

INSPECTION REPORT

**YARDLEY GOBION CHURCH OF ENGLAND
PRIMARY SCHOOL**

Yardley Gobion, Towcester

LEA area: Northamptonshire

Unique reference number: 122007

Headteacher: Mrs Celia Irwin

Reporting inspector: Adrian Simm
21138

Dates of inspection: 4th - 6th February 2002

Inspection number: 193994

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Voluntary controlled

Age range of pupils: 4 - 11 years

Gender of pupils: Mixed

School address: School Lane
Yardley Gobion
Towcester
Northants

Postcode: NN12 7UL

Telephone number: 01908 542261

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Appropriate authority: The Governing Body

Name of chair of governors: Mr T Brown

Date of previous inspection: 28th April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21138	Adrian Simm	Registered inspector	Mathematics Design and technology Geography History English as an additional language Special educational needs	What sort of school is it? How high are the standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13450	Jenny Madden	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?
1530	Beryl Walker	Team inspector	Foundation stage curriculum English Information and communication technology Music	
14806	John Stevens	Team inspector	Science Art Physical education Religious education 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

Yardley Gobion Church of England Primary School educates 123 boys and girls. This makes the school smaller than other schools educating the same age range. It is for pupils aged between four and eleven years. The school serves the village of Yardley Gobion, which is made up of mostly private housing. No pupil is known to be eligible for free school meals, which is below the national average. Boys outnumber girls in most classes. Twenty three per cent of pupils are on the school's register of special educational needs. This is similar to the national average. These pupils require additional support for specific or more general learning difficulties and behaviour difficulties. None of these pupils have a statement of Special Educational Need. All pupils are of white British or European ethnic background. No pupils have English as an additional language. Most pupils have attended pre-school provision. Overall the attainment of pupils on entry to Reception is higher than that expected nationally. The school has seen major changes in staffing in the last two years. The head teacher and all teaching staff are new to the school since 1st September 2001. In addition, major building improvements have disrupted the running of the school during this period.

HOW GOOD THE SCHOOL IS

After a period of serious decline, the new head teacher and staff have set the school firmly on the road to improvement. Teaching and learning are now good, standards are improving and are satisfactory or good in most subjects. Only in information and communications technology are they still unsatisfactory. Provision for all pupils, including those with special educational needs and higher attaining pupils has been given high priority. Pupils' attitudes, behaviour and personal development are good. Much still needs to be done in improving the curriculum and ways for teachers to measure just how well pupils are achieving in their learning. This improvement is being achieved with an income that is similar to many other schools. As such, the recent improvements now ensure that the school is providing sound value for money and a sound and improving education for the pupils. The potential for the school to improve further is very good.

What the school does well

- Provides good quality teaching and learning overall. Teaching is now encouraging all pupils to work hard to improve their standards. Learning support assistants play their full part in this, particularly for those pupils who need additional support.
- Ensures that staff development pays off in raising pupils' attainment. Mathematics was the first focus. In 2001, standards were high in mathematics by the end of Year 2 and are now being built on well by the end of Year 6.
- Provides very well for pupils with special educational needs.
- Staff provide very good support for pupils' moral, social and personal development. This ensures that pupils' behaviour, attitudes to work and personal development are good. This is supported through strong links with parents.
- It now recognises its strengths and plans for improvement. This is because the school is very well led and appropriately managed by a head teacher who has the support of what is now a very effective governing body.

What could be improved

- The subject leaders' roles in developing teaching and learning and improving the use of assessment data in helping staff to find out what does or does not work well in lessons and the effects this is having on pupils' achievement are not well developed.
- The preciseness of school's development planning and greater use of the information it is increasingly collecting on pupils' achievement, to review and improve further its overall effectiveness.
- Standards in information and communications technology.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

A Local Education Authority (LEA) review in September 2000, instigated by the governing body, concluded that insufficient progress had been made in improvements in the previous three years. Issues identified for improvement at the last inspection and by the LEA are now being dealt with effectively. Improvements were underway by January 2001 and have come on a pace since September 2001. Staff and parents transformed the accommodation in a short time. Whilst standards have started to improve and pupils' attitudes and behaviour are now good again, overall improvement in the school since the last inspection in May 1997 is unsatisfactory. The school is aware that much still needs to be done.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar* Schools
	1999	2000	2001	2001
English	D	C	B	D
mathematics	B	D	B	D
science	C	D	B	C

Key

well above average A

above average B

average C

below average D

well below average E

- *This comparison is based on the number of pupils eligible for free school meals*

There is a distinct improvement on previous standards in what was seen during the inspection. In 2000, pupils' standards in all areas of national assessment at Years 2 and 6 were well below the national average of similar schools. There was much underachievement. Standards improved in 2001 although underachievement was still evident in reading at Year 2 and in English and mathematics at Year 6 in comparison with similar schools. The trend in improvement between 1997 and 2001, in English, mathematics and science for Year 6 pupils was below the national trend. The statutory targets set for pupils by the end of Year 6 in English and mathematics in 2001 were not challenging in comparison with those of similar schools and were not quite met. However, during the inspection, the work seen in English, mathematics and science showed no sign of underachievement. Achievement in mathematics and science were good. Apart from information and communications technology, where achievement is unsatisfactory, in all other subjects they are at least satisfactory. They are good in design and technology, religious education and music by the end of Year 2. Pupils' achievement over time is now satisfactory; progress is good in the very short time since September 2001. Pupils in the foundation stage are making sound progress in the communication, language and literacy and in their knowledge and understanding of the world. In other areas it is good. Pupils are on course to attain or exceed the early learning goals in all areas of learning. Those with special educational needs make good progress towards their targets set.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to each other and staff are good. Pupils want to learn.
Behaviour, in and out of classrooms	The behaviour of pupils in and around the school is good. This pleases parents who say this is a great improvement on the last academic year.
Personal development and	Personal development is good; pupils enjoy and learn from the opportunities given to them, for instance, when Year 6 pupils are paired

relationships	with Reception pupils for reading or when they organised an event for Children in Need which proved very successful.
Attendance	Attendance is good, is well above the national average and unauthorised absence is below. Pupils arrive for lessons promptly.

The positive approach towards encouraging good behaviour, good attitudes to work and respect for others, is central to the school's aims and values. This is a happy community where the pupils' good attitudes to school are a contributing factor to their improving achievements.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Throughout the school the teaching and learning are good. Pupils learn well. The effective support given by the learning support assistants and the very good relationships within the school, promote the pupils' sound and developing achievement. There is good teaching in the foundation stage and the basic skills of reading, writing and mathematics are taught well throughout the school. In subjects, the teaching of English, mathematics and science is good. Teachers are beginning to plan well together, using restricted resources effectively. However, other than in literacy and numeracy, the lack of completed schemes of work does not yet ensure that individual good teaching leads to pupils' learning building step-by-step across the school. Also, there are insufficient resources in use and opportunities for the development of information and communication technology in all subjects. Teaching is particularly successful in lessons where teachers use the teaching methods that are advocated in the National Literacy and Numeracy Strategies. This particular style is used also in most other subjects. The pupils with special educational needs are supported very well and make rapid progress. Where teaching is satisfactory, it relates to missed opportunities for teachers to pick up on and support pupils' misunderstandings. Consequently, this limits some pupils' learning. The staff take care to meet the needs of all pupils and fully include them in all aspects of school life. Teaching promotes increasingly, positive attitudes towards the diverse society in which we live. Homework is used very successfully by some teachers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Learning opportunities are good and the curriculum meets statutory requirements. Pupils receive a broad and worthwhile experience of all the subjects. The school is at the start of a two-year development programme to ensure that pupils' knowledge and understanding in all subjects, builds consistently from class to class.
Provision for pupils with special educational needs	The school has clear procedures for special educational needs and makes very good provision for all pupils who are in need of extra help.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school does exceptionally well at developing pupils' moral and social awareness. The school places importance on providing good opportunities for pupils that broaden their spiritual understanding. Ways of ensuring pupils' understanding of the diverse society in which they are growing up are sound and improving.
How well the school cares	The pastoral care of pupils is good and ensures their welfare receives the

for its pupils	attention it deserves.
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The school works well in partnership with parents. Assessment of pupils' standards in all subjects is not yet fully in place. As such, this is currently unsatisfactory as the school does not yet have all of the information it needs to guide curriculum planning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall, this is satisfactory. The head teacher leads very effectively a high performing team of teachers and teaching assistants, who have only been together for five months. However, most subject leaders have not had the time to develop their subjects because rightly, they have been settling in with their new classes.
How well the governors fulfil their responsibilities	Whilst the school's effectiveness fell significantly between the last inspection and the summer of 2000, once the governing body realised what was happening, they took decisive action. This has taken time to pay off but has helped the school to improve to its current position. Statutory requirements are in place except performance management has not yet been fully introduced.
The school's evaluation of its performance	The school analyses the small amount of data it has in detail, sets targets for itself and compares its standards with other schools. It is beginning to know how well pupils are progressing individually including in much detail about pupils with special educational needs.
The strategic use of resources	The school's improvement plan is an interim, 12-month plan, some of which was only agreed in November 2001. It was based well on an accurate self-evaluation and reflected the main areas for immediate development. The school is very clear what needs to be done to improve further. This is clearly known in school but is not yet set out fully in a prioritised and costed school improvement plan. However, resources in the short term have been used appropriately.

Overall, the number and experience of teachers and learning support staff and the quality of accommodation are good. Most subject resources are in need of renewal and as such, are unsatisfactory. It is only with good project-packs and artefacts loaned from the Local Education Authority and Library Service, that teaching and learning are resourced appropriately. The school is meeting the principles of 'best value' adequately and has improved in this recently. Discussion with parents on matters of importance has been very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed • The children like going to school • The school is helping the children to grow up to become mature and responsible • Behaviour in the school is good • The school expects children to work hard and achieve their best 	<ul style="list-style-type: none"> • The range of activities outside of lessons • The amount of work pupils do at home • The opportunities to find out how well the children are doing in their work • The closeness of the school's relationship with parents.

