non-contact time for the newly qualified teacher. Support staff are deployed effectively. They are clear about their own roles and make a good contribution to the pupils' education.

65. The headteacher has responsibility for the Foundation Stage provision. Appropriate consideration is made of children's attainment on entry, using the recently introduced baseline assessment, which shows their prior attainment within the early learning goals for their age. Most activities reflect children's prior attainment.

66. The quality of teachers' work is enhanced by regular professional development. There are good plans for the constructive observation of classroom practice. The school appropriately regards this as an effective method of maintaining momentum for developments, along with the successful development of staff's professional knowledge. Staff development is managed effectively. Relationships and communication between teachers are good and there are appropriate meetings to ensure that staff are involved in, and informed of, decisions. In-service training is managed effectively. Staff needs are identified and suitable provision is made for their professional development. There are sufficient opportunities to share information from courses at staff meetings and this has a beneficial effect on the quality of teaching. Communication between staff and parents is good and the headteacher provides good information about the activities of the school.

67. Teachers and learning support assistants are generally deployed efficiently and financial resources are used effectively to maintain provision and fund new developments. The accommodation is used well; some interesting displays of pupils' work and information in a range of forms enhance the environment and provide stimulation and interest for pupils and parents. The available storage space is organised well and resources are easily accessible. Resources are used well to support learning. Good use is made of visits into

the community and visitors to the school and these enhance and enrich the curriculum. The amount of lesson time each week is below the national recommendations for older pupils. Time is mostly used efficiently; lessons usually start and finish punctually and little time is wasted in getting down to work. The school makes good use of funds raised to supplement resources. Funds provided to extend the provision of books for the National Literacy Strategy have been used well. Overall efficiency in all aspects of school management and provision of education is good.

68. There is an appropriate level of classroom support. Non-teaching staff, including the nursery assistant, provide valuable support. The school administrator makes an effective contribution to the school's administration. The caretaker ensures that the building is kept clean and tidy. Several school governors and other volunteers help in lessons and all staff, including the lunchtime staff, contribute well to the smooth running of the school.

69. The accommodation is adequate to allow the curriculum to be taught effectively. Outside, there are extensive hard and grassed playing areas which have seating and tables which were generously donated by local business people. There is a wildlife area adjacent to the school that provides an additional resource to support the curriculum, for example, in science. Children in the Foundation Stage are well provided for and have safe play areas. The school is generally well maintained and a programme of improvements is well managed. A storage shed holds a range of play equipment, which is used well at play times in the playground and on the surrounding field. In general, the school is enhanced by its position and by its attractive gardens. The library has recently been audited and the school is aware of the need to improve the range of books available. The local environment and local community offer good support for learning and pupils' education is enriched by the wide variety of visitors coming to school and by visits to various places of interest.

70. Financial matters are managed well. Good use is made of information and communication technology for the storage of information and for planning and managing the budget. External advice is purchased from the local education authority to support this process. This advice has also been valuable in supporting and extending the role of the school administrator in recent years. The school built up a substantial carry forward until recently but prudent financial management has helped the school improve the number of support assistants and the range and quality of resources. The school has a planned carry forward to enable it to maintain current staffing levels as pupil numbers fluctuate.

71. Day-to-day financial management and administration are good. Routine administrative procedures operate efficiently and unobtrusively. The school administrator has a clear role and gives very good support to pupils and staff. Very good use is made of information technology systems to maintain financial control and accountability. The recommendations of the most recent audit have been fully implemented. Secure accounting systems produce accurate and useful management information, so that governors are able to reflect on how they are getting the best value for the school. Specific grants, for example, for pupils with special educational needs and for staff training, are used effectively for their designated purpose. Governors manage the finances of the school well and give appropriate consideration to the effectiveness of their spending. Resources are obtained at the most competitive prices and the school uses them in the best possible way. The school's administrator ensures that day-to-day routine matters are dealt with promptly and teachers are left to get on with their teaching uninterrupted.

72. The cost of educating the pupils is above average. In view of the pupils' attainment on admission, standards achieved, good use of available funds, effective use of resources and improvements since the last inspection the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- ◆ Continue with the effective implementation of plans to improve the standards of pupil's written work by:

- *improving pupil's awareness and use of technical skills in writing;*
- *improving their opportunities for extended writing in different areas of the curriculum;*

(paragraphs 5, 7, 37, 91 and 92)

- ◆ Continuing the development of the use of information and communication technology by:

- *continuing to improve the level of resources;*
- *clearly identifying opportunities for the use of information and communication technology across the curriculum;*

(paragraphs 10, 31, 37, 97, 119, 137 and 142)

- ◆ Develop school development planning, monitoring and evaluation to make the school development plan an effective management document by:

- *involving all members of the governing body and teaching staff in establishing priorities for development each year;*
- *ensuring all aspects of the school's work are included in the development plan;*
- *ensuring all subjects of the curriculum are reviewed within a planned cycle;*
- *developing plans for the development of the school beyond the current school year;*
- *clearly identifying success criteria by which the governing body and teachers can evaluate the effectiveness of decisions taken;*

(paragraphs 55, 57, 59 and 61)

- ◆ Improve provision for pupil's personal development by:

- *developing and consistently implementing a whole school policy and practice;*
- *providing appropriate training for all staff, including non-teaching and midday staff, in the implementation of the school's positive behaviour policy;*
- *developing a scheme which recognises the efforts and achievements of individual pupils;*
- *providing greater opportunity for pupils to undertake responsibility within the school;*

(paragraphs 15, 16, 28, 35, 41 and 47)

- ◆ Review teaching time for older pupils in the light of national guidance on the length of the taught week;

(paragraphs 33 and 67)

- ◆ Improve termly planning of the curriculum by:
 - *developing existing schemes of work based on national guidance materials to reflect the work to be undertaken in each class within the school.*

(paragraphs 21, 22, 33, 114, 120, 126, 131 and 136)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan. These are indicated in paragraphs 32, 52 and 53:

- ◆ Improve information to parents on the work of their children;
- ◆ Ensure the school's policy for homework is clearly communicated to parents and implemented consistently.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

31

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

8

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 11 | 16 | 4 | 0 | 0 | 0 |
| Percentage | 0 | 35 | 52 | 13 | 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

YR – Y6

| | |
|---|----|
| Number of pupils on the school's roll (FTE for part-time pupils) | 60 |
| Number of full-time pupils known to be eligible for free school meals | 0 |

FTE means full-time equivalent.

