

INSPECTION REPORT

STANWICK PRIMARY SCHOOL

Stanwick, Wellingborough

LEA area: Northamptonshire

Unique reference number: 121853

Acting Headteacher: Mr Mervyn Ward

Reporting inspector: Mrs Joyce Cox
25074

Dates of inspection: 27th - 30th May 2002

Inspection number: 196106

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Church Street Stanwick Wellingborough
Postcode:	NN9 6PS
Telephone number:	01933 623117
Fax number:	N/A
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Sally Jones
Date of previous inspection:	3 rd June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs Joyce Cox 25074 Registered inspector	Foundation Stage Art Design and technology History Religious education English as an additional language	What kind of school is it? The school's results and achievements How well are pupils taught? What should the school do to improve further? How well is the school led and managed?
Mrs Helen Barter 9052 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?
Mr Graham Todd 1224 Team Inspector	Special educational needs Mathematics Science Information and communication technology Physical education	How good are the curricular and other opportunities offered to pupils? Assessment
Mr Robert Battey 2866 Team Inspector	Equal opportunities English Geography Music	Financial management and organisation Staffing, accommodation and learning resources

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in a village in the east of Northamptonshire. Pupils who attend the school live locally in mainly private housing. Almost all pupils are white and speak English as their first language. The school is smaller than other primary schools. There are 186 pupils on roll: 91 boys and 95 girls aged between 4 and 11 years. Only one pupil takes free school meals, which is well below the national average. Some 16 per cent of pupils have special educational needs, which is well below the national average. There are no pupils with a Statement of Special Educational Need. Children are admitted into the reception class in the September of the school year in which they become five. On entry to school there is a wide range of ability, but attainment is generally average. Test results on entry to the school indicate that children's speaking and listening and personal and social skills are above the local authority average. The school received an achievement award in 2001 for its results in national tests.

HOW GOOD THE SCHOOL IS

Stanwick provides a satisfactory education. Pupils make good progress in English, mathematics, science, geography and music. Pupils are not given enough opportunities to develop their information and communication technology skills and they make unsatisfactory progress. All pupils are very well behaved and have very positive attitudes to their studies. Teaching is good overall and in consequence 7-year-old and 11-year-old pupils attain above average standards in national tests. The acting headteacher is providing good leadership and has quickly and correctly identified the strengths and weaknesses of the school. Until recently, the school had few systems in place for finding out what it does well and what could be more effective to ensure all pupils make the very best progress in learning. The school gives satisfactory value for money.

What the school does well

- Ensures pupils achieve above average standards in English, mathematics, science and music at ages 7 and 11 years.
- Provides good teaching and effective learning support, which enables pupils to make good progress in English, mathematics, science and music.
- Has good provision for children in the Foundation Stage.
- Pupils have very good attitudes to school, relationships are excellent and pupils show considerable respect for the views and beliefs of others.
- Parental involvement in the work of the school is very good.

What could be improved

- The role of the deputy headteacher and subject co-ordinators in monitoring and evaluating all aspects of the school.
- Procedures for assessing pupils' attainment and the use of assessment information to plan work.
- Provision and standards in information and communication technology and provision for pupils' personal, social and health education.
- The school's procedures for child protection and health and safety.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since 1997 the school has made satisfactory progress in responding to the specific issues raised at the time of the previous inspection. The headteacher's teaching commitment has been reduced, but until the arrival of the acting headteacher there was limited monitoring and evaluation of the school's work. The school has not established its procedures for assessment in the non-core subjects. It has not brought up to date its policies for health and safety and child protection. The quality of teaching has improved. The provision for pupils with special educational needs is satisfactory and they achieve well. There is a pleasant outdoor area with large apparatus for children in the Foundation Stage. A long-term programme of maintenance and decoration is well under way. Accommodation and cleanliness have improved. Apart from a 'dip' in 2000, the school has succeeded in maintaining above average results in national tests for 11-year-old pupils since 1998.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	E	A*	A*
Mathematics	B	C	A*	A
Science	B	D	B	C

Key	
top 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The school's results fluctuate because of the relatively small numbers of pupils taking the tests. Results in writing tests for 7-year-old pupils, in comparison with those in all schools in the country, have been very high (top 5 per cent of all schools) for the past four years. Reading test scores have also been high, but have declined in the last two years. Pupils' attainment in mathematics has been above or well above average for the last four years.

Standards attained by Year 6 pupils in the National Curriculum tests in English and mathematics were well above average. In fact they were in the top 5 per cent of all schools nationally. Pupils scored above average results in science. The school's performance over four years has kept pace with the national trend. For the past four years, apart from a 'dip' in 2000, standards have been above the national average. The percentage of pupils attaining the higher Levels 3 and 5 at ages 7 and 11 in English and mathematics was very high or well above average in 2001. Compared with pupils in similar schools, standards are very high in English, well above in mathematics and average in science. Inspection findings show standards in Year 6 to be well above average in English and mathematics and above average in science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show real enthusiasm for learning and try hard to do their very best work for their teachers.
Behaviour, in and out of classrooms	Very good. Pupils get on extremely well together and are considerate towards others. This term the school made one temporary exclusion, which was fully justified.
Personal development and relationships	Very good. The quality of relationships is a strength of the school and successfully supports the good learning taking place. Pupils are given sufficient opportunities to take a lead in organising appropriate aspects of lessons and school life, though there is potential for these to be widened so that pupils can use their own initiative more.
Attendance	Very good. Pupils are happy to come to school and are very punctual.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

Teaching and learning are better than they were at the time of the previous inspection. Children up to the age of five are receiving a good start to their education and building firm foundations for later learning. Teaching is almost always good in English and mathematics and has a significant impact on the attainment of all pupils. There was no unsatisfactory teaching seen in the 46 lessons observed and 40 lessons were of good or better quality. Teaching is particularly good in Year 6 in the core subjects. The school makes good use of staff expertise in teaching music and physical education and art. Pupils with special educational needs receive good support from teachers and classroom assistants to help them reach their individual targets. In the very good lessons, teachers have high expectations of what pupils can do and they make their lessons interesting, challenging and exciting. Pupils are encouraged and expected to think for themselves. Pupils are willing and enthusiastic learners. They work hard, concentrate well and when given the opportunity demonstrate that they can skilfully devise solutions to problems. The school has yet to find ways to identify and share the best teaching and learning and to iron out inconsistencies in the marking of pupils' work, the pace at which lessons are taught, teachers' expectations and the setting of homework.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Good provision for children in the Foundation Stage. Strategies for teaching literacy and numeracy skills are good. There is no planned provision for pupils' personal, social and health education. Provision for information and communication technology is unsatisfactory.
Provision for pupils with special educational needs	Satisfactory. Identification and assessment are sound, but there is insufficient liaison with parents. The teaching and support given enables pupils to make good progress.
Provision for pupils with English as an additional language.	None of these pupils is at an early stage of acquiring English. They are as fluent in English as the other pupils and so the school makes no special provision for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is satisfactory provision for pupils' spiritual, moral and social development and good provision for pupils' cultural development. There are no planned opportunities such as 'circle time' or a school council to promote pupils' moral and social development.
How well the school cares for its pupils	Although the school provides a caring and welcoming environment for its pupils, there are unsatisfactory procedures for ensuring pupils' welfare. The child protection policy has not been reviewed since 1998. There are unsatisfactory procedures to assess pupils' progress and results from assessments are not used sufficiently in planning pupils' future work.

The school has a good partnership with its parents. Many parents give time generously and their contributions make a very good impact on the life and work of the school. The parents' association raises a considerable amount of money annually for the school. The quality of information given to parents is satisfactory. There are omissions from the prospectus and the governor's annual report.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher provides good leadership and has a very clear understanding of the strengths and weaknesses of the school. The roles of the deputy headteacher and subject co-ordinators are not clearly defined. There are no recent job descriptions. As a consequence, senior staff and co-ordinators do not take a sufficiently active part in supporting the management of the school.
How well the governors fulfil their responsibilities	Satisfactory. They have useful insights into what is working best in the school via the headteacher's reports. Governors apply the principles of best value appropriately to all purchases. They are not yet taking a critical or challenging view of some aspects of the school's work.
The school's evaluation of its performance	Unsatisfactory. The acting headteacher has begun to monitor teaching and learning. The school has only recently begun to realise the need to examine critically all aspects of its work. Some teachers are reluctant to be involved in monitoring and evaluating subjects in order to raise standards.
The strategic use of resources	Satisfactory. Grants from central funds are used appropriately to support particular initiatives.

Levels of staffing, accommodation and resources are satisfactory. There have been satisfactory improvements to the accommodation since the last inspection. The school seeks best value in spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Most parents say that their children like school and that they become mature and responsible there. • Almost all parents agree that pupils' behaviour is good and that the school expects pupils to work hard and do their best. • Most parents feel comfortable approaching the school with questions and problems. 	<ul style="list-style-type: none"> • Some parents would like more activities outside lessons. • Some parents had concerns regarding homework - either too much or not enough.

This table takes account of the views of 11 parents attending a meeting held with the registered inspector prior to the inspection and those expressed in 93 returned questionnaires (50 per cent of the total sent out). The inspection team agrees wholeheartedly with parents' positive comments. Inspectors disagree that more opportunities outside lessons should be provided. The range of activities provided is appropriate for a small school.

Inspectors support the parents' concerns with regard to homework, which the school does not use consistently to support pupils' learning.