Because of the school's recent history, some parents were unsure about whether to fill in their

questionnaire about their views just since September 2001 or to include times before that. Inspectors agree that what pleases parents most is appropriate to the school now. Also, inspectors judged that activities outside of lessons have developed very recently and are now satisfactory. The school intends to expand these even more. Evidence of homework set since September 2001 points to the provision generally being good but not consistently so across the school. Parents have opportunities to meet with most staff at the end of the school day should the need arise. Issues about meetings with part-time staff have been resolved recently. Other opportunities for finding out how children are progressing are appropriate and what would be expected.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the Reception in comparison with other schools in the Local Education Authority, is generally higher than would be expected for children of this age. This is particularly so in their speaking and listening and writing skills. Children currently in the Reception achieve soundly in their communication, language and literacy skills and in their knowledge and understanding of the world. In other areas they achieve well. Most children are on course to meet or exceed the expectations of the Early Learning Goals in all areas of learning for the Foundation Stage. Little evidence was available of achievement prior to September 2001.
2. **In 2000, in comparison with similar schools, pupils' standards in all areas of the national assessments at Years 2 and 6 were well below the national average.** In reading and mathematics by the end of Year 2, pupils standards were in the lowest five per cent. **There was much underachievement.**
3. Standards improved in 2001 although underachievement was still evident in reading at Year 2 and in English and mathematics at Year 6. **This was particularly the case for higher attaining pupils expected to achieve Level 3 by the end of Year 2 in reading and Level 5 in mathematics by the end of Year 6.** The trend in improvement between 1997 and 2001, for English, mathematics and science for pupils by the time they left the school in Year 6 was below the national trend. At times, for instance, in 1999 and 2000, the pupils' standards were below those achieved nationally by all pupils.
4. The statutory targets set for pupils by the end of Year 6 in English and mathematics in 2001 were not as high as would have been expected in comparison with similar schools and were not quite met. **However, during the inspection, the work seen in English, mathematics and science across the school showed no sign of underachievement.** Standards in English are sound and in mathematics and science, they are good. Apart from information and communications technology, where standards are unsatisfactory, in all other subjects they are at least satisfactory. They are good in design and technology and religious education throughout the school and in music by the end of Year 2. Insufficient evidence was available to judge standards in music by the end of Year 6. There is a distinct improvement between the standards in the school in the past and what was seen during the inspection. **The statutory targets set by the school for improvement in 2002 in English and mathematics for pupils in Year 6 are based upon an accurate analysis of data now being collected and are appropriately challenging.**
5. **All pupils with additional learning difficulties achieved well in 2001, with the majority attaining the expected Level 4 by the end of Year 6 in mathematics and all pupils gaining at least the expected level in science.** Since September 2001, those with special educational needs throughout the school are making good progress towards their targets. This is particularly the case in mathematics and for those pupils who receive a highly structured daily approach to improving their phonetic awareness and articulation, spelling and pronunciation skills.
6. **There is no significant difference in attainment between the boys and the girls over time apart from in mathematics by the end of Year 6** where boys achieved

much better than girls in the past. The school has analysed the evidence available and is aware of this. Evidence of achievement since September 2001, points to girls being given every opportunity to attain equally well in lessons now. Staff know the attainments of all pupils very well and are successfully meeting them. There are a few able musicians who receive additional tuition and are given opportunities to demonstrate their learning. They are encouraged to succeed by the school and their parents.

7. **Pupils throughout the school are confident learners.** Most have good attitudes to work, which helps them to make good progress in most lessons and in their personal development. Numeracy skills are used well in a broad range of subjects. This was very evident in design and technology work with Years 1 and 2 in the understanding of a range of tally charts and graphs to record evidence from their work on understanding the properties of fruit and vegetables such as taste, texture and appearance. Also in a range of science lessons across the school requiring graphs to be compiled from evidence gained such as how far a model car travels in centimetres dependent upon the angle of slope of a ramp. The National Literacy Strategy is in place and serves the school well as a curriculum plan for English and also a way of improving pupils' spiritual, moral, social and cultural development. As a result, pupils use language creatively, understand the spiritual and cultural value of poetry, myths and legends and extend their writing well in subjects such as history and religious education. Pupils are developing personal study well. On occasions pupils develop ideas from home upon which they build in school such as the study by Year 3 pupils of how to solve number problems with numbers linked directly to the letters of the alphabet so that spellings of words can be used for a range of sums. Also, with Year 6 pupils' study of life in the 1960's and 70's. However, overall, whilst personal development is good, pupils do not yet have sufficient opportunity to use the school library or computers to further develop their research skills. The school is aware of this and plans are in place to improve these opportunities once the remedial work on the accommodation has been completed. **Overall, pupils' achievement over time is now satisfactory and has developed well in the very short time since September 2001.**

Pupils' attitudes, values and personal development

8. **Standards in this area of school life have dipped from the time of the last inspection when they were very good. They are improving again and are now good;** there is an enthusiastic and supportive atmosphere. The start of the school day is orderly and peaceful and pupils settle quickly to work. During lessons, pupils are interested, enthusiastic and eager to join in all aspects of the work. Pupils of all abilities enjoy learning, and those with higher attainment are given the opportunity to stretch their minds, whilst appropriate support is given to pupils with other special needs. The school has a clear expectation that pupils will make every effort to get the most out of their life in school and pupils respond to this positively. Parents appreciate this.
9. **The behaviour of pupils in and around the school is good,** a situation that pleases parents who say this is a great improvement on the last academic year. Pupils benefit from the very good classroom management and good teaching provided by teachers with the able assistance of classroom assistants. This was clearly demonstrated by Year 6 pupils who behaved well in physical education in the school hall when the lesson involved considerable travel and movement. Behaviour at playtimes and lunchtimes is also good with pupils playing well together across the age groups. There have been no exclusions in the last academic year. There was no

bullying or boisterous behaviour observed during the time of the inspection and pupils related well together outside the classroom.

10. **Relationships in the school are very good.** Pupils follow the lead set by staff and listen to each other's views, work well together particularly in pairs sharing and discussing ideas. This was seen clearly in a Year 5 numeracy hour when the jokes and fun activities built on the excellent relationships in this class to produce good learning. All pupils in the school play well together and it is especially noticeable in the playground that older boys include younger boys in their games. Pupils with special needs are fully integrated into the life of school with similarly very good relationships with their peers and the staff.
11. **Personal development is good; pupils are given the opportunity to take responsibility** especially in Years 5 and 6, which they enjoy. All classrooms have a rota of responsibilities to ensure the day runs smoothly; Year 5 pupils look after the school registers delivering and collecting them from classrooms. In Year 6 responsibilities increase considerably. Pupils go into lunch with reception pupils on a rota basis; they are similarly paired with reception pupils for reading. The development of personal initiative is beginning to take root. Year 6 pupils, for example, asked to be allowed to organise an event for Children in Need, which proved very successful. In the reception class, pupils work independently and organise themselves for outdoor play. In Years 3 and 4 pupils undertake independent research and in Year 5 pupils organise the classroom for the next lesson as a matter of course.
12. **Attendance is good and is well above the national average** whilst unauthorised absence is below. Even so, attendance in 2000/2001 had fallen from a previous high because more parents are willing to risk gaps in their children's learning by taking them out of school for holidays during term time.

HOW WELL ARE PUPILS TAUGHT?

13. Teaching and learning was good or better in 92 per cent of lessons and very good or better in 49 per cent. **Overall, teaching and learning was good.** It was good in English, mathematics, science, art, physical education and religious education. It was very good in history and music with pupils in Years 1 and 2; it was good at Years 1 and 2 in information and communications technology and satisfactory with Years 3 to 6. Insufficient teaching was scheduled during the inspection in design and technology, geography and music with pupils in Years 3 to 6 for judgements to be made. Teachers are beginning to plan well together, using restricted resources effectively. However, other than in literacy and numeracy, the lack of completed schemes of work does not yet ensure that individual good teaching leads to pupils' learning building step-by-step across the school.
14. Overall, teaching and learning was particularly strong with reception children and with pupils in Years 2 and 3. Examples of very good or excellent teaching were seen in most classes. Because pupils' standards and to some extent, behaviour and attitudes are coming from a low base in 2000, pupils' learning, whilst impressive in many classes is not yet at the high levels of some of the very good or excellent teaching now being achieved in the school.
15. **Across the school, teachers set out clearly in lessons and in pupils' exercise books what is expected of pupils in their learning. Pupils have no concerns at all about asking for help if they are unclear about something.** In effective

lessons, teachers start by ensuring the learning objectives are clear and set out, so that pupils can remind themselves at any time during the lesson. Work is set for different abilities of pupils, groups are supported in their learning by teachers focusing on each group for short periods of time and when additional staff are available, they are used effectively, particularly with those pupils with additional learning difficulties. Examples of this very effective teaching were seen in a Year 5 mathematics lesson where the teacher ensured that pupils knew exactly what they had to do and how they were going to proceed. As the lesson developed, pupils worked individually, in pairs or small groups as they chose, in understanding the value of digits in decimals to one, two or three decimal points depending on the pupils' attainment. The teacher chatted to pupils to make sure they had remembered everything from their last lesson and were clear about how they were going to extend their thinking. This helped the teacher to find out if there were any misunderstandings that could be corrected immediately. Once pupils had completed their work, harder extension work was available.

16. In excellent lessons in mathematics at Year 1/2, history at Years 3 and 4 and English at Year 6, a similar style was used. Very clear objectives built clearly on previous learning and offered pupils the opportunity to apply their knowledge, offer ideas, give explanations for their thoughts and make comparisons with other pupils' views, which they did very well. This helped pupils at Year 2 overcome difficulties they had experienced in a previous lesson in solving problems involving the costs of three items. The teacher's very good approach to day-to-day assessment had immediately highlighted this as a concern. In Years 3 and 4, pupils' discussion in history led to one Year 3 pupil who 'challenged' the idea about how the Vikings could have become Christians when they had more than one god. This perceptive viewpoint was expressed confidently in front of the whole class without concern and built on by the teacher who offered one of two possible reasons linked to the time scale of change in faith by the Vikings, before returning to the main discussion. In the Year 6 English lesson, higher attaining pupils were 'led' very effectively by a knowledgeable teacher to explain metaphors, find examples of personification and explain syllable patterns. Other pupils explained similes and understood simple syllable structure, which they put into use in composing their own poems. As a result of the excellent teaching, standards were good for pupils of all abilities.
17. **Overall, pupils' independent work and research skills have developed well but are not yet supported fully by, for instance, use of a school library or regular access to information via the Internet or CD Roms.** Constant and necessary building improvements and redecoration since September 2001 have not yet resulted in ready access to good library facilities or an up-to-date information and communications technology suite. These are nearing completion. However, staff have worked hard under difficult circumstances; none-more-so than in history lessons across the school. Teachers rely heavily on resource-packs from the Northamptonshire Library. Teachers' own knowledge and their commitment to ensuring pupils' develop independent research skills, have led to pupils building-up impressive knowledge and understanding in a short time. For instance, what they know about the Great Fire of London in Years 1 and 2 or about the Second World War in Years 3 and 4. In Year 6, independent research resulted in well-thought-out comparisons in the marketing characteristics of popular music between the current times and twenty years ago.
18. **On the few occasions when teaching and learning was satisfactory,** this was in mathematics with Year 4, science with Years 3 and 4 and geography with Year 6. Here instances of teachers picking up on and supporting pupils' misunderstandings were not as frequent as they might have been in mathematics and geography. As

such, pupils' learning was hampered. In mathematics, some higher attaining pupils were still struggling with 'decomposition' in subtraction sums. In science, the combined afternoon class of Years 3 and 4 was a sizeable group for practical science and without additional support staff, on this occasion, the pupils' took some time to settle to their work, which affected the extent of their learning.