Special educational needs

YR – Y6

| | |
|---|----|
| Number of pupils with statements of special educational needs | 1 |
| Number of pupils on the school's special educational needs register | 12 |

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 | 1 |
| Pupils who left the school other than at the usual time of leaving | 16 |

Attendance

Authorised absence

%

School data

4.6

Unauthorised absence

%

School data

0.0

| | |
|---------------------------|-----|
| National comparative data | 5.2 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| 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 1 (Year 2)

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2001 | 5 | 5 | 10 |

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 |
|--|------|------|-------|-------|
| | 2001 | 7 | 2 | 9 |

As the number in each year group in 2001 was 10 or less it is not a requirement to publish the schools National Curriculum test results.

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 | 0 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y2

| | |
|--|----------|
| Total number of qualified teachers (FTE) | 3.2 |
| Number of pupils per qualified teacher | 16.9 : 1 |
| Average class size | 18.0 |

Education support staff: YR – Y2

| | |
|---|----|
| Total number of education support staff | 3 |
| Total aggregate hours worked per week | 64 |

Financial information

| | |
|--|---------|
| Financial year | 2000/01 |
| | £ |
| Total income | 168,441 |
| Total expenditure | 157,339 |
| Expenditure per pupil | 2,156 |
| Balance brought forward from previous year | 4,460 |
| Balance carried forward to next year | 15,562 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 1 |
| Number of teachers appointed to the school during the last two years | 1 |

| | |
|--|---|
| 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 | 55 |
| Number of questionnaires returned | 28 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 68 | 29 | 0 | 0 | 3 |
| My child is making good progress in school. | 32 | 54 | 4 | 0 | 10 |
| Behaviour in the school is good. | 14 | 57 | 21 | 0 | 8 |
| My child gets the right amount of work to do at home. | 25 | 43 | 18 | 7 | 7 |
| The teaching is good. | 36 | 39 | 14 | 0 | 11 |
| I am kept well informed about how my child is getting on. | 29 | 29 | 21 | 14 | 7 |
| I would feel comfortable about approaching the school with questions or a problem. | 75 | 18 | 7 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 39 | 39 | 11 | 0 | 11 |
| The school works closely with parents. | 25 | 43 | 18 | 11 | 3 |
| The school is well led and managed. | 33 | 46 | 21 | 0 | 0 |
| The school is helping my child become mature and responsible. | 43 | 36 | 7 | 0 | 14 |
| The school provides an interesting range of activities outside lessons. | 25 | 57 | 10 | 4 | 4 |

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

73. The quality of education for children in the Foundation Stage is good. Children are well prepared for admission to the school through very good links with parents and pre-school meetings and visits. When children start school most have had experience of pre-school education. They are admitted into the school at the beginning of the academic year before their fifth birthday and taught in the Reception and Year 1 class. At the time of the inspection, there were seven children in the Foundation Stage and these were taught with 12 pupils from Year 1. When they begin school, children generally have well developed speaking skills and a sound general knowledge. Most are confident and eager to learn. Baseline assessments show that children's attainment on entry is broadly average with a wide range of attainment. These assessments are carried out during the first few weeks of admission and staff use these, and regular observations and assessments, to identify areas for development. By the end of the reception year the children achieve well and attain the early learning goals in all areas of learning. Children with special educational needs are identified early and given good support. At the time of the inspection, children in the Foundation Stage were attending school in the mornings only.

Personal, social and emotional development

74. The majority of children make sound progress in their personal and social development and by the time they finish their Reception Year attain standards of personal and social development which are at least in line with those expected for their age. They enjoy school and have a positive attitude to learning. They work and play together well and begin to collaborate in a wide range of activities. They show interest in the tasks set and are able to sustain concentration. They are given sound opportunities to develop independence, for example, when working on the computer with the minimum of help.

75. The quality of teaching in this area is good because there is good provision of stimulating activities which interest children. For example, there is a doctor's surgery in the classroom, which enables children to play together in a social setting. Children have good support from the classroom assistant. Their ideas are sensitively encouraged during an appropriate range of activities. This is clearly reflected in their developing self-confidence.

Communication, language and literacy

76. By the end of the Foundation Stage most children meet the early learning goals for communication, language and literacy. Children make sound progress in developing early reading and writing skills, showing appropriate recognition of some familiar words and letters. They understand that illustrations support understanding. In one lesson seen, the effective teaching of reading, using a big book entitled "Titch" by Pat Hutchins included covering parts of words, where children were encouraged to look carefully at the pictures to help identify the missing letters. Children's participation in the discussion highlighted their enjoyment of books and their ability to take turns and to share views. Most children are beginning to write their names and some familiar words. They regularly take home books to share with an adult. These arrangements have a positive impact on reading progress. Those with higher prior attainment begin to write simple captions for their pictures, whilst

those with less prior experience copy and trace. Appropriate opportunities are provided for children to practice their early writing skills, in different activities. Good opportunities are provided for children to improve skills in language and literacy through a modified “literacy hour”, appropriate to their needs.

77. The quality of teaching of language and literacy is good. The teacher and classroom assistant effectively encourage children to participate in discussions and engage successfully in conversations that help to develop skills in speaking and listening. They ensure that all writing activities provide good challenge for all pupils.

Mathematical development

78. By the end of the reception year most attain the early learning goals for mathematics. Children develop sound understanding of number, through rhymes and counting games. They recognise and name colours and repeat sequences of patterns. Most can order and write numbers up to 10 and use appropriate terms, such as “more than and less than”, when counting. Children recognise flat shapes, such as, a square, circle, rectangle and triangle, they can compare and sort different objects and some children can use beads and pattern blocks to follow repeating patterns.

79. The quality of teaching is good. The teacher and teaching assistant plan and organise interesting whole class and group activities, such as creating currant buns linking to the rhymes using play dough. They make good use of resources such as teddy bears to encourage children to participate, and as a result most develop good levels of confidence and enjoy the activities. Children are encouraged to recognise and use mathematical and positional language confidently, for example, words like 'bigger', 'smaller', 'above', 'below', 'behind', when using the gymnastics apparatus.