Parents expressed concerns regarding contact with the school about children with special educational needs. Inspectors agree that liaison with parents of pupils with special educational needs is not effective.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection, pupils entered the school with above average attainment. They made satisfactory progress and by the age of 11 years most pupils achieved average standards in English, mathematics and science. Standards were average in all other subjects, apart from music where they were above. Since then the number of pupils within the school with special educational needs has risen from 9 to 30.
2. Children's attainment on entry to the school is now average when compared with children of a similar age. Their speaking and listening and personal and social skills are judged to be above average. As this is a small village school with fluctuating numbers, attainment on entry varies between individual children and the groups of children who enter the school each year.
3. The majority of pupils make good progress as a result of good teaching, particularly in English, mathematics and science and music. However, some inconsistencies in the teaching, such as providing challenging tasks, setting relevant homework and diagnostic marking of work, hamper more rapid progress. In addition, there has been very little monitoring of teaching and learning by senior staff and co-ordinators until recently, which is another factor impeding progress. Overall, standards by the age of 11 are now well above in English and mathematics and above in science. This is an improvement on standards seen in English, mathematics and science at the time of the previous inspection. The introduction of the National Literacy and Numeracy Strategies has had a considerable impact on raising standards. The strategies have provided the experienced staff with a clear structure of how to plan and deliver lessons, ensuring that pupils achieve well.
4. The standards achieved by the twelve 11-year-olds in the 2001 National Curriculum tests were very high in English and mathematics and above average in science. When compared with similar schools, the standards were very high in English and well above average in mathematics and average in science. Girls performed better than boys in the tests, but there were only twelve pupils taking the tests, seven of whom were girls. This was a particularly hard working group of pupils, none of whom was on the school's register of special educational need. The small number of pupils taking the tests each year makes statistical analysis difficult.
5. In 2001 the school received an Achievement Award in recognition of improvement made in Year 6 pupils' performance in National Curriculum tests.
6. The standards achieved by 7-year-olds in the 2001 National Curriculum tests were average in reading, very high in writing and well above average in mathematics. When compared with similar schools standards were below average in reading, very high in writing and above average in mathematics. Over the last three years, standards overall have been average or above. Results have fluctuated considerably, especially those attained by Year 6 pupils. The school's improvement in standards at the end of the school is keeping pace with the national trend. The lack of evaluation and monitoring has a crucial impact on pupils' results. Although the school has analysed test scores, it has done little to impact on teaching and learning to iron out differences in attainment between different subjects and groups of pupils. Reading standards achieved by Year 2 pupils have declined from well above average in 1999 to average in 2000 and 2001. This is despite the fact that the same pupils attained very high results in the writing tests. This is a clear indication of the school not monitoring or evaluating pupils' performance with sufficient rigour.

7. The youngest children start school with average levels of skills, knowledge and understanding in most areas of learning. Their speaking and listening and personal and social skills are above average. By the time they move into Year 1, most pupils have achieved the expected levels and have made good progress. Higher attaining reception children attain above average standards in communication, language and literacy and in their personal, social and emotional development. Inspection evidence judges standards in Year 2 to be above average in English, mathematics and science and music. Pupils attain average standards in all the other subjects, apart from information and communication technology where standards are below average.
8. Inspection evidence shows that standards in the current Year 6 are well above average in English and mathematics and above in science. Teachers teach basic skills particularly well, which ensures that most pupils make good progress in literacy and numeracy during their time at school. Throughout the school there has been positive impact on the achievement of pupils from the successful implementation of both the National Literacy and National Numeracy Strategies.
9. Standards in information and communication technology (ICT) in Year 6 are below average as pupils have had insufficient opportunities to practise and refine their skills in all aspects of the subject. Whilst older pupils have appropriate skills in using computers to communicate with others using a word-processing program, their skills in monitoring and control are insufficiently well developed. There is little attention given in lesson planning to how ICT may support learning in subjects.
10. Standards in art, design and technology, geography, history and physical education are average and pupils make satisfactory and, in some lessons, good progress. Standards in religious education are in line with the requirements of the locally agreed syllabus by the age of 11 years and pupils make satisfactory progress. Pupils achieve well in music and attain above average standards.
11. The majority of pupils with special educational needs are making good progress against the targets set for them. The special educational needs co-ordinator monitors their achievements satisfactorily.

Pupils' attitudes, values and personal development

12. As reported at the last inspection, pupils' attitudes are very good and have a very positive impact on their learning and school life. Their behaviour and relationships have shown further improvement and are both now very good. Parents say that their children like coming to school and that there is a happy, friendly, 'family' atmosphere in the school where pupils behave well, have good relationships with one another and are developing maturity and responsibility.
13. Pupils' attendance is very good and has a good impact on their learning. Attendance levels have remained well above average since the last inspection and there are few unauthorised absences. Pupils are keen to come to school and most are punctual.
14. Pupils' attitudes to school are very good. They settle down quickly, pay attention and show interest in lessons. They readily join in discussions and are confident to both ask and answer questions. They concentrate well and try very hard to present their work neatly. When stimulated by interesting work, such as in music, pupils show particularly high levels of enthusiasm and motivation. Older pupils in Year 6 work purposefully and have a mature and sensible approach that will stand them in good stead for their move to secondary school.

15. Pupils' behaviour in lessons and around the school is very good. They are keen to work, co-operate well with one another in paired and group work and are sensible when moving around the classroom. Pupils are lively and occasionally talk over the top of the teacher during introductions to activities or are chatty while they are working. However, they respond well to small reminders from adults when this happens. Pupils treat the school and its resources well. For example, Year 4 pupils showed great care and respect for old farm artefacts brought in by a teacher. They are clear about the school's expectations of behaviour and rarely have to be reminded about the school or class rules, although they are more restless than usual in assemblies. At lunchtime and in the playground, pupils are sociable and readily mix with others in different age groups. Older pupils are very caring of the younger ones and help them to play together. The one temporary exclusion made this term relates to a pupil who has now left the school.
16. Pupils make good progress in their personal development. The school is a happy and inclusive community in which pupils develop confidence and learn to get on with one another. The excellent relationships between all members of the school are a particular strength and supports pupils' learning very well. Pupils in Year 6 are mature and have well-developed social skills, which set a good example to others. Pupils work well together in small groups and pairs. Year 6 pupils, for example, are able to negotiate their ideas when looking at a map of Ghana and to adapt their views after listening to others. Most pupils are able to work independently when required. However, they do not show as much initiative as they might because they do not have sufficient independent access to computers for research. Pupils respond well to small opportunities for taking responsibility, such as monitoring jobs in the classroom or operating the projector in assembly, and readily help adults when asked. Year 6 pupils say that they enjoy school and feel that they learn well. However, although pupils say that they can speak to staff with confidence, they do not feel that they have much say in how the school operates because they are not asked for their opinions. This limits their capacity to take initiative and responsibility and to be involved in decision-making.

HOW WELL ARE PUPILS TAUGHT

17. The quality of teaching is good overall. Teaching was at least satisfactory in all of the 46 lessons observed. In 86 per cent of lessons teaching was good or better. Most of the very good teaching was seen in English and music. One music lesson was judged to be excellent. Teaching is very good in English, mathematics and science in Year 6 as the teacher is very experienced, has very good subject knowledge and high expectations. Teaching is good in the Foundation Stage. The teacher has a good understanding of how young children learn. She provides an interesting, happy and inclusive environment. Children gain in confidence and make good progress.
18. This represents a significant improvement in the overall quality of teaching since the previous inspection when 13 per cent of teaching was unsatisfactory. This is largely because of the impact of the National Literacy and Numeracy Strategies, which have given teachers clear guidance as to how to plan and teach lessons in all subjects.
19. The school teaches literacy skills well. Most teachers share clearly defined learning intentions with pupils at the start of every lesson and they recap at the end to determine to what extent these have been met. The teaching of writing is good. Pupils' writing skills in English books have improved dramatically since the previous inspection, because of the good attention the school has given to extending this. Pupils are writing imaginatively and creatively at length and are clearly getting enjoyment from so doing. Teachers provide many opportunities for pupils to practise their writing skills in other subjects such as history and geography. However, there was no evidence that Year 6 pupils had used their literacy skills to record their learning in religious education. Pupils enjoy reading and make good progress, which is greatly assisted by considerable parental support, both at school and at

home. The teaching of numeracy skills is good. Teachers effectively use regular mental mathematics at the start of each numeracy lesson as a 'warm-up'. This helps pupils to improve their recall of number facts. Pupils' numeracy skills are developed well in other subjects such as geography and science.

20. In some subjects, only a limited number of lessons were observed, but inspectors examined teachers' planning and pupils' work in order to ascertain their quality, and the extent of pupils' learning and the progress made. Teaching is satisfactory overall in art and design, design and technology, history, religious education and physical education. During the inspection examples of good and very good teaching were seen in some subjects. Good teaching occurred in geography lessons. Teaching in information and communication technology (ICT) is unsatisfactory as most of the teachers lack the necessary knowledge to teach ICT skills. The classroom assistant, who teaches ICT to small groups of pupils, works hard and has good computer skills. However, she has limited time to negotiate work with teachers and often has to spend considerable time and effort locating suitable programs.
21. The quality of teaching for pupils with special educational needs is good. The classroom assistants have clearly identified roles and areas of responsibility. They provide satisfactory support for individuals and groups of pupils and liaise closely with the teachers.
22. There are a number of contributory factors to the good quality teaching and learning. Lesson planning is clear with learning objectives set out logically and shared with pupils at the start of each lesson. Most teachers have been at the school for a long time and know pupils and their families well. Relationships are excellent, and pupils are interested and motivated. In the very good lessons, teachers have high expectations of what pupils can achieve and work set is challenging and interesting. Pupils are motivated and attack challenging tasks enthusiastically. For instance, Year 6 pupils thoroughly enjoyed discovering which was the quicker, their brains or the calculator, when converting fractions into decimals! When pupils are working, there is a business-like atmosphere and they are attuned to producing the best work they can. Teachers ask relevant questions to determine whether pupils have understood new learning or not. Teachers move around the room and ensure that they work with as many pupils as possible. In a Year 3 numeracy lesson, the teacher provided good support to all the class when they were devising ways to collect and record data. Relationships are strong and pupils have no hesitation in asking for further explanation or clarification if they do not fully understand.
23. There are some weaknesses in teaching. There are inconsistencies in teachers' expectations of what pupils can achieve. This is particularly evident when examining pupils' work as some teachers praise mediocre work, whilst others expect and receive high quality and well-presented work. Work sampling also clearly shows that marking is not used effectively to improve pupils' work. There is a marking policy but not all teachers adhere to it. Some work is not marked at all, some work is marked by a tick or a cross and there are very few comments informing pupils how to improve. Homework, which is a concern for many parents, is not used consistently. For example, a considerable amount is given to Year 1 pupils, whilst Year 6 pupils said that they felt they did not have enough homework.