19. **The National Numeracy strategy has been introduced well** and teaching of skills is good throughout school; very good with Years 1 and 2. Skills are built into a broad range of subjects. **Introduction of the National Literacy strategy has been good** and serves the school well as a curriculum plan for this subject. The subject serves the spiritual, moral, social and cultural development of pupils effectively through creative use of language, the extensive use of poetry, myths, legends and links with other subjects such as history.
20. **All pupils with special educational needs are taught very well.** Teachers are usually successful in planning their teaching and the learning materials to pupils' needs and they ensure that pupils know what they need to do to succeed. The very good relationships between staff and pupils and the effectiveness of the classroom support have a very positive effect on pupils' learning. Support of pupils in classrooms and separately individually or in small groups in scheduled very effectively in a way that ensures pupils who receive extra support out of classrooms do not consistently miss the same work. Higher attaining pupils are recognised and encouraged to achieve well. The teaching assistants are experienced and well trained for the work that they do. The constant encouragement staff give to the pupils motivates them to learn, helps to raise their self-esteem and helps to keep them focused on learning. Homework is used very successfully by some teachers. **Overall, the quality of teaching and learning is a strength again of the school as it was at the time of the last inspection.**

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

21. The last report judged the curriculum met the statutory requirements of the National Curriculum and religious education with the exception of physical education at Key Stage 2. This was because there was no provision for outdoor and adventurous activities. This has been rectified. All pupils at Key Stage 2 attend a residential outdoor centre. **The curriculum is now fully in place and promotes intellectual, physical and personal development for all pupils. All subjects of the National Curriculum are taught and statutory requirements are met.** The religious education curriculum follows the Local Education Authority guidelines.
22. **The subject policies that were in place in September 2001, when the head teacher and all teaching staff started, are still in place but are being renewed on a two-year rolling programme.** Also, because of the mixed year-groups in some classes, the school also intends that medium term plans will cover a period of two years in some subjects. The planning acknowledges the range of needs of pupils in different groups within each class. **The school currently uses the nationally recommended planning guidance from the Qualification and Curriculum Authority (QCA) as schemes of work for most subjects. However, staff discussions to ensure that their use of this guidance in practice, provides pupils with a curriculum that builds securely across the school, has not yet happened for most subjects.**

23. The literacy and numeracy strategies have been successfully implemented with much emphasis initially on numeracy because not all staff had undertaken the relevant training. All pupils including those with special educational needs have access to the curriculum. **There is very good provision for pupils with special educational needs where pupils do have a great deal of support.**
24. **The curriculum for children in the Foundation Stage includes all recommended areas of learning.** There is good provision for pupils' personal and social development at all times, with the exception that **there are restricted opportunities for self-initiated activities because of the need to develop further, opportunities for outdoor physical and play provision.** The curriculum offers many opportunities for spiritual, emotional, social, moral and cultural development through careful planning, sensitive teaching, good opportunities for group work, discussion, encouraging children to make choices, reference to world cultures and the use of stories to explore the behaviour and actions of others.
25. **Provision of extra curricular activities, has recently become satisfactory.** At present, there are French, art, drama, hand-bell ringing and choir clubs. In the autumn term 2001, there was also a film club where two parents, who are film directors, helped the pupils to make a ten-minute video that was screened at a local cinema. However, no sporting activities have taken place recently after school although a football club is planned shortly. Also, a number of pupils receive instrumental music tuition at school. The school is aware of parental concern about the lack of activities outside of lessons and has taken steps to improve this.
26. **The school provides good equality of access to the curriculum.** All pupils are included regardless of gender, ability or race. The school has sound policies to ensure all pupils are included. The inclusion of pupils with special educational needs is very good. There are no pupils who have English as an additional language. Although a few pupils miss assembly or parts of lessons because of extra music lessons or special educational needs support, they do not miss the same lessons each week. A very effective timetable is in place to support this.
27. **Provision for personal, social and health education is very good.** Each class has a 45- minute set lesson each week. One of the teachers is also an educational psychologist and is in charge of the programme. Pupils in Years 5 and 6 follow a 'social speaking' programme, which includes eye to eye contact. This programme also helps pupils who have some behavioural problems. In a good lesson observed in Year 5 about 'being a good listener' pupils were placed in pairs and had to listen to what each other said about their family and hobbies. Later all pupils proved they had been good listeners by telling the class about their partner's family and hobbies. Pupils in Years 3 and 4 follow a programme entitled 'Who am I? Where do I fit in?' and pupils in Years 1 and 2 develop relationships and respect differences between people. Sex and relationships education are covered appropriately. Lessons are adapted for all age groups.
28. **The contribution of the community to pupils' learning is good.** The general community are invited to the school. In addition pupils sing in residential homes. The school is involved in the village Golden Jubilee celebrations. Visits to the school are made by the police, fire brigade and school nurse, which extends well pupils' understanding of how the community works. The vicar is actively involved once a fortnight and takes assemblies. The relationships with partner institutions are good, particularly with the main secondary school.

29. **The overall provision for pupils' spiritual, moral, social and cultural development is good.** For those pupils who took part in the film club, this particular 'adventure' offered excellent provision. The last report stated that social and moral development were strengths of the school. They are still strengths of the school. The provision for pupils' spiritual development is good. There is a feeling of concern for everyone. In daily assemblies, pupils reflected on how Louise Braille, Ghandi and Martin Luther King were all special people who had used their talents. It was emphasised that they, the pupils, were also special and had talents; some were asked to highlight these which they did. In another assembly, pupils were intrigued at a story about a cyclist in the Tour de France in the 1930s giving his cycle to the team leader when he had fallen off. Pupils understood the value of teamwork. In music and art, opportunities arise for pupils to consider how the world has developed around them. Assemblies are mainly Christian but sometimes there are stories from other faiths. There is always a period for reflection.
30. **The school's provision for pupils' moral development is very good.** Pupils know the difference between right and wrong. There are class rules, which the pupils draw up themselves. Positive behaviour is encouraged and there is a well-developed reward system. Good discussions take place in all classes on moral issues of relevance. The impact of all of this is that the behaviour by the vast majority of the pupils both in and out of class is good.
31. **The provision for pupils' social development is also very good.** Pupils relate to each other and get on well. The school provides many opportunities for pupils to take on responsibilities, show initiative and understand the school as a community. Relationships within the school are of a very high quality. Year 6 pupils help the younger ones. The older ones also hear the younger pupils read. Monitors are used in many areas, for example in the hall before and after assembly. Year 5 pupils help with the school registers. Citizenship is mainly developed through timetabled discussion time. There is no school council but this is on the school's agenda for development. Fund raising activities have taken place for the Children in Need and at Harvest Festival, where the proceeds went toward the Northampton soup kitchen. Other activities included the pupils involvement in the national 'jeans for genes' day and a 'spellathon', which helped their own school library.
32. **Provision for pupils' cultural development is satisfactory.** The focus at present is on people being different. There is a multicultural display in the hall and Year 6 pupils are learning about Sikhism. Reception pupils are celebrating the Chinese New Year. There is cultural awareness in other subjects, for example in history, where pupils learn about famous people such as Martin Luther King. The school has made a positive start at promoting the various cultures around the world and the cultures of a multicultural Britain and this impacts positively on pupils' understanding of the wider diverse society in which they live.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. **Overall the pastoral care of pupils is good and ensures pupils' welfare receives the attention it deserves. This remains a positive area of school life as it was at the time of the last inspection. However, equally the same, is the unsatisfactory provision of assessment, guidance and support overall for pupils' academic development.** Teachers and support staff have a clear personal knowledge of pupils in their class and more generally across the school. Pupils with

individual needs are well provided for and the school is well on the way with its preparations to comply with the new Code of Practice for special educational needs. Individual education plans put into place since September 2001 for pupils with special educational needs are very detailed and rooted in the school's additional support procedures so that progress for these pupils is easy to see and leads immediately into the next teaching points. The school makes good use of external support provided by the Local Education Authority and of classroom assistants' skills to support individuals and groups in the classroom or in additional sessions enabling them to achieve according to their needs.

34. The school is a safe environment. Health and safety is monitored regularly by a governor and the head teacher and teachers are encouraged to raise issues before planned inspections. Many outstanding issues have now been dealt with and few remain; **the most pressing of these being the remedial work to the rear pathway outside the entrance to the classroom for Years 1 and 2.** Pupils are well supervised during playtimes and lunchtimes by teachers and assistants and consequently pupils enjoy this time playing games and socialising. Child protection is based on the local guidelines and is good. The named person is very well trained; training for other staff has been arranged to take place in the near future. The school has recently introduced a system whereby parents notify the school when pupils are leaving the premises to go home for lunch bringing it into line with national good practice.
35. **The promotion and monitoring of attendance is good.** Certificates and book vouchers for 100% attendance are given to individual pupils alongside recognition for those classes with 100% attendance. Registers are well marked and the school is introducing computerised recording, which will provide instant monitoring of attendance.
36. **The school has very good strategies in place to ensure pupils' good behaviour.** These have been the key to improving behaviour in this present academic year and are based on the re-enforcement of positive values. All pupils are made to feel special and this has resulted in good behaviour throughout the school. One pupil from each class weekly becomes 'Pupil of the Week'. These awards are an important part of school life and clearly displayed around the school as part of the very good pupil management. Interesting lessons taught by staff ensure that pupils have little incentive or time to behave inappropriately. The anti-bullying strategy and behaviour monitoring has ensured that bullying is kept to a minimum and parents say that the few incidents are dealt with immediately and effectively. Children with behavioural difficulties have been identified and placed on the special needs register with the co-operation of parents and strategies put in place to help them overcome problems.
37. **The procedures for monitoring and supporting pupils' personal development are good.** The school makes every effort to accentuate the positive aspects of each pupil's life by highlighting their personal skills at the awards assembly. Older pupils are given the opportunity to develop their independence and social skills on the residential visits organised by the school. The school emphasises the need for pupils to care for one another, older pupils having particular responsibility for the Reception pupils. Co-operation in lessons is encouraged from the time pupils enter Reception and they continue to work well together in pairs and small groups. Pupils are encouraged to be aware of their own learning and to review the lesson objectives at the end of each lesson to see how far they have succeeded in achieving them. This is a particular strength of the school.

38. **Assessment is unsatisfactory overall.** The baseline assessment procedures of the Local Education Authority are used to establish early learning standards for Reception pupils. Subsequently, this is used to monitor advances in learning, with appropriate records being kept, so that tracking of progress can inform some of the curriculum provision.
39. In the short time available, some valuable action has helped staff to obtain an idea of some standards across the whole school and to start to take appropriate action to accelerate learning in some areas. Standardised reading and mathematics tests have provided the initial data to establish a record for each pupil. This will show accumulated assessment information and eventually enable the tracking of progress in learning in key areas of the curriculum. Each class teacher has the data related to the two sets of standardised tests, which has enabled class averages to be calculated. All classes have shown an advance on the class average since last September, reflecting staff's efforts to accelerate learning. This newly established system of data recording, which is supported by a management information system, will help staff predict outcomes in the national tests for individual pupils in future years and will clearly illustrate the progress of each pupil.
40. Teachers have set targets in English and mathematics for pupils, which are realistic. They use learning objectives as a key element of lesson planning, which are also shared with and discussed with pupils. Marking in English and mathematics frequently refers to whether pupils have achieved the objectives of the lesson, giving helpful feedback. Teachers have an awareness of ability levels in class, and they adapt activities or provide extra support where they know that pupils need such help. What is missing are the ongoing assessment records to help make a more specific match to pupils' learning needs.
41. **There is no formal assessment in information and communications technology, religious education or the other foundation subjects. This is an important area for development under the leadership of subject co-ordinators.**

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. **Parents feel that this is a good school** and that it is well led and managed. Similarly, the overwhelming majority of responses to the pre inspection questionnaires from parents said their children liked coming to school, where they worked hard, behaved well and increased in maturity as they moved through the school. There was slightly less agreement but still a large majority who said that their children made good progress in a school with good teachers whom they would be comfortable approaching with problems. Parents were very much less happy that their children were receiving the right amount of homework although this varied between too much and too little or that the school kept them well informed and worked closely with them as parents. A majority of parents said the school was not providing an interesting range of out of school activities.
43. **The inspectors agree with parents in their positive views of the school but also find that the use of homework is appropriate, the provision for extra-curricular activities is satisfactory and of late the school has made good efforts to ensure parents are informed.**
44. **The effectiveness of the school's links with parents is good and matches with**

those at the last inspection. The school brochure is informative although not entirely complete. The school has organised an annual meeting for the parents of new children starting in the school, which provides for a good exchange of information. When it became known that the whole staff would be changing with the introduction of the new head teacher, the governing body made every effort to ensure parents were kept informed through meetings and letters. Because new staff were appointed in the summer term and during school holidays, every opportunity was taken for them to meet and talk to parents. Consequently parents kept faith in the schools future prospects, which are judged to be very good.