Knowledge and understanding of the world

80. Children’s knowledge and understanding of the world is good. They show good understanding of their own locality and can talk about places further a field. They enjoy talking about their studies of the seaside then and now. Children look at old and new houses in Staverton and understand that things change over a period of time. They use the computer with growing confidence and some can already control the mouse, for instance, when using a mathematics program to count, match objects and sort coins. All children explore living things by studying plants and animals. Children can fold paper and join materials together successfully. They are aware of life outside their homes, the community and people who help, such as the police, doctors and nurses. They also learn about other cultures, for example, by hearing stories such as “Handa’s Surprise”.

81. The quality of teaching is good. The teacher and classroom assistant provide a good range of opportunities for children to explore the environment outside their classroom. Children are encouraged to select resources and use tools safely. They are well supported by skilful adult intervention

Physical development

82. By the end of the Foundation Stage, most children meet the early learning goals, but the lack of opportunities to regularly use large outdoor climbing equipment or play on wheeled toys limits children’s physical development. Children have a good awareness of space. In the playground, they move with confidence and control. They can talk about the effects of exercise on their bodies and can explain “My heart’s going fast because I’ve

been running.” Children listen well to instructions and respond quickly and enthusiastically. Well-timed and effective prompts from staff help children to refine their movements and as a result they demonstrate good progress and increasing agility.

83. The quality of teaching is good. Children are given regular opportunities to practice skills such as cutting and manipulating materials such as play dough. Opportunities are given each week for children to have physical exercise in the school hall and to practise moving to music. There is very little outdoor play equipment though teachers provide exciting outdoor play activities.

Creative development

84. Children’s creative development is good. Through art and music, children appreciate and express ideas well. They make colourful collages of sunflowers, sing in tune and confidently use untuned instruments to make sounds which remind them of the seaside. They use paints, crayons, pastels, chalk and other materials to create a wide range of colourful pictures, which are attractively displayed. Children handle brushes and other tools well and develop good observational and imaginative skills. Children learn the words, tunes and actions to a number of songs and rhymes such as “I do like to be beside the seaside”, “Miss Polly had a dolly who was sick, sick, sick” and “Five little ducks”. They use imaginative play to understand the world around them, for example, they develop a good understanding of the role of doctors and nurses when acting out emergencies as they play in the toy house outside.

85. The quality of teaching is good. The teacher and classroom assistant encourage the children to express their feelings. They make good use of opportunities to develop children’s use of language through discussions and questions to incorporate their ideas in the activities. A suitable range of materials is provided to develop the children’s learning. Good use is made of all classroom helpers.

ENGLISH

86. As the number of pupils in each year group in 2001 was 10 or less, it is not appropriate to compare the performance of pupils in the school with the performance of pupils nationally or with the performance of pupils in similar schools. Levels of attainment in speaking and listening and reading for the majority of pupils, seen during the inspection, are good and above the national average. Levels of attainment in writing are generally satisfactory and in line with the national average. The school has included a Writing Action Plan in the School Improvement Plan and has recently adapted the literacy hour in an attempt to improve standards of attainment in writing.

87. At Key Stage 1, pupils’ speaking and listening skills are good. They talk with good awareness of the listener, showing increasing understanding of the use of more formal styles when presenting ideas to each other, such as in describing an event or interest to the class. Younger and older pupils listen attentively to instructions and explanations and appreciate others’ views. Many work well in small group tasks, where they take turns to listen and respond. Pupils show keen interest in activities such as shared reading, where they talk confidently about the plot and characters. A very good lesson was observed in Class 1 where the class teacher very effectively used the poem “Waves” by Eleanor Farjeon to exemplify how variation of voice can help to convey “a picture”. By the end of

Year 2, pupils use an increasing range of vocabulary when discussing their work and many can maintain a sustained dialogue.

88. At Key Stage 2, pupils have good opportunities to talk about their work. Their speaking skills continue to develop well, as shown, for example, when pupils in Year 3 discuss their feelings about noises in the night. More reluctant pupils are successfully encouraged to contribute and their responses are valued. Similarly, in science, pupils confidently discuss ways in which the brightness of a light bulb can be altered. They clearly evaluate and discuss ways in which to improve its performance. By the end of Year 6, most pupils are confident speakers. The planning of work includes effective opportunities for the development of speaking and listening skills. An extra-curricular drama club session was observed during the inspection where pupils were given good opportunities to participate in a range of dramatic activities through role-play.

89. Pupils' attainment in reading is good by the end of both key stages. A significant number of Year 2 pupils read at above average levels for their age. At Key Stage 1, pupils develop good recognition of familiar words, letters and letter patterns. They make sound use of the context to make sensible attempts to read or predict unfamiliar words. During the literacy hour, pupils show a well developed understanding of the main ideas of a story and can appropriately locate answers to questions. By the end of Year 2, most pupils read aloud accurately and with increasing fluency and expression. Those pupils with higher prior attainment read aloud confidently, making good use of a variety of ways in which to gain meaning.

90. By the end of Year 6, most pupils read fluently, from a range of different texts. They are skilfully guided in learning about different types of writing, such as biographies and autobiographies. By the time they are 11, pupils use a range of context cues to gain meaning, understand the need to use different reading strategies, dependent on the purpose. The majority of pupils are able to refer to texts in order to answer questions and demonstrate good inferential understanding of text. They understand how to make good use of reading aids such as an index, chapter headings, or contents lists. Pupils' abilities in reading for information, through the systematic teaching of research and study skills are not well developed. Adult volunteers who come into the school to hear the pupils read, effectively help to develop skill and interest in reading.

91. In writing, most pupils at Key Stage 1 develop appropriate skills of letter formation, though some younger pupils are uncertain about where to position letters. A few pupils have yet to become secure in their understanding of letter orientation and formation. Younger pupils write simple captions for their pictures, though several have yet to consistently punctuate sentences with capital letters and full stops. In some work, opportunities are sometimes missed to provide a wide range of writing tasks, for different audiences, using a variety of formats. By the end of Year 2, few pupils write stories with clear introductions, middles and endings. Sentences begin to combine ideas, though most pupils continue to use simple connectives, such as "and, when and so". Pupils spell commonly used words and make appropriate use of their dictionaries to locate those that are unfamiliar. In their handwriting, most pupils have yet to join letters or develop a more fluent script.