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

24. The school provides its pupils with a satisfactory range of learning opportunities. This is a similar judgement to the one made at the time of the last inspection.
25. The curriculum is sound and meets the interest, aptitudes and special educational needs of all pupils and prepares them adequately for the next stage of education. The quality and range of learning opportunities for children in the Foundation Stage are good. Work is planned across all areas of learning and there is good provision for regular outdoor activity and the development of independence and initiative. The school makes satisfactory provision for higher attaining pupils and most achieve good standards in the core subjects of English, mathematics and science. The school meets statutory requirements in all National Curriculum subjects, religious education, collective worship and sex education. However, the provision for personal, social and health education (PSHE) is unsatisfactory because there is no planned teaching programme and no policy for drugs education. The teachers' planning for information and communication technology (ICT) across all subjects of the curriculum is unsatisfactory. The school has failed to keep up with the pace of change in this subject. There are plans to address this weakness, but currently there is insufficient use of computers in most subjects and teachers require further training.
26. The school is implementing the National Literacy and Numeracy Strategies effectively and standards have risen significantly since the last inspection. Apart from PSHE, all subjects now have schemes of work. Long-term and medium-term planning is satisfactory in all subjects apart from ICT. However, the inspectors have concerns about subjects such as religious education and physical education. This is because, as inspection evidence shows, they are not consistently taught in all classes. The scheme for religious education accords with the locally agreed syllabus and complies with national guidance. The school nurse is involved in teaching sex education and some aspects of PHSE are taught in science lessons; for example, pupils learn about keeping healthy, the human body and growing up.
27. The curriculum in most classes is satisfactorily adapted and modified to meet pupils' special educational needs and they are adequately prepared for the next stage of their education. The school is implementing the Code of Practice¹ satisfactorily and all identified pupils have individual education plans. The targets on the plans were criticised at the time of the last inspection because they were not easily measurable. The targets have improved and are now satisfactory. They are more precise and, therefore, a much better tool with which to measure pupils' progress.
28. The school is committed to inclusion for all pupils regardless of their gender, race, background or ability. All pupils, including those with special educational needs, have a satisfactory equality of access and opportunity to the curriculum. On a number of occasions, pupils are withdrawn for work for ICT, for literacy support and for music tuition at inappropriate times. At these times they miss important parts of the lessons, such as the teacher introduction, or do not have sufficient time to complete their class activities. When this happens teachers do not support them sufficiently, on return to class, to catch up with the work they have missed. In all classes boys and girls work very well together.
29. The parents had some concerns about the range of extra-curricular activities and, although they are not as good as at the time of the last inspection, inspectors judge that the provision is satisfactory. The activities include choir, football, netball, rounders and gymnastics. A parent, who is a member of Kettering Harriers, coaches some pupils in

¹ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001.

athletics. Pupils are very involved in the Oundle music festival and summer fair in the village.

30. The curriculum is enriched by educational visits. For example, pupils visit the theatre in Wellingborough during the autumn term and Year 2 visit Irchester to support their work in science. Links with the village community are good. The school receives excellent help from parent helpers and the local community donate prizes and sponsor events. A local church group visits to take assemblies and Rushden and Diamonds Football Club have offered soccer training. Over the years, the school has established good links with Manor School. These lead to a smooth transition for pupils when they move to the secondary phase of education.
31. Provision for pupils' spiritual, moral, social and cultural development is satisfactory. At the time of the last inspection it was a strength of the school. The school does not give sufficient time in classes for the teaching of spiritual, moral and social issues. It relies mainly on school assemblies for this input. It has not yet adopted a programme of study for personal, social, health education and citizenship to promote pupils' personal development.
32. Provision for spiritual development is satisfactory. The school promotes it through acts of collective worship, giving pupils time to reflect and inviting them to join in prayers. Music is used to good effect, ensuring that pupils enter and leave the hall quietly. However, in some assemblies during the inspection, pupils became restless and started talking, particularly when reward certificates were given out. This inappropriate behaviour detracts from the calm and reflective ethos. Additional staff and clear behavioural expectations are required. Pupils receive a good introduction to the main religions of the world as part of their religious education work. However, there are very few opportunities provided in lessons for pupils to reflect on their own experiences in a way that will develop their spiritual awareness and self-knowledge.
33. The quality of singing in assemblies, in lessons and in after-school choir practice is uplifting and raises the spirit. Prayers are relevant and carefully chosen to complement assemblies. For example, pupils say 'Thank God we have people to look after us' after they have heard a story about the suffering of people in Africa.
34. Provision for pupils' moral development is satisfactory. There are no planned opportunities for pupils to discuss moral issues in lessons. On occasions, assemblies are used to demonstrate the difference between right and wrong and to discuss moral issues. For instance, when telling a story about the Earl of Shaftesbury, the teacher explained clearly why some Victorian children had to steal in order to survive.
35. The school's behaviour policy is out of date and there are no common agreements on how to ensure pupils behave well. Awards are given for good work and good behaviour, which support the underlying expectation of the school. Members of staff provide positive role models. These give pupils effective examples of good behaviour, and insights into what is right and what is wrong. The school deals immediately and fairly with any inappropriate behaviour. It has a caring ethos and this results in pupils showing concern about others.
36. The provision for social development is satisfactory. Pupils are given appropriate opportunities to work together in lessons. There are organised visits into the local community and pupils show good levels of confidence in meeting adults and in asking their opinions and views. This is evident in local studies in geography where pupils have completed traffic and shop surveys. Opportunities for pupils to show initiative and to take responsibility are restricted. There is no planned provision for pupils' personal and social development. There is no provision for pupils to express their views regarding school life.

There is no school council which would, for example, encourage pupils to think about wider whole-school issues and promote their social development and sense of citizenship.

37. There is good provision for pupils' cultural development. The school gives pupils many opportunities to understand their own and other cultures, particularly in history, geography, music and art lessons. Year 3 pupils enjoy studying their local environment as part of their geography and history work. Year 4 pupils establish good links with the local shoe industry as part of a successful design technology project. The school arranges visits to the local church and to theatres, museums and historical buildings to enrich pupils' cultural experiences. Pupils perform plays and are involved in extra-curricular music activities. African and Indian patterns are used as a stimulus in art lessons.
38. There are prominent displays of different world faiths throughout the school. Pupils know that faiths other than Christianity, such as Hinduism and Buddhism, are to be respected.
39. During the inspection Year 2 pupils demonstrated a mature understanding of racial equality. This occurred in a history lesson about Florence Nightingale and Mary Seacole. Pupils showed surprise and empathy when a comment on the video they were watching said, 'Mary Seacole was not fit to be a nurse because of her colour'. They were outraged and said 'You shouldn't treat people like that' and 'Just because their skin is a different colour, you shouldn't be nasty to them'.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school provides pupils with satisfactory educational and personal support and guidance, although there are significant weaknesses in relation to their welfare and the monitoring of their academic performance. Parents appreciate the pastoral care that is provided for their children and most feel that they can approach the school if they have any concerns.
41. While all staff care about their pupils, the school has unsatisfactory policies and procedures for both child protection and health and safety to ensure that all aspects of their welfare are completely secure. The child protection policy has not been reviewed since 1996 and there has been no training for staff, including the designated teacher responsible for child protection, for some time. Since the last inspection, the school has improved the cleanliness and tidiness of its accommodation. However, the health and safety policy is out of date and there is insufficient whole-school awareness and responsibility for all areas relating to pupils' care and welfare. The acting headteacher, supported by a newly appointed and knowledgeable governor, has now identified some areas of concern and is remedying these, such as trailing computer cables, as quickly as possible. Nevertheless, there has not been a fire drill for some time. The school has not carried out risk assessments to check that the procedures work correctly. For example, it is not clear where attendance registers are to be located if there is a fire. While two members of staff have had first-aid training, one of these is part-time and there has been no basic training for midday staff.
42. Procedures for monitoring and promoting attendance are satisfactory and comply with statutory requirements. Pupils' attendance is very high and the school follows up unexplained absences where necessary.
43. The school's procedures for monitoring and promoting behaviour are satisfactory. Staff are mostly consistent in their expectations that pupils will behave well, treat all pupils alike and have excellent relationships with them. Pupils respond positively to this. Individual pupils with behaviour problems are monitored through individual education plans and are managed well by teachers. Class rules are evident in some classes. These are negotiated with pupils at the beginning of the year, are simple and easily understood and

occasionally referred to by staff to remind pupils of expectations. There is very little bullying in the school. The school deals well with anti-social behaviour and pupils say that staff listen carefully to their concerns and stop problems quickly. The behaviour policy, however, has not been reviewed since 1997. While strategies to manage pupils' behaviour are secure most of the time, there are examples when these are less effective; for example, when all pupils are gathered together for assembly and not all staff are present.

44. Procedures for monitoring and supporting pupils' personal development are satisfactory, although there is very little formal recording or setting of personal targets. Staff are welcoming, know the pupils and their families well and help pupils to grow in confidence. This provides a good foundation for their learning. Systems of reward, such as stickers and certificates for good behaviour, attitudes and work, are appreciated by pupils and provide good motivation for them to improve.
45. The procedures for assessing pupils' attainment and progress are unsatisfactory. There is a whole-school marking policy, but few staff implement it. In several subjects work is just ticked or a mark given. Work rarely contains any comments that would help pupils to improve their work. The assessment in the majority of non-core subjects is unsatisfactory. In design and technology, art, history, religious education, physical education, geography and information and communication technology, assessment is rudimentary. Teachers do not have a common system for sharing information.
46. Teachers' assessments are improving in the core subjects of English, mathematics and science. Staff are becoming more aware of how good quality assessment can pinpoint weaknesses that they need to address in teaching. Pupils' strengths and weaknesses in the national tests and optional test papers are starting to be identified and are being addressed through teachers' planning. A good example of this is the target in the school development plan to improve physical processes in science in Years 1 and 2 classes. However, subject co-ordinators have not adopted a uniform approach to assessment and the procedures lack the necessary rigor to track pupils' progress systematically as they move through the school. Improvement since the last inspection is unsatisfactory.
47. The identification and assessment procedures for pupils with special educational needs are sound and fully meet the requirements of the Code of Practice. The targets on pupils' individual education plans have improved since the last inspection and are now satisfactory.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school continues to have a good partnership with parents and has effective links with them. As a result, parents have good views of the school and what it provides for their children.
49. Parents are particularly positive about the 'family' atmosphere in the school, which has a very good impact on their children's attitudes to learning, behaviour and personal development. They feel that the school expects their children to work hard and do their best and are pleased with the standards that they achieve as a result. Most parents say that they can approach the school when they have concerns, although some say that they would like more information when there are problems. This is of particular concern to some parents of pupils with special educational needs.
50. Some parents are critical of the range of activities that are provided outside lessons, although inspectors feel that this is satisfactory for the size of the school. Parents have differing views about how much homework their children should have. Inspectors feel that the provision of homework is not as consistent as it could be and that parents may not be

clear about the work their children should be doing at home. Pupils in Year 6 say themselves that homework is variable and that they do not always get enough.