45. Pupils' annual progress reports for parents are in a format introduced in 2000/2001 by the former acting head and will be used by the present teaching staff. The layout of these reports ensures that parents receive a very good range of information about the extent of children's progress. The school holds consultation evenings in October and March when parents have the opportunity to see their children's work. Pupils in Years 5 and 6 are encouraged to attend these meetings with their parents. Notes are made at these meetings as a reminder of what needs to be monitored. Parents are welcomed into the school on an informal basis before and after school when they can talk to teachers and the head teacher. Parents of pupils with special needs are kept fully informed and involved in their reviews. The new special needs co-ordinator is beginning to increase her role in respect of liaison with parents.
46. A small number of parents have time to help in school and do help with the visits to the swimming baths, in art and in design and technology lessons and on school visits. Those parents who can contribute their special skills in the classroom such as firemen and nurses are welcomed, as is one parent who has offered his skills to a lunchtime computer club. **A small group of parents has helped in the total transformation of the school during the previous summer holiday by cleaning, painting, tiling and general handiwork. Because of this and other work pupils returned to a totally transformed school. The Friends of the school provide considerable funds to help in the provision of resources for pupils.** Homework is given on a regular basis in line with the school policy, and parents of pupils in the reception class and Year 1/2 have been given home/school books which include reading records, shared activities and parental comments. The head teacher and staff are working very hard to improve the partnership with parents and to draw them closer into the life of the school and their children's education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. **Since the summer term of 2000 the school went through a period of uncertainty in its leadership following the last inspection in May 1997:**
- the head teacher finished at the end of the summer term of 2000;
 - pupils' standards by July 2000 had become well below the national average in comparison with pupils in similar schools;
 - the governing body became concerned about the standards in the school and requested the Local Education Authority to investigate;
 - much teaching and learning in September 2000 was judged to be unsatisfactory;
 - an acting head teacher ran the school from September to December 2000;
 - **at this time, the school had a number of serious weaknesses and pupils were underachieving in their work.**
 - a second acting head teacher was in post from January to August 2001;

48. Standards in the school started to improve from January 2001 so that by July 2001, whilst some under achievement still existed in pupils' reading standards at Year 2 and in English and mathematics standards at Year 6, overall, improvements had been made in comparison with the previous year.
49. In September 2001, the new head teacher was appointed and with all of the previous teaching staff having left, a totally new staffing structure was in place. **Since then, the school has 'picked itself up', 'dusted itself down' and set itself firmly on the road to improvement.** Improvements are happening at a pace and supported by the Local Education Authority. Since September 2001, the school has, amongst other things,
- transformed the accommodation and improved the pupils' learning environment with much help from a group of parents;
 - introduced consistently applied approaches to improving pupils' behaviour which have paid off;
 - ensured the head teacher has had the time to monitor the quality of teaching and learning in the school, and to lead ways of improving this even further;
 - begun to target development of subjects starting with mathematics and English;
 - begun to introduce ways of targeting and assessing pupils' standards and achievement in their work;
 - introduced improved strategies for identifying and supporting those pupils with special educational needs.
50. **The school is aware that much remains to be done. The head teacher is leading this process very well and is very clear what the school needs to do to improve further.** This is clearly known in school but is not yet set out fully in a prioritised and costed school improvement plan, which has clear measures of success. As such, the management of the process is sound. Particular areas for development include
- implementing performance management for the staff;
 - developing the role of senior teachers;
 - developing the role of subject co-ordinators;
 - improving curriculum planning and assessment strategies in all subjects;
 - completing the refurbishment of the information and communications technology suite;
 - raising standards overall in attainment in English, mathematics and science and particularly for higher attaining pupils.
51. **All other staff with management responsibilities have had little or no time so far to carry out their responsibilities.** As class teachers, their time up until now has been rightly devoted to settling in with their new classes and beginning to set out action plans for their areas of responsibility. As such, overall, subject co-ordination has not yet started with most of the new staff. **However, where time has been targeted for development, subject development has been good, curriculum development and assessment is far more advanced and teaching and learning has improved because of the support offered to staff as a result of monitoring by the head teacher and subject co-ordinator.** This has happened in mathematics so far.
52. The support of pupils with additional learning difficulties is given high priority and this

is reflected in the additional allocation from the school budget and the efficient use of specific funding for pupils with special educational needs (SEN). The head teacher has been the special educational needs co-ordinator and ensured day-to-day requirements are met. A senior teacher has now taken on this role. **The organisation of support for pupils with special educational needs is very effective** and is fundamental to these pupils' good progress. This is because the SEN leader has a first hand knowledge of the needs of these pupils and works very closely with all staff and parent helpers. Extra support is directed to specific pupils and small groups based on needs discovered through detailed assessment. Individual education plans for pupils are very detailed and clear about the targets for improvement, how these are going to be achieved and assessed so that everyone can judge the progress being made. These have not yet been in place long enough for the system to have fully settled into including parental involvement in the review of progress. However, this very good practice has already been effective in raising the achievements of lower-attaining pupils.

53. **The school enjoys the support of a very hard-working governing body** that has a strong relationship with the staff, pupils and parents. Whilst the school's effectiveness fell significantly between the last inspection and the summer of 2000, once the governing body realised what was happening, they took decisive action, which has taken time to pay off but which has helped the school to improve to its current position. Governors were central to keeping parents informed of the difficulties and what was being done to overcome them. This relationship has grown into a strong partnership with parents. Their contribution to the school is very good. Governors visit the school frequently. At times this is informally, and at other times, for example, in a monitoring role for the curriculum, as governor with responsibility for special needs or for health and safety issues. The governors are more effective now in their monitoring of standards and the day-to-day financial control of the school. The school has benefited from a full audit of its budget in 2000. Overall, governors are very successful now in carrying out their responsibilities. They are clear about the importance of introducing performance management as quickly as possible now that a permanent staff is in place; and how this must link to school improvement planning, self-evaluation and continued professional development for the staff.
54. **Teachers' planning for lessons is monitored closely by the head teacher.** A newly qualified teacher has been monitored also as part of her induction process in the school, which is well organised. This has also provided the opportunity to plan with more established staff including from another school. This is continuing. Subsequent discussions with those staff observed helped to raise awareness of individual strengths and how teaching can be improved. **The school has plans for subject leaders to be more fully involved in monitoring teaching** in the classroom. This will happen in those subjects that become the next focus of the school's improvement plan. **This is vital towards ensuring greater consistency.**
55. Teaching and learning support staff are deployed effectively and although everyone is new to the school, the school has a good mix of subject trained and experienced staff. The accommodation is much improved and used well to provide a range of opportunities in English and mathematics and for a broadening range of practical work in science, art and design, music and design and technology. Year 5 pupils currently have access to the internet from their classroom and the school has developed their own web-page that parents and others can access. The school controls pupils' access to the internet although their inclusion in the school's web site has yet to be fully discussed with parents. The accommodation now lends itself more

to pupils being given chances to work in groups and more independently. Opportunities for this will improve even more when the computer suite is operational. Accommodation overall, is now good. The school is able to provide wheel chair access to most areas of school should this be necessary. The school knows that the quality and quantity of resources to meet the demands of the curriculum are unsatisfactory overall. It intends to improve resources as each subject becomes a priority for development. However, in the mean time, it does make good use of books and resources available as project packs from the local library service and Local Education Authority's staff professional development centre.

56. The school analyses and interprets the data it has in detail, sets targets for itself and compares its standards with other schools. **The school has high expectations and is setting itself challenging but achievable goals to achieve in a broad range of areas; such as pupils' attainment in comparison with other schools.** It is beginning to know how well pupils are progressing individually including in much detail about pupils with special educational needs, pupils as year-groups and gender comparisons. It is in the early stages of using computerised management information systems to support the processing of information and the target setting process. The school measures itself at times in other ways. Governors are increasingly taking comparative financial data into account in planning their own budget. Parents have been fully involved in discussing changes that have been planned for the school. The head teacher, governors and staff recognise what is working and what else needs to be done. They have the drive and commitment to develop further and the planning is coming into place to support this. The school applies now the principles of best value well.
57. Overall, the school has not developed well since the last inspection. Development has been unsatisfactory. It is now improving at a very good rate on an income that is similar to most other schools. However, whilst the school knows where it is going and how it is going to get there, it still has areas that need much development. These are particularly in curriculum planning, knowing just how well pupils are achieving in a broad range of subjects and the subject co-ordinators' roles in all of this. As such, the school currently provides satisfactory value for money and has the team of staff, governors and parents to ensure it improves much further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has developed a long way in a very short time. In order to maintain the momentum the staff and governors should,

- (1) Develop the use of assessment strategies and subject co-ordinators' roles to include (*Paragraphs 38,39,40,41,51,54,72,78,84,89,90,102,106,112 and 118*)
 - i) improving assessment and record keeping systems to show more clearly how pupils are progressing from year-to-year in all subjects;
 - ii) reaching agreed judgements with staff on the accuracy of their assessments;
 - iii) monitoring and evaluating pupils' progress to see if it is as good as it could be;
 - iv) monitoring and evaluating teaching and learning to see if it is as good as it could be.

- (2) Ensure that self-evaluation is more fully introduced in a formal way. To do this, the head teacher and governors need to (*Paragraphs 50,53 and 56*)
 - i) develop strategic planning through a three-year school improvement plan that has success criteria and budget implications as a minimum for all of the school's priorities;
 - ii) extend its tracking of pupils' standards so that monitoring of attainment and achievement by year group, gender, ability differences or any other chosen focus is fully effective;
 - iii) fully introduce performance management for all staff;
 - iv) ensure that through formal self-evaluation, governors gain even more 'first hand' knowledge of the school's standards and provision.