92. At Key Stage 2, pupils work hard in their literacy lessons and reach satisfactory standards in formal exercises. In their creative work, they begin to use direct speech effectively to develop the plot. Older pupils effectively use instructions for making a hovercraft to identify features of instructional text. Higher attaining pupils use the

thesaurus effectively to find synonyms when changing sentences to imperative form. Spelling is good and presentation of work is satisfactory, overall, though a fluent handwriting style is not always effectively acquired by the earlier part of the key stage. Many pupils have yet to fully understand and develop an appropriate awareness of the technical skills of writing. By the end of Year 6, a significant number of pupils find it difficult to write at length for a range of purposes, across the curriculum.

93. Progress in speaking and listening is good for most pupils. In a significant number of lessons observed, good opportunities are provided for sustained discussion. In reading, pupils make good progress. Pupils are taught the basic skills of reading effectively and parents support their children very effectively at home. Progress in writing is satisfactory overall.

94. Talented pupils and those with special educational needs, including pupils from the travelling community, make good progress in literacy, supported by the recent focus on improving provision. Good support is provided by classroom assistants and teachers' plans identify work for pupils with differing prior attainment, including those with special educational needs.

95. Pupils generally respond well. They enjoy fiction, through independent and shared reading activities and show interest when reading for information. Many pupils listen attentively and follow instructions well. The behaviour of younger and older pupils is good and these pupils show positive attitudes to learning.

96. The quality of teaching is good in Years 1, 2 and 3. It is very good in Years 4, 5 and 6. Detailed assessments are undertaken and there are good plans to further develop the use of assessment to monitor pupils' progress. As well as using the results of national tests to inform teaching, the school also makes sound use of standardised reading tests. Teachers share the satisfactory leadership of English. Opportunities for monitoring and evaluation of classroom practice have been limited.

97. Resources for English are barely satisfactory. Library resources are in need of review. The school has recognised this and intends to address the situation. Pupils in both key stages reported that they use the library for English and subject work very infrequently. Use made of computer programs to support learning is limited. The accommodation is satisfactory for the teaching of English.

MATHEMATICS

98. Inspection findings show that by the end of Year 2 most pupils attain standards which are similar to the national average with a significant number achieving above the national average and by the time they reach the end of Year 6 most pupils attain standards which are similar to the national average with approximately half of pupils achieving above average for their age. Progress for all pupils, including those with special educational needs, in all aspects of mathematics is good and sometimes very good, particularly for older pupils, at Key Stage 2.

99. At the time of the last inspection, standards were judged to be average throughout the school. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards. Available evidence suggests levels of attainment overall have been above the

national average in recent years. The school successfully follows a well planned and balanced programme which covers, and regularly reinforces, all the required areas of mathematics. It effectively meets the needs of all the pupils with differing levels of attainment. No significant differences were noted in the performance of boys and girls. Pupils with special educational needs make good progress because of the thoughtful levels of support which help them to achieve regular success. Talented pupils are appropriately challenged in most lessons so that they extend their skills, knowledge and understanding effectively.

100. Standards improve as pupils move through the school because of the good and often very good quality of teaching particularly for older pupils at Key Stage 2, the systematic procedures for the assessment and analysis of pupils' progress, the good lesson planning which takes account of the assessment procedures and the very good attitudes towards mathematics by most pupils.

101. By the end of Year 2 most pupils have made good progress from a level on entry to the school which in mathematics represents a broad range of levels of attainment. Most add and subtract using two digit numbers accurately and the higher attainers manage up to the hundreds. They solve simple problems using multiplication and division. In numeracy sessions they count forwards and backwards in twos, fives and tens and most can manage the two, five and ten times tables. Pupils identify and name a range of shapes such as rectangle, circle and triangle and know the number of sides and corners in each shape. Higher attaining pupils become increasingly confident in applying their knowledge and understanding of mathematics to solve everyday problems. For example, they can select the correct combination of coins to pay for a range of articles costing up to 20p. Quicker learning pupils are beginning to recognise that the opposite sides of a rectangle are equal in length. They discover and construct number patterns. They construct simple block graphs when making mathematical investigations and use them to gain and record information when handling mathematical problems. For example, when investigating their favourite food linked to their work in science. They also have experience of other types of graph. They have a growing vocabulary of mathematical terms which some use with accuracy and confidence.

102. By the end of Year 6 the majority of pupils have made good and sometimes very good progress and are competent in all four rules of number. Many calculate mentally with speed and accuracy as a result of the sessions of mental arithmetic. They work with decimal fractions and can interchange them with common fractions and simple percentages accurately. The pupils apply their mathematical knowledge and skills effectively to a number of problems in length, weight, time and money both as part of the mathematics curriculum and also in other subjects such as analysing data in geography and in science. Pupils have a clear understanding of different mathematical shapes. They can describe the shape and properties of common two- and three-dimensional shapes using correct geometrical terms. For example, when classifying triangles as scalene, isosceles or equilateral. They understand scale and are competent in making and reading graphs and these skills are used well in other subjects such as science.

103. Speaking and listening skills are developed well in mathematics through the successful implementation of the National Numeracy Strategy. There is appropriate emphasis on the development of specific subject vocabulary and the school has increased opportunities for pupils to learn through investigations in mathematics lessons. This provides opportunities for them to tease out their thoughts and develop their mathematical

ideas. Pupils have insufficient opportunity to use computers and information and communication technology to consolidate and extend mathematical understanding.

104. The pupils' general good attitude to work, especially in the upper years of Key Stage 2, their enthusiasm for the subject, caught from the teachers, and their good behaviour in the classroom help to ensure good progress. The positive ethos of the school has a major impact on pupils' attitudes in lessons. A few younger pupils have a tendency to become more easily distracted from their work; this hampers their progress. As they grow older, pupils settle down and become more productive. In Years 4, 5 and 6 pupils positive approach to work in numeracy leads them to listen to each other as well as to the teachers, while in the group sessions they learn to follow instructions well, both individually and co-operatively and with attention to the task in hand.