51. The quality of information provided for parents is satisfactory. Parents have good verbal communication and regular contact with the school at the start and end of the day. Parents are able to speak to teachers at termly consultation evenings following the receipt of interim reports for literacy and numeracy and, if requested, after receiving the end-of-year reports. The reports meet requirements and give parents sufficient information on their children's achievement and effort to form the basis for discussion. The acting headteacher has started a system of regular fortnightly letters to ensure that parents know what is happening in school. Parents currently receive very little curriculum information in advance to help them know what their children will be learning. The school prospectus and governing body's annual report do not give parents sufficient information about the organisation of the school and do not meet statutory requirements. In the prospectus, information about the school's provision for special educational needs is particularly weak and has resulted in a few parents not knowing who to speak to about their concerns. The home-school agreement is also due for review.
52. The school is fortunate to have very good support from parents in its work. This has a positive impact on pupils' learning and creates a friendly 'family' atmosphere. A large number of parents regularly help in all areas of the school. They give very good quality support to teachers in activities such as playing games with reception children, hearing pupils read, supporting groups in English and science and working with them in food technology. There is a very active and supportive 'Friends of Stanwick School' association, which holds fundraising and social events and encourages all parents to support the school and to get involved with its activities. There is good involvement of parents in their children's learning at home and school. Many parents hear their children read and support homework activities. There is very good attendance at parents' evenings, class assemblies, sports events and concerts in school and at the church. Parent governors have a range of experience on the governing body and are keen to get involved and to help the school develop further.
53. The school does not consult parents sufficiently about the identification and assessment procedures for pupils with special educational needs. They are not involved enough in the review of individual education plans. This is unsatisfactory, as it was an issue at the time of the last inspection. However, the school improvement plan shows the intention to improve the liaison with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. At the time of the previous inspection the management of the school was judged to require some improvement. The headteacher had a considerable teaching commitment, which left little time to evaluate the school's performance and implement changes. In addition, the deputy headteacher and subject managers were not involved sufficiently in managing the school. Until recently, although the headteacher's teaching commitment had been reduced and some informal monitoring of teaching and learning had taken place, very little had changed in terms of monitoring and evaluating the work of the school. As a consequence, many of the school policies, such as child protection and health and safety, require updating. There are no recent job descriptions for the deputy headteacher or subject managers, so they are not playing and have not played a full role in managing the school.
55. The headteacher retired at Easter, after 18 years at the school. A new headteacher has been appointed for September 2002. There is currently an acting headteacher, who has been in post since April 2002. Prior to this he had been a class teacher at the school for

two terms. He is a trained schools inspector and has provided invaluable advice and support to the school.

56. The acting headteacher provides strong leadership. He has a very clear understanding of the strengths and weaknesses of the school and knows exactly what improvements are necessary. He has good leadership skills and is slowly moving the school forward. In September 2001, in conjunction with the headteacher, he conducted a very thorough and rigorous evaluation of all aspects of the school's work. This is a very helpful document, which received a mixed reaction. Although, teachers work very hard in their individual rooms and have excellent relationships with pupils and each other, they appear to be not yet fully aware of the crucial role they play in school evaluation and improvement.
57. Since Easter the acting headteacher has identified and set priority for many important changes that need to be made in the school. He has consulted the new headteacher in all decisions and, thanks to his strenuous efforts, has prepared and successfully led the school through an Ofsted inspection. He works very hard, has a good sense of humour and perseveres despite many setbacks. For instance, he devised a comprehensive assessment system, which was rejected by the previous headteacher and the staff as being too cumbersome.
58. The roles of the deputy headteacher and subject co-ordinators are not clearly defined. They do not have recent job descriptions and are not fully involved in school evaluation and improvement. Since Easter, the acting headteacher has improved the programme of release time for teachers so that they can look at pupils' books and teachers' planning. There has been very little monitoring of teaching and learning and many co-ordinators express a reluctance to 'criticise other teachers'. There appears to be limited acceptance of the role of a co-ordinator in promoting the subject and in ensuring that all pupils achieve their potential. In fact there is currently amongst staff an unsatisfactory commitment to school improvement.
59. The school has satisfactory aims relating to achievement and personal development. It succeeds in terms of pupils' achievement. The aims relating to personal development are less well fulfilled. There is no planning to promote pupils' personal development.
60. The school analyses national test results, but until recently there was very little target setting to improve pupils' performance in the classroom. The school is only just beginning to critically examine its performance in order to identify priorities for improvement.
61. Management of the special educational needs provision is satisfactory. The school spends satisfactorily the funding it receives for identified pupils; most of the money is used to fund staff. The co-ordinator has received training in the new Code of Practice. The school is planning to revise the special educational needs policy, so that it complies with the new Code of Practice from September 2002. Currently, the co-ordinator is not allocated any time to liaise with other staff and manage the provision.
62. The governing body meets every term and is at full strength. The chairman visits the school regularly and she appreciates the consultative style of the acting headteacher. Governors welcome the opportunities they are getting to be better informed. There is an effective committee structure and governors are becoming more involved in actual decision making within the school. There has, however, been very little evaluating and monitoring of the school's work. Some of the governors are new to the role and have yet to complete the initial training. Governors are aware of seeking best value in their decision-making and know the strengths and weaknesses of the school, thanks to the acting headteacher. They have a growing awareness about what is working best in school and how weaker areas can be improved, though the procedures in place to support this work lack system and structure.

63. There are a good number of teachers and assistants to support the demands of the curriculum. Teachers are suitably qualified to manage individual subjects and to teach pupils who have special educational needs. There is a satisfactory induction system for staff new to the school. The school has a satisfactory potential for training new teachers. The acting headteacher has not had sufficient time in post to extend and further develop, in conjunction with the governors, effective strategies for performance management. The monitoring, evaluation and development of teaching is unsatisfactory. Subject co-ordinators have delegated duties for the leadership of their subject. Many do not have their duties clearly defined and are not supported by appropriate job descriptions. They do not have time to monitor and evaluate the effectiveness of teaching and to advise and support staff in the development of their role.
64. The accommodation is satisfactory. Since the last inspection the school has improved the accommodation, its maintenance, decoration and cleaning. This was identified as a key issue in the previous report. Some classrooms are rather cramped for the numbers of pupils they have to accommodate. The governors have embarked upon a realistic building programme to overcome this difficulty. Due to lack of available space there are occasions when music lessons have to take place in a corridor outside a classroom and in space allocated for the junior library. Much space is taken up in the infant and junior library by computers. The two libraries are used both as a library and a place for the teaching of information and communication technology (ICT). Because of this, library facilities in the school are unsatisfactory. They do not have sufficient space for whole- class use and are very limited for groups of pupils to use for independent study. The school uses good quality displays to enhance classrooms and corridors. It has made good improvements to the outside play areas. It has access to a large grassed field attached to the school. However, the sloping nature of this field restricts its use for larger ball games, such as football.
65. The provision of learning resources is satisfactory overall. The school has purchased new resources, such as non-fiction books and new furniture, since the last inspection. It has improved resources for teaching ICT, with computers being installed in the two libraries and in classrooms. However, there are not enough computers and pupils do not have sufficient opportunities to practise their skills.
66. The school has satisfactory financial procedures. A monthly visit by an officer from the local authority gives effective support. The school suitably targets expenditure on supporting improvement priorities. Governors are fully involved in budget planning, monitoring spending levels and are making effective use of the principles of best value. They have a clear strategic view of financial planning matched to relevant school priorities. They have embarked on a relevant costed programme of improving the accommodation, decoration and resources of the school. Subject co-ordinators are not sufficiently involved in the financial decisions affecting their subjects. They have a yearly allowance for their subject. Each class teacher also had a yearly sum. This leads to some inefficient use and duplication of resources. The school makes a satisfactory use of new technologies, including ICT, for school administration. For pupils the use of these technologies is unsatisfactory. Due to the policy of withdrawing pupils for ICT support, many pupils do not have adequate opportunities to improve their skills in the use of the new technologies. The school effectively uses grants for their designated purposes and provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to raise the quality of education provided by the school, the governors and headteacher should:

- (1) improve the school's evaluation of its performance by:
 - clarifying the roles and responsibilities of the deputy headteacher and the subject co-ordinators so that they can support the headteacher in assessing, monitoring and evaluating the work of the school; (paragraphs 54 and 58)
 - reviewing the quality and impact of planning and assessment through regular and systematic monitoring and making sure outcomes are recorded; (paragraph 59)
 - establishing a programme that identifies the best teaching and learning to be shared and exchanged; (paragraph 58)
 - enabling co-ordinators to build the necessary skills, have time and opportunity to undertake classroom observations to check on quality and standards in the subjects they co-ordinate so they can play a full part in school improvement planning and action; (paragraphs 54, 58, 101, 110 and 123)

- (2) improve assessment procedures and how they are used by:
 - ensuring that all teachers follow the marking policy and give pupils clear advice on how to improve their work; (paragraph 45)
 - agreeing a common format for assessing pupils' work in all subjects; (paragraph 46)
 - using assessment information to plan pupils' future learning and to track pupils' progress through the school; (paragraph 46)

- (3) raise standards in information and communication technology by ensuring that:
 - all teachers complete the relevant ICT training; (paragraph 136)
 - pupils get more time to practise and refine their skills; (paragraph 137)
 - ICT is explicitly planned for and used to support learning in all subjects; (paragraph 25, 101, 121, 128, 133, 139, 144, 150 and 154)
 - additional computers are purchased, when funding permits; (paragraph 140)

- (4) devise a programme to teach pupils personal, social, health and emotional skills; (paragraph 25)

- (5) review the procedures and update the policies for health and safety and for child protection. (paragraph 41)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	8	31	6	0	0	0
Percentage	2	17	67	14	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)	186
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

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	30

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	2
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.59

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	12	19	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	9	12	12
	Girls	17	19	19
	Total	26	31	31
Percentage of pupils at NC Level 2 or above	School	84 (85)	100 (96)	100 (96)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	8	9	10
	Girls	16	15	19
	Total	24	24	29
Percentage of pupils at NC Level 2 or above	School	77 (81)	77 (77)	94 (77)
	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	5	7	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Total	12	11	12
Percentage of pupils at NC Level 4 or above	School	100 (67)	92 (61)	100 (72)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Total	12	12	12
Percentage of pupils at NC Level 4 or above	School	100 (67)	100 (61)	100 (67)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year. As the school has fewer than 11 boys or girls in the year group, the table omits totals for boys and girls.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	179
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	24
Average class size	27

Education support staff: YR– Y6

Total number of education support staff	6
Total aggregate hours worked per week	115

FTE means full-time equivalent.