- (3) Raise pupils' standards in information and communication technology.
(*Paragraphs 4 and 99*)

In addition to the Key issues above, the following less important issues should be considered for inclusion in the school action plan:

- ensure remedial work is carried out to the pathway leading to the rear school entrance to the classroom for Years 1 and 2;
(*Paragraph 34*)

- Improve outdoor play provision for pupils in the Foundation Stage.
(*Paragraph 64*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	16	16	3	0	0	0
Percentage	8	42	42	8	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 two 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)	123
Number of full-time pupils known to be eligible for free school meals	0
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	28
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	3
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	7	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	14	15	15
Percentage of pupils at NC level 2 or above	School	93(73)	100(80)	100(73)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	100(80)	100(80)	100(100)
	National	85(84)	89(88)	89(88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	6	11	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	14	14	17
Percentage of pupils at NC level 4 or above	School	82(81)	82(69)	100(94)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	N/A	N/A	N/A
Percentage of pupils at NC level 4 or above	School	N/A(88)	N/A(81)	N/A(94)
	National	72(70)	74(72)	82(79)

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

Information for both Year 2 and Year 6 has been restricted to totals because of the small number of boys and girls involved in the assessments. This retains confidentiality for individual pupils.

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	103
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	6.6
Number of pupils per qualified teacher	18.6
Average class size	20.5

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	92

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	15
Number of teachers appointed to the school during the last two years	14
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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.

Financial information

Financial year	2000/2001
	£
Total income	270,162
Total expenditure	268,141
Expenditure per pupil	2,031
Balance brought forward from previous year	11,550
Balance carried forward to next year	13,574

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	122
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	51	0	2	2
My child is making good progress in school.	30	58	9	0	2
Behaviour in the school is good.	19	77	0	2	2
My child gets the right amount of work to do at home.	14	53	30	0	2
The teaching is good.	28	53	5	0	14
I am kept well informed about how my child is getting on.	19	47	26	7	2
I would feel comfortable about approaching the school with questions or a problem.	49	33	16	2	0
The school expects my child to work hard and achieve his or her best.	44	51	5	0	0
The school works closely with parents.	26	44	26	2	2
The school is well led and managed.	53	44	2	0	0
The school is helping my child become mature and responsible.	33	56	2	2	7
The school provides an interesting range of activities outside lessons.	2	26	47	16	9

Other issues raised by parents

Some parents at the meeting with the Registered Inspector pointed out their uncertainties when completing the questionnaire; uncertainties about whether to complete the questionnaire with reference to their views about the school over time or about the school since the new staff took over in September 2001. The results of the survey may reflect this dilemma.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. There are 20 children in the Reception class, six of whom have had their fifth birthdays and the remainder being four years old. Children start school in the September after their fourth birthday. These 20 children started school at the single annual intake in September 2001, and all attend full time. Attainment on entry is above average. A teacher and a learning support assistant staff the reception class. The class has recently moved into a newly prepared classroom, which is a spacious, light and an attractive learning environment.
59. Teaching is good overall with some very good features. There is good teamwork between the two members of staff. Routines and organisation are clear and effective. Resources are used well and the teacher is often clear and creative about what kind of learning is needed. She tracks and records children's progress in learning and matches the activities well, making interesting and challenging learning opportunities for the children.

Personal, social and emotional development

60. Children's personal and social development is good. Within half a term from starting in September, they had settled to full day attendance. They enter their classroom with enthusiasm every morning and say goodbye to their parents without fuss. They select activities readily from a wide choice provided. At register time they are attentive and some act as monitors. Relationships with the adults and other children are confident and secure. They wait in line and take turns, waiting with patience for their turn when playing games. They respond well to the classroom routines and expectations. They always enjoy talking about their work when given the opportunity; many explain what they have been doing, while others are confident enough to say that they do not wish to explain at that time. Reception children attend assemblies with the older pupils from Key Stage 1 and 2, enjoying the stories and attempting the singing. They change their clothing independently and quickly before and after physical education sessions; many need little help from the adults. Friendship links and social play are evident throughout the reception class day. Pupils are on track to exceed the early learning goals.

Communication, language and literacy

61. Attainment and progress in language and literacy is satisfactory overall, with evidence of some accelerating progress. Children enjoy stories and looking at the big book in the daily literacy sessions. They are enthusiastic about the books used for guided reading in the well-matched group work. They enjoy discussions in every part of their work, frequently speaking to the class and explaining what they have been doing. Some give detail about their work or give answers to calculations related to simple number problems. Younger pupils and those with special educational needs explored the 'Goldilocks' story, giving information about the pictures and where they could see a known letter, saying the letter sounds. Some recognised and said familiar words. A more advanced group were eager to explore a non-fiction text, and quickly understood that they could use this book in a different way from story books, understanding that

by using the contents and index they could find pictures or words which would help them find out about night animals. These children were beginning to read simple text. Higher attaining pupils already do this. Children share books together with interest and enjoyment. Higher attaining children write individual letters of the alphabet and attempt simple sentences when writing about people who help us. Younger children begin to learn how to form letters and enjoy recording their experiences in their drawings. Some children have designed their own theatre tickets to support the ongoing imaginative play provision. Teaching is good. Discussion with children is always well focused and the quality of questioning and intervention is good from both members of staff. Pupils are on track to meet and for some, exceed the early learning goals.

Mathematical development

62. Children are excited by their lively mathematics activities. Those who are becoming familiar and confident with numbers play skittles to use the numbers that make ten. Younger children and those who are at an earlier stage of learning enjoy hiding the five hen's eggs under her two wings, and challenging their friends to guess how many there are under each wing. Higher attaining children count the teddy bears and make a written record of how many are wearing hats or going to sleep, using written numerals to show the answers. Teaching is very good, with resources and activities being used creatively and effectively. Mathematical language and vocabulary are encouraged and used well during discussions. Good records are kept of children's mathematical understanding and activities are chosen to add appropriate challenge as children progress. Pupils are on track to exceed the early learning goals.

Knowledge and understanding of the world

63. Children's knowledge and understanding of the world is satisfactory. They develop awareness of people who help us because they meet and enjoy discussion with visitors to school such as fire fighters and nurses. They construct vehicles such as fire engines and make drawings of the finished product. They learn about Christian events through visiting the village church and joining in festivals such as the Christingle service. Early awareness of cultural diversity comes from learning about Hindu festivals and the Chinese New Year. Children use the computer to make pictures and the tape recorder to listen to stories, which helps them to develop some familiarity with information and communications technology. The provision during the inspection included a theatre with a curtain, costumes and seats for the audience; sand play, which involved making homes for dinosaurs, and water play with icebergs, ships and fish. These were used appropriately. Teaching is satisfactory, with these and other events and opportunities being planned carefully and used to support class discussion and to give children a wider experience of the world. Pupils are on track to meet the early learning goals.

Physical development

64. Many of the classroom activities support the development of fine physical skills such as cutting, constructing and using tools. No outdoor activities were observed. Indoor physical activity takes place in the hall. Overall, attainment and progress are good. Children enjoy interpreting the book of "The Wild Things", making effective, individual body shapes and sequences of movements and holding their shapes well when asked. Children work at their individual confidence levels because the teacher plans the activities to encourage this. Children are mature in their use of space and they work safely and sensibly, giving good creative effort to all that they do. They are happy to discuss the quality of movement that they see as they observe group work.

Teaching is very good. Careful planning and good intervention, ensure that children enjoy a lively physical experience at a suitable pace. The staff have noted the need to develop outdoor experiences to include more child-initiated activity, but up to now there has been neither the time nor the funds for this work. Pupils are on track to exceed the early learning goals.

Creative development

65. Creative development is good. In addition to creative physical work in the hall, children have many opportunities to create artistically. With help they make Chinese lanterns which involve making printing blocks for contact printing. They enjoy good musical challenges, which require them to listen, perform and sing on a signal. Their learning involves creating silence as well as sound, so their listening skills are enhanced. Painting and drawing opportunities are offered through directed and self selected activities. Teaching is very good, reflecting a high level of teamwork and an appropriate range of enjoyable and challenging activities. The teacher is skilled at helping the children understand how their learning will improve through these activities. Pupils are on track to exceed the early learning goals.

ENGLISH

66. Standards improved in 2001 over the previous year although underachievement was still evident in reading at Year 2 and in English overall at Year 6. This was particularly the case for higher attaining pupils expected to achieve Level 3 by the end of Year 2 in reading. Now, attainment in English is what would be expected by Year 2 and above expectations by Year 6. Achievement through Years 1 and 2 is appropriate and good elsewhere, particularly at Year 6. The progress of pupils with special educational needs is good throughout the school.
67. Standards of speaking and listening are above expectations at both key stages. The majority of pupils are confident to speak to adults and they articulate their speech well, using good standard English. The staff in the school encourages speaking and listening in most areas of work. Pupils of all abilities are questioned and asked to give their opinions or explain links with earlier learning, which they do well. Many pupils are willing to speak out loud in the class or in assemblies. During the inspection, pupils from Years 5 and 6 enjoyed presenting a dramatic event for the school assembly, with the majority of them saying their parts and giving information clearly and confidently. Younger pupils from Years 1 and 2 confidently discuss spelling patterns with their teacher and explain spelling rules.
68. Reading standards match national expectations throughout the school. Pupils achieve appropriately. Some higher attaining pupils in both key stages read at above-average levels and some of these pupils make good progress. All pupils are developing phonic knowledge and understanding. The range of books in the library reflects some shortages and although classrooms have book collections, which support some of the current curriculum work, there was insufficient evidence of pupils reading books to find information. Pupils read regularly during the literacy sessions and all take books home. The good home-school record helps communication between home and school and shows a record of books read and difficulties encountered by each pupil. These difficulties are picked up on and supported. Pupils with special educational needs make good progress in relation to earlier learning because they receive well co-ordinated support and have access to carefully structured reading activities. A few younger pupils are showing rapid progress at present, which is being nurtured and monitored. Standardised reading tests in September and again in January have

helped the staff to establish some understanding of standards and needs across the school. Action taken in response to the first set of results is having impact and pupils standards are rising. Reading across the curriculum occurs in class, but there is no policy to ensure this approach as a consistent area of provision.