105. Teaching is at least satisfactory and often good throughout the school. It is sometimes very good, particularly for older pupils at Key Stage 2. In the best lessons the subject matter challenged pupils of every level of attainment. The teachers have realistically high expectations of the pupils especially in Year 4, 5 and 6 and this expectation is conveyed to them in ways that enhance their confidence so that the pupils live up to it, taking a pride in their work. The planning of mathematics is appropriately directed to the individual needs of the pupils. The tasks are set to meet the needs and attainment levels of the pupils. There is a good balance between class, group and individual work in all the lessons. Class management is generally good. Lessons are generally well structured. They begin with a review of the previous lesson so that pupils build on what they already know. New learning objectives are shared with pupils so that they are aware of what they are supposed to know and do by the end of the lesson. The teacher demonstrates a good knowledge and understanding of the subject and basic arithmetical skills are taught well. Brisk sessions of mental arithmetic encourage and motivate pupils, who are keen to answer. In a small number of lessons, this pace is not always maintained and managed effectively during the main part of the lesson. This results in a few pupils having a tendency to become distracted from their work. Lessons are planned effectively so that there is a balance between direct teaching and opportunities for pupils to work through tasks and investigate aspects of mathematics. Discussions at the end of lessons provide very good opportunities for pupils to reflect on what they have learned.

106. Support staff play a significant role in helping pupils to focus closely on their work and sort out their mathematical ideas. This is particularly beneficial for pupils who have special educational needs. Teachers ensure that the adults who support pupils are clear about what is to be learned. When homework is used it effectively consolidates and reinforces what is learned at school but its provision is inconsistent through the school. Older pupils receive regular formal homework and often have additional, creative tasks to complete at home. They respond to this type of work with great enthusiasm. Teachers' regular marking of work includes helpful comments which encourage pupils and give clear indications of what should be improved.

107. The subject is well led by the co-ordinator, there are good plans within the current budget to provide the opportunity for the co-ordinator to monitor and evaluate work throughout the school. The mathematics policy is a sound working document. The resources for mathematics are appropriate in range and quantity and readily available for the pupils to use. The school's performance in national tests and assessments is analysed

robustly to identify areas for improvement for individual pupils and for the school as a whole.

SCIENCE

108. Standards are good by the end of Year 2 and very good by the end of Year 6. Throughout the school the majority of pupils are achieving above the expected standard and a significant number of pupils at Key Stage 2 are working above this. Standards have improved significantly since the previous inspection. Two years ago the co-ordinator initiated a science afternoon for the whole school. Year groups were rearranged and since then standards of attainment have improved considerably.

109. By the age of 7, Year 2 pupils know that some toys need batteries and that cookers require electricity to work. They understand that seeds need the right conditions to grow and are able to sort and classify a variety of different mini-beasts. Pupils also know which foods they need to maintain a healthy diet and are able to distinguish between natural and man-made objects. As part of their studies of "Health and Growth" they watch a video which depicts the development from baby to toddler. This was followed by a visit of a mother and 12 month old baby. Pupils used their well developed speaking skills to find out from the mother what the baby could or could not do. This exciting and informative experience had a very positive impact on pupils' rate of learning during the lesson.

110. At Key Stage 2 younger pupils are able to discuss the differences between solids and liquids. They clearly describe changes that can occur if these substances are heated or cooled. The pupils are developing a sound understanding of changes that can be reversed, such as the freezing of water. They accurately label the parts of a flower and know that flowers need both water and soil to survive. Pupils have a clear understanding of an electrical circuit and know that certain materials conduct electricity. By the age of 11 most pupils understand the complexity of fair tests, for example, older pupils understand the need to change only one variable at a time when conducting experiments or undertaking investigations. Most make predictions, successfully evaluate their work and are able to make generalisations. For example, when investigating the brightness of a light bulb; "The shorter the wire the brighter the bulb." Observations and measurements are recorded in different ways, by short written accounts, diagrams, graphs and sometimes using information technology.

111. Pupils make good progress in Years 1, 2 and 3 and very good progress in Years 4, 5 and 6 in their knowledge and understanding of the different aspects of the subject. Pupils work well and help each other effectively. Most show interest, have positive attitudes and behave well. Pupils with special educational needs and gifted pupils make good progress in relation to their prior attainment.

112. Evidence from lessons seen, the analysis of work samples and teachers' planning indicates that the quality of teaching is good overall, but very good for the oldest pupils. Teachers have secure subject knowledge and clear objectives are both set and shared with the pupils at the start of lessons. This ensures that the pupils understand what they are doing and are able to judge how well they have done at the end of the lesson. The content of lessons are planned well to ensure that the pupils are fully interested and are able to both concentrate and think for themselves. For example, in a Year 3 and 4 lesson observed during the inspection, pupils were fully involved in testing to find out the stretching ability of different tights. They then created a graph to illustrate their findings.

These activities ensured that all pupils were actively involved in their learning and this was successfully achieved at a good pace.

113. Classroom assistants are used well to support the pupils' learning and, through interesting dialogues with adults, pupils rapidly acquire new knowledge. Good use is made of a satisfactory range of resources. Good use is also made of the local environment to support the pupils learning and an annual residential trip to an activity centre in the Wye Valley.

114. Lessons are based on the nationally recommended scheme of work, which has yet to be fully refined to meet the needs of the school. Assessment of work is ongoing with the pupils in the classroom, to inform future learning. There is effective leadership and management of the subject. The co-ordinator's skills are well used to advise other teachers and this is effectively contributing to the good work seen.

ART AND DESIGN

115. Pupils' attainment in art and design is typical of that usually seen for 7 and 11 year olds. Since the last inspection, sound standards have been maintained throughout the school. Teachers plan challenging work which enables pupils to acquire a sound range of artistic skills.

116. At Key Stage 1, the youngest pupils use a wide variety of materials to learn different techniques, such as sketching, painting, printing and creating three-dimensional work. Pupils become increasingly observant and gain confidence in using a variety of materials to communicate ideas and effects. They acquire appropriate levels of skill in drawing, painting and picture composition. Work is often linked to study in other subjects, for example, in design and technology, pupils use their artistic skills effectively to decorate their products. For example, when they add features to their push and pull puppets. They have good opportunities to experiment and investigate techniques, such as printing. Pupils' knowledge and understanding of different techniques is often skilfully developed by using examples of work produced by famous artists, such as Vincent van Gogh's "Sunflowers". Pupils make a collage, using lentils and pasta as their interpretation of his work, whilst others mix colours carefully for their paintings. Pupils can explain which colours are combined to make different shades and work confidently when using a range of paints.