Financial information

Financial year	2001
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	£
Total income	331,240
Total expenditure	324,326
Expenditure per pupil	1,863.9
Balance brought forward from previous year	14,750
Balance carried forward to next year	14,440

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 50%

Number of questionnaires sent out

186

Number of questionnaires returned

93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	39	2	1	1
My child is making good progress in school.	47	39	11	2	1
Behaviour in the school is good.	53	42	3	0	2
My child gets the right amount of work to do at home.	31	46	15	6	2
The teaching is good.	49	41	5	2	3
I am kept well informed about how my child is getting on.	40	45	10	5	0
I would feel comfortable about approaching the school with questions or a problem.	58	28	13	0	1
The school expects my child to work hard and achieve his or her best.	48	45	3	2	2
The school works closely with parents.	27	54	14	2	3
The school is well led and managed.	33	42	10	4	11
The school is helping my child become mature and responsible.	52	42	2	1	3
The school provides an interesting range of activities outside lessons.	9	31	29	24	7

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

68. Provision for children in the Foundation Stage is good. This is an improvement on the sound provision and progress observed at the time of the previous inspection. Factors contributing to this include good teaching, interesting experiences and effective support, which enable the children to make good gains in their acquisition of early skills and knowledge. Children join the reception classes at the start of the school year in which they become five years old. Early assessment information indicates that children enter the school with levels of all-round development and maturity that are similar to children of a similar age. Most children have above average speaking and listening and personal and social skills when they start school.
69. Children make good progress in the reception class. As a result, by the time they enter Year 1 almost all the children have achieved the expected attainment levels. A small number of children exceed the expected levels particularly in their speaking and listening, reading and writing skills. The teacher's good understanding of how young children learn, effective planning and assessment are some of the reasons for the good progress being made. Learning objectives in planning reflect the 'stepping stones' leading towards the necessary levels for children in the Foundation Stage. Carefully matched tasks ensure the right level of challenge for all. Children are very motivated by interesting and exciting tasks, such as planning and making a 'pet shop'.
70. Learning resources are good. The accommodation is organised efficiently and provides an attractive and stimulating learning environment. The outdoor play area and the range and quality of outdoor resources have also been dramatically improved since the previous inspection.

Personal, social and emotional development

71. Teaching in this area of learning is good. By the time they enter Year 1, the majority of children are achieving the expected standard in this area. The staff place considerable emphasis on encouraging children's personal and social skills. As a result, all children make good progress, developing self-confidence as they learn to follow school routines. Children are encouraged to choose activities and resources for themselves. They select their own materials and particularly enjoy assisting with the making of the morning snack. For instance, they love buttering toast and peeling fruit! They happily and harmoniously share construction equipment and take turns sensibly when using the large outdoor play equipment. They persist with activities for a long time. The children's personal and social development is promoted well by the teacher, classroom assistant and parent helpers. All adults are kind, caring and infinitely patient. They provide good role models for the children, always treating each other, parents and children with courtesy and respect. The reception class is a secure, happy and inclusive base where children develop confidence to explore new learning. Staff constantly encourage the children to become socially independent by hanging up their own coats and by collecting and putting away their own equipment. There is a rota of helpers to encourage children to take responsibility for keeping the classroom tidy. This good teaching ensures that all the children are learning to work, play and co-operate well with each other.

Communication, language and literacy

72. In relation to their attainment on entry, all children make good progress in acquiring speaking, listening, reading and writing skills. A small minority of children achieve above the expected standard on entry to Year 1. Staff take every opportunity to encourage

children to communicate when working and playing. For instance the teacher sat with the children during snack time and encouraged them to use phrases such as 'yes please' and 'thank you'. The more articulate children interact well with friends even if there is no adult support. For instance, one child says, 'Hey everybody look at this', having just made a combined glasses and earrings set using a construction kit. Basic writing skills are carefully taught with good attention given to pencil control and purposeful writing tasks. A higher attaining child made a very impressive book about her guinea pig, writing all the sentences herself with minimal help from the teacher.

73. Most children make a good attempt at writing their first names independently. All children enjoy books and higher attaining children behave as readers, retelling stories using picture clues and memory to help them. They join in enthusiastically when sharing a large book with the teacher and can read, write and spell simple words such as 'log' and 'dog'. Teaching is good, although there is scope for the teacher to plan work specifically for the higher attaining children so that they make maximum progress.

Mathematical development

74. Attainment in this area of development is average overall, although in number attainment is better. Many children can count to 20 and recognise these numbers. Higher attainers count beyond this. Staff focus well on mathematical language and children learn useful mathematical phrases such as 'taller than'. Children name and recognise three-dimensional shapes and enjoyed making and decorating cones. Teaching is good. Planning is carefully matched to the children's differing learning needs. Children enjoy the practical activities, which help to motivate and sustain their interest. They are excited and amused by a puppet, who muddles their 1 to 10 number line. Staff make good use of number songs such as *Five Green Speckled Frogs* to reinforce mathematical skills. Most children make good gains in their learning as a result of good teaching.

Knowledge and understanding of the world

75. Teaching in this area of learning is good. Children enter the reception class with a range of ideas of the world around them. The staff take every opportunity to extend the children's knowledge and understanding of the world, so that all children make good progress. Children gain scientific knowledge and understanding as they observe the changes that happen when they plant cress and sunflower seeds. Growing plants were taken home with obvious pride and pleasure during the inspection. One parent referred to her child as a 'budding Alan Titchmarsh!' Good intervention and effective questions by the staff develop scientific vocabulary. The teacher makes very good use of the local environment by taking the children on walks to search for signs of autumn and spring.

Physical development

76. Attainment in this area of learning is in line with that expected for children of this age. The imaginative development of the outdoor play area has been a major factor in helping the children to make good progress in the development of their physical skills. They can ride on tricycles, run and jump using a range of equipment and show good awareness of the needs of others in the space around them.
77. In a physical education lesson, children learned to listen carefully to instructions and moved sensibly on the floor and on the large apparatus. The adults were totally involved, which encouraged and motivated the children. Fine motor skills develop well. Most children show increasing skill when controlling pencils, scissors, crayons and paintbrushes. During the inspection children demonstrated good control when using icing pens to write initial letters on biscuits. By the time they join Year 1, most children will have achieved the expected level.

Creative development

78. Standards are as expected for children of this age. Good planning ensures many opportunities for children to paint, print, draw and use collage and construction materials. They make musical shakers using recycled materials. Most children make good progress in developing these skills. On occasions, staff use templates instead of letting the children draw their own pictures. This inhibits the children's creativity. Children enjoy and benefit from role-play in the 'garden centre' and in the 'pet shop'. Reception staff work very hard to make these into exciting and stimulating areas.

ENGLISH

79. Standards in English have improved since the last inspection when pupils by the ages of 7 and 11 attained average levels. Inspection evidence indicates pupils now achieve above average levels by the age of 7 and well above average levels by the age of 11 years. Tests show girls attain better than boys. No significant difference was noted during the period of inspection.
80. Results in the 2001 tests, in comparison with similar schools, show that standards for pupils up to the age of 7 in reading were below average. The school's performance in the writing tests was very high. When compared with all schools nationally, reading was close to the national average and writing very high. Trends over the last five years indicate that reading fell from a high level in 1998 to its present level. The school could offer no real indication as to why this has happened and this illustrates the lack of evaluation and monitoring by all staff. Standards in writing have been rising since 1999 and have been maintained at high levels. The improvement seen in reading during inspection is due to the better assessment of the pupils' needs and giving more support with their reading.
81. Year 6 pupils attained very high results in the 2001 English tests, both nationally and when compared with pupils in similar schools. The last five years have shown an uneven trend. From well above in 1999 the results dropped to well below the national average in 2000, but picked up rapidly in 2001 to the present very high levels. The reasons for these fluctuations are the changes in the number of pupils in the older classes. For example, in 2000, due to the small numbers of Year 6 pupils, Years 5 and 6 were taught together as one class.
82. When pupils enter the school they show an above average standard in their speaking and listening skills. Some are starting to develop an interest in books, picking out recognised words, and are developing sufficient pencil control to write letters and occasional words, such as their name. Effective teaching builds on these skills, supporting their good learning as they move through the school. Pupils achieve well and by the age of 11 are well above average in reading, writing, and speaking and listening.
83. Pupils effectively learn to use appropriate vocabulary linked to their studies. For example, pupils in a Year 4 geography lesson, when examining photographs of the countryside in Northamptonshire and the Lake District, describe fluently the differences between farming in the two areas. Using the correct terminology they very clearly identify the geographic patterns and how changes affect the activities and lives of the inhabitants. Younger pupils in Years 1 and 2 are not content to give single word answers to questions. They communicate very clearly, in full sentences, adapting their speech to the listener's needs. When reading to inspectors, they explain very confidently, in a series of well-developed sentences, the content of books they have read, the main characters and their preferences in reading.