69. Writing standards match national expectations by the end of Year 2 and are above expectations by Year 6. Progress is satisfactory through Years 1 and 2 and good through Years 3 to 6. By Year 2, pupils form their letters effectively and write to describe events, change the ending of a story or to use sequencing words to write about what happened next. Higher attaining pupils write simple sentences and begin to use punctuation appropriately. In Years 5 and 6, attainment is higher than expected. By Year 6, pupils attain well; they develop their ideas effectively and often draft work up to three times to improve style and content. Not all pieces are completed to a finished draft, but sufficient examples by pupils of all abilities show a very high standard of presentation, which shows pride in the work of a quality that matches the teacher's expectation. These pupils are not fully familiar with good work habits and they have weaknesses in spelling which at times lets them down, but their positive attitudes and commitment to the subject and pride in the finished product supports a high level of success.
70. Teaching and learning are good overall, and very good at Years 5 and 6. Half of all teaching seen was very good or excellent. Teachers are well prepared and they are skilled at organising and managing their literacy lessons. Creative approaches motivate pupils well, such as developing 'rap music' at Year 3 and writing myths at Year 5. In a very good Key Stage 1 lesson, pupils were introduced to the idea of altering text to make it simpler for use in a diagram. Some pupils began to understand this difficult concept. The majority of teachers effectively used the school's marking policy to give pupils feedback about strengths and weaknesses in their writing. A number of lessons reflected high challenge. Pupils in Year 6 were asked to notice particular word patterns, find sets of words, explain syllable patterns and seek examples of metaphors, similes and alliteration when working on a 'cinquain' poem. This they did well. They showed skill in constructing their own poems linked to an art focus. They used their earlier learning well. Marking in this class was not sufficiently specific, but classroom systems ensured that corrections were made and spellings were improved. Handwriting is joined and legible, but, for some, is still untidy. Pupils of all abilities achieve well and show effective response to a good range of challenge. Teachers are effective at making work understandable to pupils of different abilities and clear in their teaching of strategies such as the use of bullet points and key words as seen in Year 4. The use of homework to develop aspects of English is a common feature across the school.
71. The National Literacy Strategy is in place and serves the school well as a curriculum plan for this subject. The subject serves the spiritual, moral, social and cultural development of pupils effectively through creative use of language, the extensive use of poetry, myths, legends and links with other subjects. Letter formation is taught well and handwriting is practised regularly in most classes. Pupils in Key Stage 1 enjoy all aspects of reading, speaking, listening and writing, often in interesting and lively contexts. The Year 6 books show that pupils have achieved well on extensive work on biographies, resolving the plot of a story, and various journalistic and literary styles. Much of their work shows sensitivity and creativity, with good attention to detail and effective use of vocabulary, phrasing and grammar.
72. The co-ordination of English is unsatisfactory. While interim action has helped the new staff to get on with the important task of teaching, there is no management

framework and structure to assure overall quality and continuous development for the subject. Much remains to be done as time allows, including the development of English policy, curriculum and procedures, the audit and updating of resources and the whole staff development of assessment. Interim assessments, using standardised tests, have been very helpful in establishing current standards and have given indications of progress over a period of four months. There has been some effective checks carried out on the quality of teaching standards and of pupils' workbooks by the head teacher. The resources for English are adequate, but are not well organised to ensure that they serve progression in learning as pupils get older and move from class to class.

MATHEMATICS

73. Overall, the attainment of pupils was above that expected in comparison with the national average at Year 6 in 2001. This was an improvement from the results of 2000, which were below average. However, in comparison with similar schools, the results from 2000 were well below average and in 2001, whilst improved, were still below average. Nationally, boys' results are normally slightly higher than girls' results. At Yardley Gobion, the trend in this is greater. This has been recognised by the school already. Targets in achievement this year have been set to try to overcome this. Also at Year 6, the reduced number of pupils attaining higher than expected levels was a significant reason for the school's results being lower than expected. However, pupils with additional learning difficulties and other lower attaining pupils achieved appropriately. Trends in attainment from 1999 to 2001, point to much underachievement in the school.
74. However, from September 2001, the new staff set about raising standards. Mathematics has been a priority and the standards of work seen during the inspection were overall, above what would be expected. Pupils have begun to do well in a very short time and are building on the improvement started during the school year ending August 2001. Achievement is consistent throughout the school. This is improving because of a particular emphasis put into the consistency of planning for lessons and in the quality of teaching and learning. The subject leader, the head teacher and numeracy consultants from the Local Education Authority have all supported this development and have evaluated the rise in standards achieved. Much progress has been made recently. The school's assessment and monitoring of pupils' progress and the targets set for their attainment in this year's national assessments, point to results that will be more than comparable with similar schools. The school has strategies in place to support pupils who might otherwise miss their targets.
75. Teaching was very good for Years 1 and 2 so that by the age of seven, pupils showed an increasing knowledge and understanding of basic number facts. They understood well, place value of tens and units, how to add and subtract up to at least ten, with many beyond that. They are beginning to use their knowledge well in day-to-day 'problems'. In a very well-planned opening to a lesson using the National Numeracy Strategy, although all Year 1 and 2 pupils sat together in the 'numeracy corner' of the classroom, differences in known attainment levels of pupils led to different mental sums to work out as quickly as they could. These were pitched at the right level for different abilities of pupils to succeed when given 'a bit of thought'. A learning support assistant, who was very clear about her role, supported individual pupils where necessary and without hesitation. Both staff posed questions, pitched at exactly the right level, to help pupils understand more the ways of working out the problems but without giving the answers. All pupils were keen to try their best and many explained clearly how they were working out their answers. This helped them to understand

even more what they were doing and how their strategies could be used in different situations. The teacher used an interesting and broad range of vocabulary for the pupils to understand what was needed to work out their answers mentally. For example, for the lower attaining pupils, if one item from the 'Pet Shop' costs nine pence, what will three items cost? For the higher attaining pupils, their work was based in the 'Gift Shop' and with higher amounts up to 30 pence. Pupils chose which set of sums to work out. This was checked closely by the teacher to ensure that no one was 'taking the easy option'. All of this work was based upon accurate assessment of a previous activity that showed clearly that more work was needed on this particular issue. There is a very broad spread of ability in pupils at Years 1 and 2 and the very good teaching is ensuring all pupils learn well.

76. From September 2001, the work of Year 2 pupils shows that they have learned to work with number bonds to 100, estimated and counted accurately numbers up to 49 and sorted simple shapes by one property such as the number of sides although some pupils confused sides and corners. All pupils have worked on measurements of small distances using both metres and centimetres. Higher attaining pupils have worked well on partitioning of three digit numbers such as 895 being made up of $800 + 90 + 5$ whilst lower attaining pupils recognised odd and even number with support and add up simple sums with some success. Pupils had a good understanding of place value as a result.
77. Overall, teaching and learning is good with pupils in Years 3 to 6 so that by the age of 11 years, pupils take great pride in their abilities to think mathematically and apply their knowledge. Higher attaining pupils understand clearly that multiplication is the inverse of division, they order fractions and convert a range of these to the lowest common denominator, calculate the area and perimeter of shapes and work out fractions such as two fifths of 0.365 kilometres. Lower attaining pupils are still working on fractions such as one quarter of 36, division sums that do not quite work out without 'a remainder' such as 46 divided by seven and have some knowledge and understanding of how to interpret simple graphs and other ways of recording data. At Year 3, teaching and learning was very good. The teacher ensured that lessons were fun, which really encouraged the pupils to join in. At times, lessons also build very clearly on homework set so that pupils have prepared themselves for the answers they will need to use in the next lesson. Homework is marked with very useful comments so that both children and parents are clear about 'how things are going'. Whilst Year 3 is not the only class working in this way, this approach is not consistent across the school. Overall, teachers are very clear what they want the children to learn and go through a step-by-step process using discussion, demonstration and question and answer sessions so that the pupils understand what is expected of them. The style of approach of the National Numeracy Strategy is used effectively including the plenary session. Teachers 'pull together' the learning that has taken place in the different groups and by different abilities of pupil. They mostly assess how well pupils have understood their work, giving pointers where some misunderstandings have crept in. They decide how to proceed with the next lesson if more reinforcement of learning is necessary. Pupils are learning a lot of different strategies for working out a broad range of sums and on occasions, some pupils such as one or two in Year 4, become a little confused about which strategy to use. Evidence of work in the past included the cross-curricular use of mathematics and information and communications technology (ICT) in a design and technology project. However, much upheaval because of building alterations and improvements from September 2001, means that the school's computer suite is not yet in place. As such, there was insufficient evidence of regular use of ICT in analysing data collected, in using computer programs to change previously recorded data for instance from pie

charts to percentages to one decimal point or in turning raw data into frequency data before displaying on bar charts.

78. Overall, development in mathematics since the last inspection is unsatisfactory and was reflected in standards becoming poor by 2000. However, much has happened recently and the school now has a good structure with a good balance between the teaching of facts and knowledge, and the opportunities for pupils to use investigative skills. The subject leader has started to check other teachers' planning and teaching in a formal approach to improve the consistency in standards. This has complemented monitoring carried out by the head teacher. This was particularly useful for staff who had not been trained in the National Numeracy Strategy. The school is beginning to make impressive use of assessment information. It makes use of optional standard assessment tests and mental mathematics sessions. The school sets statutory targets in the percentage of pupils expected to achieve Level 4 or higher by the end of Year 6. In building up to this, the school is beginning to set individual targets for pupils. To gain full value from this, the results recorded compared with the targets set need to be fully accurate so as to build up trends over time. Individually, teachers ensure the good use of numeracy skills in other subjects although the use of ICT skills learned in numeracy lessons has still to be more fully developed. The school now has a set of staff whose skills and commitment to improving the school points to a very good capacity to improve pupils' learning and their achievement.

SCIENCE

79. In the National Curriculum tests for 2001, the attainments in science for Year 6 pupils was very high in comparison with the national average at Level 4 and above the national average at Level 5. This is a significant improvement on recent years. Inspection evidence indicates that standards are still above the national average for current Year 6 pupils.
80. Teachers' assessments for Year 2 pupils in 2001 show their attainments to be very high in comparison with the national average at Level 2 and close to the national average for higher attaining pupils at Level 3. Scrutiny of pupils' work so far this school year, indicate standards match national expectations at Year 2. The last report stated that standards were above average throughout the school.
81. Pupils in Years 1 and 2 know the basic parts of the body. They know how humans grow and need food to stay alive. Pupils know that they need to stay fit and healthy and have investigated healthy and non-healthy foods. They have used their mathematical skills to draw a bar chart of breakfast drinks of pupils in their class. Both year groups have studied the forces of 'pushing and 'pulling' in the classroom and have investigated whether a car will travel further if a ramp is made steeper. Mathematics was again used when the pupils measured in centimetres the distance travelled by a number of toy vehicles. Also, they have completed and understand what makes a fair test such as differences in how ice melts in different parts of the classroom. Pupils' development in knowledge and understanding in all of this work was good.
82. Pupils in Years 3 and 4 have studied a healthy diet and classified various foods under fibres, carbohydrates, proteins and vitamins. They have studied the food chain and ways to look after their teeth. They know the bones of the body and whether animals are vertebrates or invertebrates. This shows good knowledge and understanding. In

one lesson, pupils investigated heat insulation properties of various materials such as foil, felt, towelling, bubble-wrap, newspaper, sponge and fur. They made predictions first and found out that it could only be a fair test if the water in the bottles was at the same level and same temperature at the beginning of each test. Pupils in Year 5 have investigated ways to keep things cool and ways to keep things warm. They know how to test the pulse before and after exercise and make predictions. Year 6 pupils have investigated to see what happens when water from a solution evaporates. They know that stirring and filtering can separate solids, which do not dissolve in water and have drawn graphs to show comparison of gravitational pull and water resistance. Pupils are achieving appropriately by Year 6.