117. At Key Stage 2, pupils demonstrate a broad range of skills, which they use effectively to support work in other subjects. For example, pupils drew detailed maps in geography during their study of land use in the village. They work conscientiously and carefully, showing good observational skills. By the end of Year 6, pupils have a mature understanding of the work of a variety of artists and can talk knowledgeably about their work and their lives. During the inspection, pupils in Years 4, 5 and 6 worked on a range of activities, both individually and as members of a group, making, for example, clay pots using three different techniques, thumb, coil and slab.

118. Pupils enjoy art and design and work well. Pupils appreciate others' work and willingly praise each other's efforts. Pupils who have special educational needs benefit from expressing their ideas in a subject where words are not needed. Attractive displays of pupils' work raise their self-esteem and add to the positive ethos of the school. This promotes pupils' interest in art and design, which is evident from conversations with them.

119. The quality of teaching is good. This helps ensure good progress in the development of pupils' knowledge and understanding and their investigative, imaginative and observational skills. Skills are developed year by year and teachers work well together as a team to ensure that pupils have a wide range of artistic experiences which include information and communication technology. Good links with other subjects bring relevance to the teaching and learning, and art from a range of cultures is promoted well. Literacy and numeracy are promoted through discussion, reference to books about art and the use of shapes in creating designs. Assessments of pupils' attainment and progress are made informally within lessons; these are used appropriately to guide the teachers' planning.

120. Resources are varied and easily accessible and classes are organised to ensure that all pupils have equal access to every activity. National guidance for the teaching of art and design is being used effectively but has yet to be refined to reflect the particular activities within the school.

DESIGN AND TECHNOLOGY

121. Standards are in line with national expectations by the end of Year 2 and Year 6. Scrutiny of pupils' work and discussions with pupils indicate that standards are similar to when the school was last inspected in 1997. There is evidence of some good standards, particularly for pupils in Years 5 and 6. All pupils, including those with special educational needs, make good progress. The work of pupils during the school year shows that they have overcome problems in designing and making products. They have learned to disassemble items in order to examine their component parts. Pupils, including those who have special educational needs, have made good progress. Pupils have equal access to the curriculum and take full part in order to develop skills in both designing and making.

122. At Key Stage 1 pupils develop their designing and making skills appropriately. From the earliest stages in the school, pupils learn to use tools and materials appropriately, folding, cutting and sticking pieces together. Most pupils begin to evaluate their products appropriately and make suggestions about ways in which to improve their work. Younger pupils work adeptly with construction kits and waste materials, building models following a study of the story of Punch and Judy. They listen attentively and watch demonstrations carefully. Pupils use tools and materials such as glue and scissors well. Older pupils plan their products appropriately and identify the materials required. They develop a good understanding of the need to make accurate measurements.

123. Although no lessons were seen in Key Stage 2, plans show appropriate progression and content, relating to the national programmes of study, evidence shows a wide range of tasks are undertaken. Emphasis is placed on design, making and evaluation. Pupils are aware of the need to use equipment safely. They work sensibly and accurately, with developing confidence. They consolidate and practise relevant skills as well as refining their design ideas and evaluating more constructively. They explore and use with increasing skill different techniques for cutting, joining and shaping materials. As pupils get older they become more aware of the need to choose materials appropriate to the purpose. Pupils meet a range of increasingly challenging tasks and develop greater control and accuracy when using tools. They show a growing independence in choosing

suitable materials and implements. In their work on food technology, pupils display a good appreciation of the need for hygiene and safety.

124. Pupils enjoy the subject and speak well about their experiences. A significant number of pupils explained how they regularly designed and made things. Baking and food technology were a particular favourite. Pupils recognise the importance of working safely and sensibly and support one another when they work as part of a team. They enjoy solving problems created by design and technology tasks. Pupils take pride in their achievements and suggest some ways in which their ideas could have been improved.

125. Throughout the school, teachers' planning is based on national guidance materials and covers all aspects of the subject. Pupils' work, teachers' planning and discussions with pupils indicate that the quality of teaching is at least satisfactory. Teachers ensure that resources are easy for pupils to locate. The long-term plan identifies the focus of a topic and plans for each term provide a sound base for pupils' work. There are no formal assessment arrangements to build up a continuous picture of pupils' achievement.

126. The subject is effectively co-ordinated. The scheme of work relies heavily on national guidance material and does not fully reflect the work which takes place in the school. There are regular staff discussions on the subject. This has enabled clear improvements to take place. Teachers use their own informal assessments to build effectively on what pupils already know.

GEOGRAPHY

127. Two geography lessons were observed during the inspection. Judgements are based on the lessons seen, the scrutiny of teachers' planning and pupils' work and discussions with pupils. The standards achieved are above those that you would expect of 7 and 11 year olds. All pupils, including the talented and those with special educational needs, make good progress. This is an improvement since the previous inspection.

128. Pupils are acquiring geographical knowledge, skills and understanding at a good rate. They have a good understanding of places, including some that are far away, for example, they can talk about what Tocuaro, a Mexican village, is like and make observations about how it is similar and different from Staverton in size, climate and population. They know that maps and atlases provide information about different parts of the country and they enjoy locating different countries using a globe. Younger pupils understand the main differences between seaside, countryside and towns. Older pupils undertake fieldwork activities in the school locality when they study the different kinds of land use. They see the changes that have occurred and recognise that the area has changed over time to meet the needs of the people who live there. Pupils understand that countries have capital cities and are aware that there are major natural disasters such as earthquakes. They know that islands are surrounded by sea and that it is very cold at the North and South Poles. Pupils are able to express their views effectively about people, places and environments.

129. At Key Stage 2, pupils continue to make good progress in their geographical skills and understanding. Pupils develop a deeper understanding of places outside their locality. Younger pupils confidently discuss different continents and weather around the world. They use maps of Daventry and Staverton to locate the school and use ground and ariel photographs to discuss differences in human and physical features. The oldest pupils can describe and explain how Greece has changed since ancient times and can describe

features of buildings such as Doric and Ionic columns. They make an in depth study of a village in southern India, near the city of Bangalore, and identify differences between Chembakolli and Staverton. Many pupils are able to discuss the development of farmland and growth of population of the Adirasi people in the Nilgiri Hills from the eighth century to recent times. Pupils learn how to use Ordnance Survey maps and compasses for orienteering in Daventry Country Park and collect data from a stream site in Weedon using various apparatus such as cones, floats and a stopwatch. They draw sketches, maps and complete a table to record their results.