84. By the end of Year 2 pupils attain above average standards in reading. By the end of Year 6 reading standards are well above average. Younger pupils have a good grasp of letter sounds and use them with confidence to construct and read unfamiliar words. By Year 2 below average pupils read their storybooks fluently, expressing opinions concerning ideas in the story. Average and above average pupils respond equally well to fiction and non-fiction books, knowing the difference between the two, and read a variety of texts accurately and with fluency. They are keen to talk about their favourite books. They describe with clarity the title, author and the content and explain why they like them. Year 6 pupils identify the crucial features, themes and characters in the books they are reading. They retrieve and organise information from a range of different sources.
85. Year 2 pupils attain above average standards in writing and Year 6 pupils attain well above average standards. From an early age they are encouraged to write in sentences. Work sampling and lesson observations reveal that pupils in Years 1 and 2 write in a wide range of different styles. In Year 1 they clearly understood the story of *Three Billy Goats Gruff*, and wrote their own simple stories influenced by what they have heard and read. By the age of 11, pupils use grammar and punctuation accurately and confidently. They write interesting stories with good attention to characterisation and plot. They use different forms of writing appropriately, for instance when reporting on their geographical and historical investigations and scientific experiments. Poems modelled on *Tam Snowby* Charles Causley are effectively word-processed. Teachers provide a good range of opportunities for pupils to practise their writing skills in many subjects. For instance, Year 4 pupils write sensitively and maturely about the trials and tribulations of being a Victorian under-housemaid.
86. Standards of handwriting are very good. Seven-year-olds are keen to write and write well. After listening to the story *Dr Xangles Book of Earthlets* they enjoy selecting and writing the rhyming words. Most pupils use clearly presented joined handwriting when writing their own riddles. These very good standards are maintained across the school. Year 6 pupils take great care with their writing and the presentation of their work, drafting and developing their work to a high standard. Standards of spelling are good throughout the school. Most pupils spell words accurately and, if in doubt, older pupils readily use dictionaries to look up their words. Most pupils learn their weekly spellings conscientiously. Teachers frequently check that pupils have understood specific vocabulary. Teachers mark pupils' work, correcting spellings as necessary and commenting on standards and presentation. However, this practice is unevenly developed across the school and on many occasions marking is limited to supportive comments.
87. Teaching is good in literacy lessons. Most teaching seen was good or better and there were no unsatisfactory lessons. In a very good lesson in Year 6, the teacher began with a skilful analysis of the words and phrases used in a protest letter and the impact they had on the reader. Pupils were then able to make a very good analysis of the text, selecting the key points, using inference and deduction appropriately.
88. In some lessons, teachers have a high expectation of their pupils and lessons proceed at a good pace, challenging and aiding the pupils' thinking. For instance in a Year 4 lesson, after sharing the text *Tilly and the Dodo*, the teacher skilfully encouraged the pupils to discuss the reasons for paragraphs and how punctuation is used to give meaning. Average pupils showed a good understanding of the text, able to devise questions to ask the Dodo such as, 'What did it feel like coming out of the egg?' Above average pupils correctly identified the main features of characters such as King Glut, when they say, 'He is greedy and selfish'. In a Year 5 lesson good questions and explanations enabled the pupils to understand the *Moonfleet* story. When completing their sentence work, as part of the literacy hour, the pupils show a clear understanding of connectives to link simple sentences together to write complex and compound sentences. As a result of this, pupils

are keen to learn, show very good attitudes to their work and work with high levels of interest, motivation and enthusiasm.

89. The assessment of English is satisfactory. Teachers are now starting to use records that illustrate clearly the pupils' different ability levels. Samples of previous work produce little evidence of the teachers modifying tasks to meet their pupils' various learning needs. Teachers are beginning to match the pupils' tasks to their abilities in literacy lessons.
90. Pupils with special educational needs have detailed plans that satisfactorily indicate their literacy needs. Teaching assistants, when deployed in class, usually support these pupils effectively, enabling them to learn and make good progress alongside their fellow pupils. When pupils are withdrawn for additional support, work provided is clearly focused on their needs.
91. The co-ordinator teaches full time in a Year 1 class as well as being the deputy headteacher. She has no time to monitor and evaluate the effectiveness of the teaching across the school, although she does monitor planning effectively. The successful implementation of the National Literacy Strategy has raised the quality of teaching and learning in English. The school has made a good attempt to improve resources for the subject and they are now satisfactory. The use of information and communication technology is developing, but there are insufficient opportunities for all pupils to use this to support their work in the subject. The supply of non-fiction books has improved since the last inspection. The two libraries are small, insufficiently stocked and cannot be used for independent study or research as computers take up much of the available space.

MATHEMATICS

92. Since the last inspection, there has been a significant improvement in standards. When the pupils enter the school their attainment is average, but by the time they leave at the age of 11 the majority attain standards that are well above the national average. The good improvement is due mainly to the effective implementation of the National Numeracy Strategy and good quality planning and teaching. Throughout the school, girls achieve better results than boys in mathematics.
93. The attainment of 7-year-old pupils in the 2001 National Curriculum tests was well above the national average with 42 per cent gaining the higher Level 3 standard. There has been a steady trend of improvement since 1999 with standards being above or well above the national average.
94. In the 2001 national tests for 11-year-old pupils, attainment was well above average with 58 per cent of pupils achieving the higher Level 5 target. This was very high when compared with all schools nationally. Compared with similar schools nationally, standards in mathematics are well above average. The trend of improvement over the past five years has been broadly in line with the national average. There was a dip in results in Year 2000, but this was the result of a larger than usual number of pupils with special educational needs.
95. Inspection evidence confirms the above average achievement. The National Numeracy Strategy has helped the pupils to sharpen their mental arithmetic skills and develop effective strategies for adding, subtracting, dividing and multiplying. The pupils identified as having special educational needs achieve good standards in relation to their prior knowledge and understanding of mathematics. In most classes lessons are usually adapted and modified well to meet their specific needs. The work for higher attaining pupils varies considerably. In several classes it is challenging, but the scrutiny of pupils' work shows that in some classes they could be extended more.

96. Pupils in Years 1 and 2 are developing basic number skills such as addition, subtraction, number patterns, shape, odd and even numbers and mathematical language. The work gradually becomes more challenging. By the time pupils reach the age of 7 they are making good progress in developing their mathematical knowledge and understanding. Pupils understand fractions such as one half and one quarter; they are starting to draw simple pictograms and bar graphs to display data they have collected. Teachers are using the mental arithmetic sessions very effectively to sharpen pupils' skills such as adding on, halving, doubling and number patterns. In a good Year 1 lesson, pupils listened and watched carefully as the teacher put spots on each wing of a large cardboard ladybird. This was effective in developing the pattern of counting on in twos. Higher attaining pupils were quick to predict the next number and realised that when two even numbers are added together the answer will always be an even number. All pupils could count on well in twos to 30 using even numbers, but the lower attainers found it difficult to count on using odd numbers. In Year 2, good teaching provided a high level of challenge in the mental arithmetic session. Pupils were confident counting forwards and backwards when the teacher chose random numbers such as 69 and 73. The majority could count on in twos and fives to 100, but the higher attainers were more confident counting in threes and fours. Several pupils missed part of the lesson, because they were withdrawn for information and communication technology (ICT); this practice is unsatisfactory.
97. By the time they are 11, the pupils' mathematical knowledge and understanding are developing well and most achieve high standards. Very strong teaching was observed in Years 4 and 6. In Year 4, a good mental arithmetic session sharpened pupils' knowledge of their three, four, five and six times tables and led naturally into the teaching of area. Extremely good questioning of the pupils helped the lower attainers to have a better understanding of the concept. Strong features of this lesson were the very good resources and practical work for pupils of all abilities. A well-planned investigation for higher attaining pupils challenged them to find the area of an irregular shape, whilst average attainers investigated different shapes that could be made with 10 square units. In Year 6, pupils were very eager to participate in a 'brain-teaser'. They really enjoyed the challenge set by the teacher; which was to use their mental arithmetic skills to solve problems faster than they could be done on the calculator. Higher attaining pupils were able to do so when finding one half of 581, 2.6 times 2 and 421 plus 387. In the main part of this lesson, very good teaching developed and consolidated the pupils' knowledge of fractions and decimals. Higher attainers showed that they were comfortable converting difficult fractions to decimals. Lower attaining pupils received effective support from an ancillary helper doing similar work, but at a lower level.
98. Mathematics is being used well in other subjects. For example, in a Year 3 science lesson, pupils were using tape measures and plumb lines to work out the height of a tree. In geography, they were drawing bar charts and pictograms following a local traffic survey. In music lessons pupils used mathematical skills to count the beat of the music. Pupils' good reading skills are used effectively when it comes to understanding problems and interpreting questions about data.
99. Pupils' attitudes and behaviour are good. The majority enjoy mathematics, work well individually and, when asked, most collaborate satisfactorily in smaller groups. The pupils show an interest in their work and some sustain their concentration for long periods of time. Most pupils are polite and willing to explain their work. The presentation of their written work is good.
100. The management of mathematics is satisfactory. The introduction of the National Numeracy Strategy has improved the quality of teaching significantly. Teaching is now consistently good. Features of the best teaching are the direct teaching in the numeracy hour, teachers' subject knowledge and planning. Throughout the school, the teachers make very good use of resources for practical mathematics. Day-to-day assessment is

satisfactory, but in several classes marking is cursory, with pupils' books just being ticked. There are not enough comments in pupils' books about how they can improve their work. Under the guidance of the acting headteacher, teachers are beginning to use the data available to them more effectively to identify pupils' strengths and weaknesses. However, assessment procedures are still not rigorous enough to track pupils as they move through the school. Another weakness is the resistance of teachers to the monitoring of teaching. This is preventing the co-ordinator from having a clear view about the strengths and weakness in the teaching of mathematics and the sharing of some very good practice.

101. The use of ICT in mathematics is unsatisfactory. It was not seen being used in lessons and there was no evidence in pupils' books.