83. In the lessons observed, the quality of teaching and learning were occasionally satisfactory but normally good. Where teaching was good, teachers used questions effectively to prompt pupils' thinking and to probe their understanding. Teachers knew their subject well and had good technical competence. For example, in a good lesson in Year 5, through questioning and discussion, the teacher helped pupils to understand about sunrise and sunset; the apparent movement of the sun across the sky despite it being in a fixed position. Half the class drew bar charts of sunrise on 15th of each month whilst higher attaining pupils drew line graphs accurately of both sunrise and sunset. In a good lesson in Year 6, the teacher matched the activities well to the needs of all pupils. Here, they investigated dissolving various sugars. They knew that variables must be kept the same to make a fair test. There were clear and appropriate objectives so pupils significantly improved their investigative skills. Pupils were supported well; they behaved well and had good attitudes to the subject and as a result, all pupils learnt effectively. On the one occasion where teaching was satisfactory, this was with the combined afternoon class of Years 3 and 4. This is a sizeable group for practical science and without additional support staff, on this occasion, the pupils' took some time to settle to their work, which restricted the extent of their learning.
84. The subject leader, like all the teachers, was new to the school in September 2001 although is well experienced. Teachers currently work to the Quality and Curriculum Authority (QCA) schemes and realise that the school's approaches to science need updating. Assessment is currently under used and not fully effective; the co-ordinator has not been able to check at first hand on the quality of teaching and learning in the school and this is another area for development. Resources are adequate but need improving. Information and communications technology was not used in science during the inspection. There was some evidence of its use in the recent past but this is also an area for development. Work in science is used in a number of ways to promote adequately literacy such as through recording their fair tests and also numeracy skills in particular through drawing graphs and making calculations related to experimental work. Work is marked but not yet consistently. It ranges currently from 'a few ticks' to good examples where useful comments extend pupils' learning.

ART AND DESIGN

85. No judgement can be made about standards by the end of Year 2 as no lessons were observed and there was no evidence available. It was only possible to observe two art and design lessons with pupils in Years 3 to 6. Judgements are based on these two lessons, analysis of work displayed around the school and in some sketchbooks and discussion with teachers. Standards by Year 6 match national expectations; this is the same as the last inspection.
86. Pupils in Years 3 and 4 had investigated colour satisfactorily before making some

very presentable butterfly prints in thick red, blue and yellow paint. Pupils in Year 5 had used imaginative shading with pastel on black paper with pyramids and cylinders in understanding well, light sources and shadow. Pupils in Year 6 had sketched some observational drawings and used a viewfinder to find interesting images, which were made imaginatively into good quality batik. They had worked extremely well in multimedia using some padding and embroidery. All this was made into a collage and printing to great effect. The batik was related to a poem, which they had been studying in literacy.

87. Teaching was good and this is because teachers have good subject knowledge and enthused the pupils; pupils were well managed. For example in a very good lesson with Year 5, the teacher linked the lesson to the story of Perseus and Medusa, which the pupils were studying in history. Each pupil chose a character to make their own headgear and applied their experience of materials and processes, which they adapted as they worked. The effort and effect were outstanding with headgear, inspired by pictures of Perseus, Zeus, Hermes, Medusa, Andromeda, Dictys, Athene, Pegasus and nymphs.
88. In another good lesson in Year 6, pupils knew that futurism was at its peak between 1909 and 1915, with Marinetti, Balla and Boccioni being the main artists. Pupils had painted shaded backgrounds to show movement as in futurism. One pupil chose red because it represented 'anger' whilst another chose green because it was like someone 'jumping forward'. Pupils of all abilities made appropriate progress.
89. In both lessons the attitude and behaviour of the pupils was good. They worked at their tasks enthusiastically and enjoyed the subject. The head teacher is the co-ordinator but because she and all the staff were new to the school in September 2001, insufficient time and other priorities mean that the subject policy has not yet been renewed with input from the staff. This is scheduled on a two year rolling programme. Currently, the teachers follow the QCA schemes of work. Lack of time to focus on art and design since September 2001 means that checking on and evaluating the quality of teaching and learning has not yet been possible. Overall, resources are inadequate; but a new art area has been developed in the school for clay-work.

DESIGN AND TECHNOLOGY

90. In September 2001, the school prioritised correctly the need for all staff, because they were new to the school, to find out about the levels of learning of the pupils in their classes and to focus developments in teaching and learning particularly in English and mathematics. No time has yet been devoted to design and technology as a focus for development but this did not stop staff agreeing to use the advice from the Qualifications and Curriculum Authority (QCA) to guide their teaching. Staff ensured that pupils experienced a range of opportunities although these are not yet 'woven' together into a curriculum that builds up skills consistently. No process for assessing pupils' standards and achievement are yet in place. Also, the time devoted to design and technology between September to December 2001 was restricted by the focus on improving standards in English and mathematics.
91. Design and technology now has a better balance of time within the timetable and is taught in units that rotate with art and design. Very little teaching of design and technology was timetabled during the inspection. Whilst individual evidence of pupils' previous work and displays around the school were minimal, discussions with teachers and pupils, and the work that has been completed provided sufficient information to show that standards in the units carried out were good in comparison

to those found in other schools.

92. Pupils' progress over time and a build-up in their skills is far less evident and as such, achievement is judged to be just satisfactory. This is similar to the school's previous inspection, which judged standards to be consistently in line with those expected nationally by the end of Year 2 and Year 6. Good use was made of information and communication technology to support the subject in Years 1 and 2 with a range of tally charts and graphs to record evidence from their work on understanding the properties of fruit and vegetables such as taste, texture and appearance. Good examples of design and make projects with pupils in Years 3 to 6 showed clearly the potential of pupils to achieve even more. They have already produced well-finished work based upon clear and evaluated designs in connection with making money containers with Years 3 and 4, 'Dino' box containers for holding something special, with Year 5 pupils and individually designed moccasin slippers with Year 6. Pupils have proved they have the skills to be able to exceed expected levels. Overall, the quality of teaching and learning could not be judged, but in the one lesson observed with Years 3 and 4, this was very good. The teacher ensured in a large class of 33 pupils, that each and everyone was fully involved in considering which different materials were best for what they wanted to make and what they had remembered about the different 'stitches' that could be used to sew parts of their purses together. Whilst involved in turning their designs into a finished product, regardless of their level of attainment, individual support was offered to achieve the best results. Overall, resources are limited but staff ensured they were sufficient for the units being studied. Although the quality of teaching and learning dipped since the last inspection and as such, overall improvement since the last inspection is unsatisfactory, the potential for improvement and the capacity to raise standards much higher are already clear.

GEOGRAPHY

93. Geography is taught in rotation with history and was only timetabled in one class during the inspection. Because the school rightly places great emphasis on discussion and the development of pupils' speaking and listening skills in Years 1 and 2, little written evidence was available of prior work. Also, the current staff have not yet had time to ensure that the units they are using individually from the QCA guidance, are being put into use in a way that will build up pupils' skills consistently across the school. Pupils' records were not available because strategies are not yet in place to assess how well pupils are doing and what else needs to be built into the next unit of teaching. As such, the judgements on this inspection were made from discussion with staff, an arranged interview with a group of children, scrutiny of work displayed around the school and some evidence of work in pupils' books. One lesson was observed at Year 6. From all this, pupils' standards by the end of Years 2 and 6 are judged to be about average, which is the same as the last inspection. Higher and lower attaining pupils achieve appropriately in their learning and make sound progress.
94. Pupils in Years 1 and 2, who have moved through from the Reception, are confident in finding their way around the school. Some work has been done on geography of the local area through trips to the local shops and in visits to the church. They come to recognise the basic difference, such as in housing and employment between town life and that in the countryside and at the 'seaside'. However, as yet, visits further afield to experience this 'in real life' have not been part of the curriculum. Since the new staff took over at the school in September 2001, pupils in Years 1 and 2 have discussed and recorded simply, their recognition of different features of a seaside town such as the surrounding hills, the buildings, the beach and the sea. Pupils in Years 3 and 4

have learned about and compared adequately, weather around the world. They are aware of basic temperature and climate zones, have discussed the appropriateness of places for holidays and how they could get there. Pupils in Year 6 have taken this a step further in looking at how weather conditions affect the development of areas such as an Alpine tourist resort. They have considered appropriately both the benefits and drawbacks of having a vibrant tourist trade. The only lesson observed was with Year 6 pupils. This involved the use of maps to identify physical and human features. Some pupils were unclear about this particular part of the lesson. Improving their understanding was hampered by the lack of appropriate maps. The school is aware that insufficient resources are a feature of current provision across the school. As with other subjects, the quality of teaching and learning dipped since the last inspection and as such, overall improvement since then is unsatisfactory. The school is at the early stages of making plans to ensure that the subject leader has the time to become far more involved in developing the subject curriculum and resources and in monitoring the quality of teaching and learning and pupils' standards. The potential for improvement and the capacity to raise standards much higher are already clear.

HISTORY

95. The school's previous inspection judged standards to be in line with national expectations both at Year 2 and at Year 6. In this inspection also, standards are about average. Because the school rightly places great emphasis on discussion and the development of pupils' speaking and listening skills, little written evidence was available of prior work for Years 1 and 2. Also, assessment and recording procedures are not in place to provide evidence of pupils' achievement. The judgements on this inspection were made from three lessons observed, discussion with staff and pupils and minimal evidence in books of pupils in Years 3 to 6 dating from September 2001. However, it is clear that pupils throughout the school are given a series of worthwhile experiences. They develop their understanding well of differences between their own lives and those of people in the past. Higher attaining pupils' knowledge, understanding and perception in thinking through scenarios were impressive. In discussion, one Year 3 pupil 'challenged' the idea about how the Vikings could have become Christians when they had more than one god.
96. Teaching of the subject relies heavily on resource-packs from the Northamptonshire Library Service, which is an effective way of resourcing the subject at the moment. Without these, resourcing of lessons would be poor. Also, the subject is 'brought alive' by visits to the Northampton Museum, which helped with the study of the Second World War for Years 3 and 4 and The Victorians with Year 5. An appropriate range of artefacts from the Education Authority's professional development centre, adds to the interest. In Years 1 and 2, pupils have built up an impressive knowledge in a short time about the Great Fire of London. They are becoming clearer about the value of information from 'an eye witness' to events and how the diaries of Samuel Pepys fits into the 'credibility' of knowledge. Pupils have a broad knowledge about his life and life in general in the seventeenth century. Older pupils in Years 3 and 4 have begun to develop a good understanding of why events happened and to explore their own feelings in relation to these events such as the evacuation of children to the countryside in the Second World War. By Year 6, independent research has rightly become important. Higher attaining pupils produced well-thought-out comparisons in the marketing characteristics of popular music between the current times and twenty years ago. They learned how multi-media technology has now become part of a good publicity campaign. Lower attaining pupils achieve much success on the same work although with independent research, their literacy skills are less well developed and presentation suffers because of this. Even higher attaining pupils make spelling errors

with words such as unfortunately, writing, publicity and achievements, which is unsatisfactory.