130. Pupils' attitudes to the subject are positive. They enjoy talking about what they have learned and generally work enthusiastically on the materials prepared for them by the teachers. They contribute openly from their own experiences. There is respect for different ways of life and pupils are curious about different parts of the world and what they look like.

131. The quality of teaching, as observed in the lessons is good for pupils in Years 2 and 3. It is very good for pupils in Years 4, 5 and 6. Teachers make good use of the pupils' own experiences to bring relevance to the learning. Correct geographical vocabulary is developed well. Lessons are based on the nationally recommended scheme of work, which has yet to be refined to reflect the work undertaken in all classes. Resources are sufficient and they are well organised.

HISTORY

132. No history lessons could be seen during the inspection. Evidence from medium term planning, lesson plans, display, pupils' work and discussion with teachers and pupils indicates that all pupils, including those with higher prior attainment and with special educational needs, attain standards in line with those expected for their age.

133. Pupils in Key Stage 1 satisfactorily develop an understanding of change over time, and place periods, people and events in chronological order. Younger pupils understand terms such as yesterday, today and tomorrow. They understand that some things happened a long time ago. Pupils examine differences between their present lives and past times. Younger pupils have a sound understanding of the differences between seaside holidays of today and those of the past. Pupils in Year 2 know that Florence Nightingale was a famous nurse who lived in the past. They know that you can find out about the Great Fire of London and Henry VIII by looking in books, by watching videos and studying old pictures and photographs.

134. Pupils in Key Stage 2 build on these early experiences by studying ancient civilisations and modern times. They have a sound grasp of what it must have been like to live in the past. For example, pupils describe how aspects of their lives differ from those of the ancient Greeks. They know that the Ancient Olympics ended in 395 when Olympia was destroyed by volcanoes and began again in 1896 when a Frenchman called Baron Pierre de Coubertin began the modern Olympics. When questioned they had a good grasp of what life must have been like at sea in Tudor times. They know that Sir Frances Drake was the first Englishman to reach Asia.

135. The majority of pupils enjoy history. It is evident from discussion with pupils that they respond well to teaching, particularly when the exposition is in the form of a story or video. At their best, pupils reflect on the meaning of what they have learnt, as well as recall factual material. The study of history is enhanced by visits to places of interest, for

example, the museum and gallery in Northampton and a Tudor house for “Tudor Christmas” celebrations. Pupils enjoyed the visit to the school of two “Tudor gentlefolk”, who described their lives, discussed artefacts and dressed the pupils as pikemen for military manoeuvres in the playground.

136. Evidence from the analysis of work samples and teachers’ planning indicates that the quality of teaching is good overall, but very good for the oldest pupils. Teachers’ planning identifies what is to be learnt in each class. It is soundly based upon historical skills and knowledge. Lessons are based on the nationally recommended scheme of work, which has yet to be refined to reflect the work undertaken in all classes. Resources are satisfactory. Good use is made of all available accommodation and resources, both within and outside school.

INFORMATION AND COMMUNICATION TECHNOLOGY

137. At the time of the previous inspection, the school was seen to make limited use of information technology. The subject has received development in terms of equipment. The school recognises the need to establish suitable programmes of work for the use of information and communication technology across the curriculum. Information and communication technology skills are taught systematically. Pupils throughout the school make satisfactory progress in most aspects of the subject. There is limited opportunity for work on control and modelling. In all other aspects their attainment is in line with levels expected nationally, by the end of Year 2 and Year 6. This is an improvement since the last inspection, when there was little evidence of the use of information and communication technology throughout the school. Literacy and numeracy are developed well as pupils increasingly use information and communication technology to record their writing, designs and measurements.

138. At Key Stage 1, pupils use information and communication technology confidently. They develop keyboard skills and use specific language such as ‘space bar’, ‘insert’ and ‘delete’. They are able to load programs, select their own particular requirements and follow instructions on the screen well. They know that certain signals will give specific outcomes and are becoming increasingly confident in their expectations of what programs can do. Pupils can use the keyboard and mouse to interact with the computer. They can use the computer for simple word processing tasks, retrieve and store their work with help. The younger pupils learn how to assemble text, whilst pupils in Year 2 learn how to edit their writing, using the mouse to highlight the text. Pupils develop appropriate skills in information and communication technology when they use a variety of everyday equipment such as tape-recorders and remote controls for television viewing.

139. By the end of Year 6, most pupils have secure understanding of a range of functions. They understand that information and communication technology can be used in a range of situations in order to fulfil different purposes. They can collect, access and interrogate information, as when using a CD-ROM to gain information on their topic work. Year 6 pupils are very familiar with the keyboard. They know how to use programs, text and graphics to analyse information and ideas. They have limited experience of entering and using information on a database or of using spreadsheets to control data.

140. Pupils enjoy using computers and other electronic equipment. Whenever they are given the opportunity, pupils enjoy working on the computer. They concentrate and respond very well and get on with their work responsibly when they have specific tasks to

complete. When working together in pairs, pupils are co-operative and helpful towards each other and are good at sharing and taking turns. Pupils are keen to learn and want to improve their skills. They recognise that computers are used extensively in everyday life. Pupils with special educational needs gain success and achieve well because they are enthusiastic about information and communication technology. Throughout the school they like to demonstrate what they can do.

141. The evidence available indicates that the quality of teaching is satisfactory. Training opportunities are being provided and most teachers have secure subject knowledge. Teachers use information and communication technology as part of their everyday work. Teachers use direct methods to teach skills and routines to the whole class; pupils then practise these when they have opportunities to use the computers in the classrooms. Teachers' lesson plans do not clearly identify the skills involved when information and communication technology is used to support learning in different subjects. Teachers give clear instructions and manage pupils well. Pupils' progress is regularly recorded and is reported in the annual written report to parents.