SCIENCE

102. Pupils' achievements in science are above average. There has been satisfactory improvement since the last inspection. A new scheme of work is providing a clear structure for teachers and helping them to identify further opportunities for investigative science.
103. In the 2001 teacher assessment for 7-year-old pupils, standards were around the national average. However, the number of pupils attaining the higher Level 3 was well above the national average. The assessments indicated that pupils' knowledge of life processes was particularly strong.
104. Pupils' attainment in the 2001 national tests was above average. Around one third of pupils achieved the Level 3 target, which was around average. Pupils with special educational needs achieved particularly well. The performance of girls exceeded that of boys. Between 1998-2001 the overall trend has exceeded the national average.
105. Inspection evidence shows that in their current work, most pupils are attaining standards that are above the national expectation in all aspects of science. In a good Year 1 lesson, pupils enjoyed sorting and identifying different sorts of bean seeds. They received effective help from a volunteer parent helper. This enabled them to clarify their ideas before recording their work. Lower attaining pupils enjoyed working with the teacher. Good questioning helped them to identify vegetables that grow above and below the ground, for instance a cabbage and a carrot. In another lesson, pupils had good opportunities to develop close observational skills. The pupils had planted bean, pea, melon, tomato, orange and apple seeds and were looking to see which had germinated. In Year 2, very good questioning by the teacher encouraged them to think more deeply about their responses when thinking about the classification of animals as vertebrates and invertebrates. The teacher used very good scientific language and carefully explained groups such as reptiles, amphibians and mammals to the lower attaining pupils. However, in this lesson, the pupils sat for too long on the carpet and became restless. This led to some time being wasted by having to repeat instructions about the task.
106. The junior classes too are achieving high standards as a result of good teaching. In Year 5, the lesson was well prepared, which enabled the investigation to proceed quickly. The pupils were studying physical processes. They were given a balloon, a coat hanger and two pieces of string; the challenge was to prove that air exists and that it has weight. The pupils worked collaboratively in small groups, but most rushed too quickly into the task and had to reassess what they had done - real science. The teacher used good scientific language, for example 'particles', 'compressed air' and 'solids'. The higher attainers recorded their work well, but lower attaining pupils were too reliant upon the teacher for help. Year 6 pupils responded very well to their teacher when asked questions about the properties of plastics and metals. They gave extremely good answers about the

characteristics of the two materials. The pupils' good English skills enabled them to speak with authority and clarity of thought. A good example of this was the way in which they analysed the reasons we now use plastic for the manufacture of guttering and not metal.

107. In the six lessons observed, the teaching was consistently good. There is a strong emphasis on investigation; this interests and motivates the pupils. Features of the good teaching are the open-ended questioning by teachers. For example, teachers ask 'What would happen if. . .?' and 'Why do you think . . .?' This is a significant factor in the pupils' very positive responses to their learning. Other strengths in teaching are the high expectations of teachers and their secure subject knowledge, which enables them to give clear explanations to pupils and provide work that extends the higher attaining pupils. However, the use of information and communication technology for research and recording the results of investigations is unsatisfactory. This was a weakness at the time of the last inspection and remains so.
108. The pupils enjoy science and most have very good attitudes towards work. They are co-operative and respectful to one another and respond to their teachers with enthusiasm. Very good relationships exist between pupils and teachers and this is reflected in their good behaviour. Pupils with special educational needs make good progress in science. This is because of very good support from all staff in relation to the technical vocabulary of science and the provision of suitable activities in lessons. Higher attaining pupils display a genuine interest and curiosity in science. They are beginning to realise that first-hand evidence gathered through investigation can cause them to change their minds.
109. The management of science is satisfactory. The last inspection noted weaknesses in assessment and this is still the case. The school has made progress recently. For example, a target in the school development plan is to improve pupils' knowledge of physical processes in Years 1 and 2. However, there is no clear strategy to track pupils' achievements as they move through the school. Staff are reluctant to have their lessons monitored by the co-ordinator, therefore the good practice that exists is not being shared.

ART AND DESIGN

110. By Year 6, pupils achieve the expected standards for their age. This is similar to the findings of the last inspection. Pupils, including those with special educational needs, make sound progress in developing their skills and understanding of art and design. They successfully learn a range of techniques and incorporate this knowledge into their artwork. However, there is very little evidence of computer-generated artwork.
111. Pupils in Year 1 enjoy investigating materials. They have made attractive woven baskets using ribbon and material. All pupils study the work of famous artists and Year 2 pupils have produced some vibrant paintings in the style of Vincent Van Gogh.
112. The best art teaching and learning takes place in Year 3. Pupils use a wide range of techniques and make very good gains in their knowledge and understanding of famous artists such as David Hockney. They have produced large, impressive three-dimensional models using recycled materials. African and Indian patterns provide a stimulus for pupils to produce their own colourful and complex patterns. Pupils have designed and made intricate and complex Islamic prayer mats as part of their religious education work.
113. Higher attaining pupils are particularly skilled at using colour and shading well to depict the play of light on different surfaces.
114. Pupils use sketchbooks to practise and satisfactorily develop their ideas. However, work sampling indicates that teaching and learning vary considerably throughout the school. There are also incidents of pupils repeating work. A criticism of art in the last report was that the displays were not creating a 'stimulating learning environment'. This is no longer

the case as the co-ordinator and all the staff have worked hard to ensure that displays are attractive and well presented.

115. In the limited number of lessons observed, the quality of teaching was good with very good teaching by the art co-ordinator. In the very good lesson, the teacher had very good subject knowledge and encouraged and successfully motivated pupils to be creative. This inspirational teaching ensured that pupils understood fully what was good in their artwork and what could be improved. The teacher gave good support to pupils with special educational needs. They were totally included in all the activities and made very good progress. Work sampling indicated that teaching overall is satisfactory and that standards vary considerably between different year groups depending on the expertise of the teacher. There was very little artwork from Year 6 pupils in the sample. The use of sketchbooks varied considerably from being really good in Year 3 to non-existent in some year groups.
116. The co-ordinator is enthusiastic and working hard to improve the artwork even further in the school. She uses her expertise successfully to support other members of staff in order to promote pupils' learning and knowledge of the subject. The co-ordinator has updated the policy and scheme of work in line with the new curriculum. Although the co-ordinator monitors pupils' work by looking at displays, she has not had the chance directly to observe and evaluate pupils' learning in the classroom or to look at sketchbooks. Assessment is an area for future development. Visits and visitors with expertise who work with pupils enhance the curriculum and pupils' learning.

DESIGN AND TECHNOLOGY

117. Standards are average at the end of Year 6. All pupils, including those with special educational needs, achieve satisfactorily. This is a similar picture to that found at the time of the previous inspection in 1997. Progress overall is satisfactory, but in two of the lessons seen during the inspection pupils made good progress.
118. In a very good lesson in Year 1 pupils learn about different tropical fruits and endeavour to predict what fruits such as paw paw and kumquat look like inside. Pupils are fascinated when looking at the different fruits and think very carefully which ones to put in a fruit salad. They say, 'I would use the apricot, it's a bright colour'.
119. Year 4 pupils build on their knowledge of food technology and are absorbed in making lemon syrup sponge cakes for a 'Village Evening'. Pupils mix ingredients carefully, fold in flour and deftly place the mixture into loaf tins. Other Year 4 pupils select materials such as felt, sequins and brocade to make attractive fabric fruit and vegetable pictures.
120. Work sampling indicates that Year 4 pupils have made attractive, brightly coloured 'Rakhi' as part of their work on Hinduism. They have skilfully combined a range of foils, braids, ribbons and tassels. Year 5 pupils successfully link design and technology to their work on Ancient Egypt as they design and make a 'Journey to the Afterlife' game. They are very aware of the need to make the game interesting and appealing and work hard to devise interesting obstacles. These pupils enjoy designing for a purpose. For instance, they have made toys with moving parts for children in the reception class. They successfully constructed cars with moving wheels and boxes with turning handles. Pupils evaluated each other's work for attractiveness and to see if they had achieved the design brief. Older pupils in Year 6 have considered different types of 'headwear' and have joined card, foil and cellophane together.
121. Work sampling indicates that pupils have covered a suitable amount of work, although standards vary between different year groups. In Year 1, pupils working with the talented information and communication technology (ICT) assistant researched information about

ugli fruit from the Internet. However, there is insufficient use made of ICT. Teachers ensure that pupils practise their writing skills when recording work.

122. Pupils enjoy the subject, work sensibly and safely together and support each other effectively when they work as part of a team. Resources are satisfactory and stored appropriately, which is an improvement since the previous inspection. The co-ordinator, who retires at the end of this term, has considerable knowledge and expertise in design and technology. The school has usefully identified as a priority for development that it should share the most effective practice more widely to help less confident teachers. The co-ordinator has no opportunity to monitor teaching and learning. There is no clearly defined method of assessing pupils' skills.

GEOGRAPHY

123. During the period of inspection there were no geography lessons in Years 1 and 2. Samples of previous work, displays and discussions with teachers, pupils and the subject co-ordinator together with teachers' plans produced enough evidence to make a judgement.
124. The last time the school was inspected, standards in geography were average across the school. This is still the case. Pupils, including those with special educational needs, make steady progress. The school offers pupils an appropriate range of opportunities for local studies, fieldwork investigations and studies involving other localities.
125. Work sampling indicates that pupils in Year 1 are starting to develop a good knowledge of their local area. They draw maps, record their observations and conduct traffic surveys. They take photographs using the digital camera. In Year 2 pupils extend these skills, by contrasting the lives of the people and physical features in Stanwick with those of people living by the sea in Scotland. They use their literacy skills well when writing about what life is like by the seaside.
126. Junior pupils develop and extend their geographical skills. For example, pupils in Year 4 show a very good awareness of how climate and the environment determine the types of farming that can take place in Northamptonshire and the Lake District. Pupils in Year 6, when studying the climate and economics of Ghana in contrast with Great Britain, show a satisfactory understanding of the human and physical processes. They understand how such changes affect the activities and lives of the inhabitants.
127. Samples of pupils' previous work produces evidence of some repetition of previous work concerning local studies between Years 2 and 3. This problem was identified in the last report, which said that the planning document was not sequential and did not ensure continuous progress and learning. The planning of the subject has improved with the adoption of a commercial scheme and the input from the local authority adviser for the subject. However, the assessment of the subject is unsatisfactory. The pupils' progress and skills, as they acquire them, are insufficiently recorded and assessed. The subject co-ordinator has no time to monitor and evaluate the subject to discern the strengths and weaknesses of its development. She sees the medium and long-term plans but not the short term planning, which supports the teaching of the subject class by class.
128. Teachers do not assess the pupils' work regularly or rigorously, as they should. Marking is inconsistent. In many cases where the teacher indicates improvements, the pupils do not follow it up. This leaves them unsure what they should do to improve. Information and communication technology is not used to support geography in all classes.