97. Teaching and learning ranged from good to excellent. Overall, it was very good although not yet carried out within an agreed scheme of work that ensures a consistent build-up in knowledge and understanding for the pupils across the school. Teachers planned their lessons from the Qualifications and Curriculum Authority documents, which is a good start to establishing a school curriculum. The themes covered in planning are appropriate to the demands of the National Curriculum and provide pupils with a good range of interesting topics to stimulate their enthusiasm. At Year 2, pupils were enthused by the teachers' own knowledge and the documents and video made available to them. This focussed them well and triggered much discussion about the life and times of Samuel Pepys. Some pupils expressed themselves clearly but others who struggled a little to put their thoughts into words were encouraged gently and given time and encouragement by the teacher and learning support assistant. This worked well for them. The same approach was used also by the teacher in Years 3 and 4 in discussing the Vikings. With both age groups, excellent knowledge of how the pupils would react to this type of lesson helped the teacher to ask questions of the pupils in a way that extended their learning but without giving them any answers. Pupils were 'transfixed' in watching the video programme; looking intensely for examples of events they had already talked about. A strength of all lessons was the pupils' understanding of the objectives for each piece of learning, which are set out very clearly by staff. It is an approach shared by all staff in the school. Pupils were so at ease with their teachers and classmates that they were confident enough to offer ideas without fear of 'failure'. Everyone's ideas were accepted. The teacher's knowledge of the subject and of each pupils' own knowledge meant that individual pupils were stretched well in their thinking although at different levels of difficulty.
98. As with other subjects, the quality of teaching and learning dipped since the last inspection and as such, overall improvement since then is unsatisfactory. The school is at the early stages of making plans to ensure that the subject leader has the time to become far more involved in developing the subject curriculum, resources and assessment of pupils' attainment and achievement and in checking on the quality of teaching and learning. To date, this has not been possible because of time restraints. The potential for improvement and the capacity to raise standards much higher are already clear.

INFORMATION AND COMMUNICATION TECHNOLOGY

99. Attainment is below expectations and progress is unsatisfactory in both key stages because provision for this subject is inadequate. Each classroom has a computer, but the additional, mainly older, machines are out of use. There is insufficient software to allow the staff to use the subject fully in support of the other subjects. Continuing work is pitched at the appropriate level, and some pupils develop their skills at home. Pupils in Years 1 and 2 have had some opportunity to use drawing and painting software, start word processing and make simple designs. In Years 3 and 4, there have been some opportunities for pupils to use and re-arrange text and data in a limited way, while in Years 5 and 6, there is work using spreadsheets for instance, to record domestic water use and the manipulation of images using desk-top publishing. All pupils get these opportunities, and are successful at these activities, but such opportunities are too few and too limited, and classroom systems for ensuring everybody has such access are necessarily laboured and slow, so pupils get little chance to apply this learning in new situations.

100. An interim curriculum has been devised to enable teachers to know which units of work to teach to each year group to ensure some development in learning. Where this was seen being applied it was working well to support pupils' understanding, but their practical experience was severely curtailed by the limitations of the resources. The curriculum covers all the National Curriculum requirements; but are not yet fully implemented because of the building alterations, which have prevented the computer suite from being fully used yet. The use of information and communications technology across the curriculum is very limited, as there are very few opportunities for pupils to use the word processor to develop their drafts in English, or refine design ideas, publish documents or use the internet or software for finding information. Some data work was seen in science in Year 6 and was appropriate.
101. The teaching in two lessons, one at Year 1/2 and the other at Year 6 were very good. Teachers worked hard and with ingenuity and good organisation to provide appropriate learning opportunities. In Year 1/2 this had to be done by teaching control as a physical activity, using the children themselves as robots. There was only very limited opportunity to apply it using real technology, as there was only one small robot available for a class of 23 pupils. In Year 6 the work depended on very good organisation to allow just six pupils to have a very limited experience of selecting and manipulating an image. Both of these teachers were well prepared, and they used demonstration well, but the resulting learning was hampered in each case by the lack of opportunity for pupils to apply what they saw and understood.
102. Interim subject management arrangements have been helpful, but otherwise the management of the subject has not got underway yet and as a result, is unsatisfactory. The new co-ordinator has appropriate understanding of the role and a clear idea of the school's needs is emerging. A development plan has been prepared which includes provision for a computer suite, but no action has been possible yet towards its realisation. The head teacher gives the development of the subject high priority in the school's plans. Staff training has been initiated and some staff are already sufficiently skilled through previous training at other schools. There are plans to include some of the learning assistants in training events. The majority of teachers are sufficiently skilled to use word processing for their planning documents or to make display signs, which they do very effectively.

MUSIC

103. Attainment is above average and singing is satisfactory by end of Year 2. Only choral singing in assembly was heard in the rest of the school, with no examples of rounds or part-singing being heard in the three days of the inspection, and no lessons being available for observation because of the timetable arrangements. For these reasons no judgement can be made about standards of music by Year 6. Pupils in Year 2 work at a good pace, use hand signals well to indicate long and short sounds, make two-part performances of long and short sounds, using instruments. They identify sound patterns, match these to notation patterns and give examples of sequences of short and long sounds. Pupils in both key stages who receive individual teaching in brass, woodwind and strings sometimes play for the assemblies, but these opportunities were not provided during the inspection. The school has a hand-bell team, led by a member of the community, which sometimes plays for local events.
104. The music curriculum is unsatisfactory. Some interim arrangements are providing a simple structure of units for teaching at present. For a number of individual pupils

there are lessons which are taught by visiting teachers, in brass, woodwind or strings. The strings group attend a residential visit to a music centre if they wish. The school currently has a choir. For singing, only hymns were heard. These contribute to pupils' spiritual, moral, social and cultural development, but it is not known to what extent the additional range of the full repertoire of songs adds to these areas of development. The selection of musical instruments represents cultural diversity. During the inspection week, African music was played as pupils entered and left assemblies.

105. The teaching in the one lesson seen was very good. The teacher had good understanding of the subject and devised a fast moving lesson, which was full of interest and lively activities. She used resources well to give pupils many opportunities to choose and play. She helped pupils to control their instruments well and to understand their sound properties and the materials they were made from. She added considerable musical challenge through having high expectations about using notation and matching sound patterns.
106. The co-ordination of music is unsatisfactory. Without a clear scheme for the subject, there is no understanding in the school of the overall music provision and the match to the requirements of the National Curriculum or the provision of appropriate challenge and progression for all pupils. Informal guidance is available for staff. The instrumental resources are satisfactory, but there is only a limited supply of music for listening.

PHYSICAL EDUCATION

107. Standards in physical education match national expectations at Years 2 and 6. The picture was the same in the last report for Year 2 pupils but an improvement by Year 6. The last report judged attainment was below national expectations at Year 6 because there were no outdoor and adventurous pursuits. This has been improved; all pupils in Years 3 to 6 now go to an outdoor residential centre for a week. There was no difference in standards between boys and girls.
108. Pupils in Years 1 and 2 work enthusiastically in gymnastics. For example, in one lesson, they used sudden and sharp movements to make spiky and stretchy shapes. They enjoyed the lesson and worked well individually and with others. The pupils moved to a tapped tambourine. Pupils were encouraged to show their movement and shapes to others in the class. Pupils showed increasing control when balancing and holding their position. The teaching was good; the teacher continually brought out teaching points in the various movements. Towards the end of the lesson, half the class demonstrated to the other half and vice versa. The teacher and pupils on both occasions commented 'perceptively' on the individual movements and shapes and why they were particularly good. The effect was that pupils were able to work towards improving their skills.
109. The quality of work progressed with the pupils in Years 3 to 6. They developed their skills, particularly well with gymnastics. For example, in a good lesson with Year 5, the teacher encouraged the pupils to produce a sequence of stretched balances on various apparatus. One pupil showed her sequence that incorporated working underneath some apparatus whilst another pupil demonstrated a curled shape at the bottom of a climbing frame. They all perform sequences with precision and control. Year 6 pupils also used precision and control in a range of stretched shapes and jumps. Pupils move independently and perform forward and backward rolls from benches and other apparatus. There is a good fluency to their work.

110. All the teaching and learning seen was good as the teachers were competent and able to obtain the best from the pupils. There is a good pace to the lessons as the teachers move from one stage to the next. Pupils behave themselves and listen to what is being told. They are conscious of safety in the rather small hall. Pupils were challenged in their tasks, which enabled them to work to their capability. No games were observed during the lessons and extra sporting activities did not take place. However, football coaching is planned in the second part of term with more sports coaching in the summer term.
111. It was not possible to observe any swimming lessons during the inspection. However, Years 4 and 5 go swimming during the year. By the time they leave the school most pupils swim a minimum of 25 metres, and many do more, gaining distance awards. The few who are unable to swim 25 metres by the time they reach Year 6, achieve water confidence awards.
112. Following the departure of the previous co-ordinator in December 2001, the head teacher has temporarily taken over the role of subject leader. She realises the policy needs overhauling. At present the school follows a nationally recognised scheme of work. The head teacher has not been able to check on the quality of teaching to date. Nor have staff assessed work. These are all areas for development.

RELIGIOUS EDUCATION

113. Standards in attainment for pupils both at Year 2 and Year 6 match those expected in the locally agreed syllabus. The last report stated that attainment was above national expectations at the age of five to seven and matched expectations for those pupils aged seven to eleven.
114. Observation of pupils' work and lesson observation show that the majority of pupils, including those with special educational needs, achieve satisfactory over time. As pupils get older they show an increasing ability to express ideas and feelings.
115. Pupils in Years 1 and 2 study other religions in addition to Christianity. For example, in the Jewish religion, they know about the Torah scrolls and recognise and label the Yad and Mantle. They know about special places in relation to Christianity. For instance in one good lesson observed pupils recognised and named special objects in a church. Pupils recalled what people do in church from a previous lesson. The teacher used resources successfully; she produced the Bible, a cross and candle, and photographs of a lectern and font. One pupil knew that the font was for baptisms.
116. Pupils in Years 3 and 4 know that Jesus was a caring person. They know that the gospels tell us about Jesus and wrote about special times in the church year. All had written their own prayer of thanks. Pupils in Year 5 have begun to understand the importance of the Bible to Christians as a source of guidance. In a very good lesson, the pupils, in pairs, were asked to put into their own words Romans chapter 12. Some examples were 'hate what is evil'; 'work hard, do not be lazy'; 'show respect'; 'love one another warmly and do not boast'. Sikhism was studied in Year 6 during the inspection. Pupils understand and write clearly about the similarities and differences with Christianity. In a good lesson, pupils understood what special occasions that Sikhs celebrate with particular reference to Divali and Baisakhi.
117. Teaching and learning is at least good and sometimes very good. As a consequence pupils understand well what they are being taught. Teachers are competent and have good subject knowledge. Pupils are well managed and they have a good attitude to

the subject. Opportunities are provided for pupils to contribute their own ideas and suggestions. By the use of astute questioning, teachers encourage pupils to answer well by drawing on their existing knowledge. In this way, lessons contributed to the development of speaking skills. Pupils respond to this approach by participating enthusiastically and contributing well to discussion. Most lessons make a good contribution to the spiritual, moral and cultural development of pupils. For example pupils learned about codes of conduct and studied aspects of other cultures in Year 5.

118. Like all teachers in the school, the subject leader was new in September 2001 but is very experienced as she held a similar position in her last school. She is clear in her role and realises the policy and guidelines are outdated. A new policy has been rewritten which will soon be presented to the Governors and which will take into account the need for curriculum planning for two classes with mixed age groups. Resources are unsatisfactory at present. Monitoring and assessment have also not yet been developed. Teachers make use of resources in the locality by visiting the village church.