142. The school has a clear policy for information and communication technology. The scheme of work uses national guidance material to identify the progression of skills pupils need to learn. It does not identify the use of information and communication technology across the curriculum, which is relevant to the needs of the school. The school has resourced the subject satisfactorily, in terms of computers and software. These are accommodated efficiently and are easily accessible to staff and pupils. Display captions are often prepared using the word processor and examples of pupils' printed work are exhibited throughout the school.

MUSIC

143. Standards at the end of Year 2 and Year 6 are broadly typical for the age groups. Pupils, including those with special educational needs, gain skills, knowledge and understanding throughout the school which improve their musical education and extend their cultural awareness. They acquire a growing repertoire of known songs and develop skills of composition and performance which help them to gain enjoyment from the subject. Inspection evidence indicates that pupils make satisfactory progress at both key stages. Pupils with special educational needs take a full part in music lessons and often make a significant contribution in playing an instrument correctly. Their progress is satisfactory.

144. At Key Stage 1 pupils have a good repertoire of known songs and hymns and they sing enthusiastically in lessons and assemblies. They create rhythms and textures on a range of percussion instruments and evaluate their performances with the help of the teacher. They use their imagination to explore and create musical sounds. They think of different sounds made by water and are aware that pitch and texture create mood and character. Pupils can name instruments and know whether they make long or short sounds. Pupils sing well to a taped accompaniment and pupils successfully play tuned instruments as an extra accompaniment.

145. At Key Stage 2 pupils make steady progress and are aware of elements of music such as tempo and duration. Pupils listen attentively to a range of music as they enter the hall for collective worship. Pupils develop a good understanding of musical terms and use them correctly. Their singing develops and in assembly is enthusiastic and tuneful. They play both tuned and untuned instruments in class and assembly and develop good control and sensitivity in their playing.

146. Pupils obviously enjoy their music. They participate with enthusiasm and concentration, and are very anxious to do well. They listen to each other's performances carefully and appreciate them often by applauding. They sing on all occasions with commitment and gusto. In lessons, a few pupils, particularly boys, lack enthusiasm when new things have to be learned but they perk up and join in enthusiastically with songs which they know. Most pupils listen well to advice from the teacher and try hard to improve their performance. Pupils especially enjoy working in groups to create music. Pupils listen to music in assembly with concentration and enjoy it.

147. Literacy is developed effectively in assemblies when pupils follow the words of hymns, and older pupils follow musical scores as they sing songs in lessons. There are library books for pupils to find information about composers and the history of music.

148. The teaching of music is good. Teachers chiefly communicate their own enthusiasm well and inspire the pupils to their best efforts. Pupils' interest is captured effectively when they have opportunities to use instruments and perform. Relevant stories stimulate pupils' interest and imagination when they create music and express mood and pace. Lessons are well prepared and the instrumental resources are used well. Teachers have a good knowledge of music and use their own skills, such as that of singing, well.

149. The school has satisfactory resources for music and teachers make good use of them. There is a suitable policy and the teachers build successfully on the pupils' skills. National guidance is used effectively and there is a helpful school music policy and systematic scheme of work. Pupils' music making is an important feature of events in school life, such as harvest festival and other services.

PHYSICAL EDUCATION

150. By the end of Year 2 and Year 6 pupils attainment is broadly typical for the age group. This is similar to the findings at the last inspection and standards have been maintained at satisfactory levels. There is no difference in the standards achieved by boys and girls.

151. At Key Stage 1, pupils practise throwing and catching a ball and beanbags and striking a ball with a bat or racquet. Most pupils throw and catch with increasing control and accuracy, though they have yet to develop control using a bat. Pupils run and play safely during playtimes and at lunchtime with older pupils. They show appropriate levels of co-ordination and control and join in games, keeping the rules and taking turns appropriately. Pupils develop good control in travelling, balancing and performing a sequence of controlled movements. They have good opportunities to further practise their skills outside, at break times, when a good range of equipment is available for them during their play.

152. At Key Stage 2 pupils develop an increasing understanding and appreciation of the value of physical activity. In games, pupils practise a variety of ways of sending, receiving and travelling with a ball and other small apparatus. They demonstrate well-controlled movement and make good use of space, for example, when pupils in Years 4, 5 and 6 played a game of tag rugby. Pupils show good progress in the development of skills, including passing and catching the ball. Pupils progress well and work hard at improving their own performance and skills. By the end of the key stage, pupils understand the need for space, understand safety procedures and are aware of the effects of physical exertion

on their bodies. Pupils' outdoor play, using a range of small apparatus, shows that they develop sound games skills by the end of Key Stage 2.

153. Pupils respond well to lessons and make good use of additional resources provided for outside play. They clearly enjoy the lessons and participate sensibly. In swimming, most pupils make good progress and swim at least 25 metres by the time they are 11. The majority of pupils do even better and achieve higher awards.

154. Learning for 7 to 11 year olds, including those who have special educational needs, is good. Pupils understand the rules in physical education, the expectations of them and the need for safe practice. They show a keen interest in physical education. Their attitudes are good and most work hard to improve their performance. Pupils change quickly and sensibly into appropriate clothing and very good routines are well established. They behave well and work effectively by themselves or in pairs and groups. Pupils listen carefully and follow the instructions of the teacher promptly. Pupils with special educational needs are given full access to the broad curriculum for physical education and make good progress in the different aspects of the subject.

155. The quality of teaching seen is good. Teachers stress the importance of safe actions and carefully and sensitively insist on suitable kit for lessons. Issues concerning health are raised appropriately and all lessons have warming up and cooling down sessions. Teachers assess pupils' performance well during lessons and use this effectively to give pupils advice and guidance. Pupils were managed effectively. Good use was made of praise and encouragement to improve and pupils had suitable opportunities to evaluate their performance. Lessons were generally organised well, pupils had sufficient time to develop skills before intervention from the teacher and time was allocated to provide a clear conclusion to the lesson.

156. The subject is supported by a clear scheme of work based on national guidance material which provides suitable guidance for planning. Resources are good and well stored to enable easy access. The accommodation is satisfactory with good outdoor areas. Good use is made of the grassed area outdoors when weather permits. Pupils have appropriate opportunity of access to the full range of physical education required by the National Curriculum, including swimming. Suitable extra-curricular sport is provided and the school takes part in local schools' sports events. Pupils in Years 4, 5 and 6 experience outdoor and adventurous activities at the residential study centres; these include climbing, canoeing and orienteering.