HISTORY

129. Seven and 11-year-old pupils continue to achieve the average standards noted at the last inspection. Progress is steady across the school and pupils with special educational needs make the same progress as their classmates. Only one lesson was seen during the inspection and so judgements regarding standards and teaching are based on a scrutiny of previous work and discussions with pupils and teachers.
130. Pupils in Year 6 have satisfactory knowledge of the historical topics they have studied. They compare rich and poor Tudor lifestyles. Some pupils have used the Internet to find information and the variety of written work provides sound opportunities for them to develop their literacy skills.
131. Year 2 pupils have completed a study of homes in Victorian times and know about several famous people from the past, for example Florence Nightingale and Mary Seacole. Pupils in Year 1 have visited Avoncroft and Northampton museums. Visits make a lasting impression on pupils.
132. Year 3 pupils study the Vikings, Anglo-Saxons and Romans and enjoy visits from a local archaeologist who brings local Roman remains. Experiences such as these contribute well to an awareness of their cultural heritage. Year 4 pupils present their work on the Victorians very well. Each pupil has produced a bound folder containing work of a high quality. For instance, one pupil empathising with the life of an under-housemaid writes, 'It would be so ashy to clean out the fires and it would be smelly'.
133. Teachers are aware of the need to develop historical skills as well as factual knowledge. From Year 1, pupils learn that they can glean information from a variety of sources: books, photographs, people and historical objects, for example. However, some teachers miss opportunities to let older pupils conduct their own research and in this way develop the skill of historical enquiry as well as extending their knowledge. Insufficient use is made of the Internet and computers to aid historical understanding. Some teachers use worksheets too much to record pupils' learning.
134. The co-ordinator has little opportunity to influence, monitor or assess the quality of teaching and learning. Resources are satisfactory. Assessment is unsatisfactory. The 'old and dated' books evident at the time of the previous inspection have been discarded.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. Throughout the school, pupils' attainment in information and communication technology (ICT) is below average. Conversations with key members of staff and the scrutiny of pupils' work indicate that the use of computers by the majority of teachers is unsatisfactory. During the inspection, computers were very rarely used to support pupils' work. Progress since the last inspection is unsatisfactory.
136. There are too few computers for pupils to get enough 'hands on' experience to develop their skills. Some of the equipment for Years 1 and 2 is outdated and most teachers require further training. However, an ancillary helper is doing some very good work teaching pupils new skills. With her help, some pupils have experienced the use of CD-ROMs, data handling, word-processing, monitoring, control, use of the Internet and electronic mail. However, they do this infrequently, have limited time on the computers and are withdrawn from lessons such as mathematics and physical education. The withdrawal from class is unsatisfactory as pupils miss important parts of their lessons. The achievement of the substantial majority of pupils is unsatisfactory. Some pupils with computers at home have good keyboard skills. However, when pupils leave at the end of Year 6, the majority will not be competent users of ICT.

137. During the inspection, pupils in Year 2 were preparing a title sheet for their topic book. They were being taken from class in groups of three, but were missing important literacy and numeracy time. The classroom assistant was able to give good support, enabling the pupils to access the programs and select the picture they wanted to import for their title page. However, the pupils were reliant upon her expertise and not secure working at this level. They did not have enough time to practise their skills.
138. Pupils in Year 5 were observed solving problems with traffic lights. They listened carefully to instructions before deciding how to control the flow of traffic at crossroads. They required reassurance, but most correctly keyed in the sequence to control the traffic lights. This was a short session and pupils were out of their history lesson for 10 minutes. The traffic lights used in this lesson and the associated software were borrowed from a local secondary school.
139. Teaching is unsatisfactory. More training for teachers is needed in a number of key areas. There is some evidence of ICT being used in different subjects; for example, word processing in English, composing a rhythm in music and learning the parts of a plant in science. Planning for the use of ICT in most subjects is unsatisfactory. Currently, insufficient time is allocated for the development and monitoring of this subject, the assessment and evaluation of pupils' progress and the development of their skills. The co-ordinator is currently the acting headteacher, who is supported by the Year 5 teacher. They are keen to improve the subject. However, without a substantial input of funding, standards are unlikely to rise.

MUSIC

140. The school has maintained standards in music at above average levels since the last inspection. The achievement of pupils is very good. This is supported by the very good quality of teaching from two teachers who teach most of the music.
141. One teacher, with considerable personal expertise, teaches music to Years 2, 4 and 5 pupils and another teaches music to his own Year 6 class. No teaching was seen in Year 1 but the standard of teaching in the Year 3, with the class teacher taking the lesson, was good. This teaching and the wide range of opportunities pupils have for tuition by visiting specialist teachers on stringed, woodwind and brass instruments, choir and orchestra ensembles further enhance the provision. Pupils quickly develop high standards of proficiency on their musical instruments and attain good standards to read and play music and to compose music. They sing and perform confidently in assembly and at practice. They show very good attitudes to their work, trying very hard to succeed.
142. Younger pupils sing well showing good control of pitch, dynamics and rhythm. They compose and perform simple pieces using unpitched and pitched percussion instruments. For example, in a Year 2 lesson when playing a wide range of instruments, the pupils improvised repeated patterns combining several layers of sound. They show a very good awareness of the combined effect. After composing their own pieces they were able to maintain the whole part aware of how the different parts fit.
143. Junior pupils develop and extend their musical experiences. In Year 4 they enjoy learning songs from the shows, rehearsing with high levels of competence to perform in a class assembly. In singing a range of songs from the musical *The Bumblesnouts* by Debbie Campbell, they skilfully explored, analysed and compared the sounds and structure. Pupils have a good awareness and application of pitch, duration, dynamics and tempo. They competently recognise and explore the relationship between sounds and the way in which music reflects differing intentions. Pupils in Year 6 respond positively to the high level of challenge from the teacher. They independently and collaboratively develop a melody and rhythm, using a range of notations.

144. The co-ordinator provides very good leadership. Pupils have many opportunities to present and make music. There is a weekly choir practice. During the inspection this was very well attended by 32 pupils. They demonstrate high standards of singing with a very good awareness of dynamics, tone, pitch and presentation. The choir and school orchestra frequently perform in public in the locality and in homes for the elderly. This year the orchestra entered a competition at the Oundle Music Festival and won the cup for the best performance in the under-12 category. Those who took part were very proud to share the glowing comments that were made on their performances in the local press and the video that was made when they performed. Assessment is unsatisfactory, as it is too informal. Information and communication technology is not used to support pupils' learning.

PHYSICAL EDUCATION

145. In physical education, standards throughout the school are average and similar to those attained by pupils in other primary schools. Pupils make sound progress with their learning as they move through the school and a few pupils achieve standards that are high for their age. Pupils with special educational needs are well included; they make sound progress and receive satisfactory support. Standards have been maintained since the last inspection.
146. By the age of seven, pupils are beginning to develop their co-ordination. They are starting to understand the effect of exercise on their bodies. For example, they know that running hard makes them perspire and breathe harder. The warm-up sessions, at the beginning of lessons, are satisfactory. Teachers stress the importance of using the space in the hall safely. In a good gymnastics lesson in Year 2, the majority of pupils listened carefully to the instructions of the teacher. Clear directions helped the pupils to use their arms when jumping to gain height. Higher attaining pupils combined a jump and twist and began to develop a sequence of movement. The teacher used pupils effectively to demonstrate, which helped others in the class to evaluate and improve their own performance. Pupils achieved well in this lesson and were able to transfer their skills to the apparatus.
147. Pupils in Year 5 were learning the steps of an Indian chain dance called 'Sambalpur'. The lesson was satisfactorily planned and closely linked to work in religious education on Hinduism and Indian stories being studied in literacy. The teacher recapped effectively on previous work and used two pupils to demonstrate and remind others of the dance steps and body movements. As the lesson progressed most pupils developed their confidence and succeeded in learning basic steps. Higher attainers responded well to the rhythm, but few were able to connect the different steps and develop a dance sequence.
148. Pupils dress appropriately and most change quickly for their lessons. They willingly get out and put away the apparatus. They enjoy physical education and listen and respond satisfactorily to instructions. Pupils are learning to work co-operatively. Most are keen and eager to participate in lessons and their behaviour is good. All pupils have equal access to the curriculum and there are no apparent differences in the performances of boys and girls.
149. During the inspection, it was possible to see only three lessons. The quality of teaching was good in one and satisfactory in the others. Features of the best teaching were high expectations, the use of pupils for demonstration and good subject knowledge enabling skills to be well taught.
150. The co-ordination of physical education is satisfactory. Teachers are using a commercial scheme of work. This is helping them to plan their lessons satisfactorily and ensure that National Curriculum requirements are fully met. There is a satisfactory range of extra-

curricular sporting activities such as, football, netball, rounders and gymnastics. A parent, who is a member of Kettering Harriers, coaches higher attaining pupils in athletics. All junior pupils go swimming during one term of the school year. By the end of Year 6 nearly all can swim 25 metres. Assessment and the monitoring of teaching are weaknesses. However, they have both been identified as a focus for action in the school development plan over the next two years. Insufficient thought has been given to using information and communication technology. For example, the school could use a camcorder and digital camera to improve and record pupils' performance.

RELIGIOUS EDUCATION

151. Standards in religious education at the ages of 7 and 11 are in line with the requirements of the locally agreed syllabus. Pupils are attaining standards similar to those found during the previous inspection. All pupils, including those with special educational needs, make satisfactory progress.
152. Year 1 pupils know many stories about Jesus and his disciples, for instance 'The Feeding of the Five Thousand'. Year 2 pupils learn about special books and special places in all the major world religions. Work sampling indicates that infant pupils have used their literacy skills effectively to record their religious education work.
153. Junior pupils develop a good appreciation of the central beliefs and traditions of various world faiths. Year 3 pupils have produced impressive books entitled 'The Church Year'. Pupils recognise the significance of religious faith in the lives of individuals and groups and are developing an appreciation of the symbolic significance of signs and ceremonies. For example, Year 4 pupils learn about Hinduism and its beginnings in India. Work sampling indicates that Year 5 pupils have discussed and recorded their reactions to Buddhism and the 'Four Noble Truths'. There was no work for Year 6 included in the sample.
154. Only two religious education lessons were seen during the inspection. Work sampling indicates that teaching and learning is satisfactory overall in religious education lessons. Teachers plan work carefully according to the locally agreed syllabus. Teachers make good use of resources such as artefacts and books. Most teachers ensure that pupils practise their writing skills when recording their work. Information and communication technology is not used in religious education lessons.
155. The co-ordinator is enthusiastic and has clear ideas for future improvements. However, she has no opportunities to look at teaching and learning in other classes. Resources, which are organised into topic boxes, have improved considerably since the previous inspection. There was no assessment of pupils' knowledge and understanding in the previous inspection and this is still the case.