

INSPECTION REPORT

Preston Hedges Primary School
Wootton, Northampton

LEA area: Northampton

Unique Reference Number: 131123

Headteacher: Mrs Hazel Gibbons

Reporting inspector: Mr Rod Sharman

Dates of inspection: 29th November – 2nd December 1999

Under OFSTED contract number: 707911

Inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Wootton Hope Drive Wootton Fields Northampton NN4 6BU
Telephone number:	01604 665860
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr C Peddar
Date of previous inspection:	The school has not been inspected before

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr Rod Sharman Registered Inspector	Religious education Art	Attainment and progress Teaching
Mr Tim Morgan Lay Inspector		Attitudes, behaviour and personal development Attendance
Mrs Lynne Wright	Science Geography Design and technology	Support, guidance and pupils' welfare Pupils' spiritual, moral, social and cultural development
Mrs Frankie Gaywood	Equality of opportunity English Music Children under five	Efficiency
Mr David Whalley	Mathematics Information technology Physical education	Curriculum and assessment Staffing

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MAIN FINDINGS

What the school does well

- Teaching is a strength; it is never less than satisfactory and is good in three-quarters of lessons. This enables pupils to make good progress.
- The leadership and management are good and this is reflected in the successful start the school has made.
- Good provision is made to support pupils and to provide for their welfare, especially those with special educational needs, and this enables all pupils to make good progress.
- Relationships between teachers and pupils, and between pupils, are very good.
- There is a very positive ethos which supports pupils' learning.
- The provision for pupils' moral development is very good and that for their social and cultural development is also very good. This adds to their personal development.
- The links with parents are good to the benefit of the pupils.
- The school is efficiently run and provides good value for money.
- Attendance is very good.
- A very good range of homework is set and completed, which helps pupils to make good progress.

Where the school has weaknesses

- I. Information from the assessment of pupils' attainment is not used systematically to set targets for them to reach in English and mathematics or to plan the curriculum.
- II. The standards attained by the eleven-year-olds in information technology are below average.
- III. With the exception of English and mathematics, procedures for assessment in the other subjects are under-developed.
- IV. The school development plan is not sufficiently prioritised.
- V. The rapid growth of the school has resulted in the headteacher and deputy headteacher carrying too many curriculum responsibilities which place too great a demand on their time.

The strengths very considerably outweigh the weaknesses, which will form the basis of the governors' action plan. This will be sent to all parents or guardians of pupils at the school.

The school has not been inspected before

Preston Hedges Primary School opened in September 1997 with 123 pupils and 6 teachers. It has grown rapidly and by the time of the inspection the numbers had grown to 252 with 11.4 teachers. In its first two years, emphasis has been placed successfully on the development of good teaching and the creation of a positive ethos, which places due importance on attainment and creativity. The literacy hour has been implemented successfully and a sound start has been made with the National Numeracy Strategy. Further work is now needed to fine-tune the planning of the curriculum to make the best use of the predominantly good teaching. Much of this is included in the school development plan. The school is well placed to continue its development.

Standards in subjects

The first group of 11-year-olds will take their National Curriculum tests in 2000.

The table shows the standards achieved by 7-year-olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
Reading	A	B
Writing	A	A
Mathematics	C	D

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

The information shows, for example, that while standards in reading were well above average when compared with schools nationally, they were above average when compared with those in similar schools.

In Key Stage 1, there has been an improvement in the standards in reading and writing over the past two years. The results for 1999 show that a higher percentage of pupils reached standards higher than those expected for seven-year-olds, especially in writing. In information technology, the standards attained by the seven-year-olds are average. Standards in Key Stage 2 are improving but pupils have not had sufficient experience to enable them to reach the standards expected nationally. In religious education, the seven and eleven-year-olds reach the standards expected by the Northamptonshire Agreed Syllabus for religious education. Standards in music and art are higher than those typically found in most schools.

By the age of five, many of the children exceed the standards in literacy that are expected nationally for all five-year-olds. Most reach the expected standards in mathematics.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Good	Good
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Good	Good

Teaching is a strength of the school. Teaching is good or better in three-quarters of lessons. It is never less than satisfactory. There are very good lessons in the Reception classes and in both key stages and these amount to a quarter of the lessons seen. The teaching of music across the school is very good.

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

Other aspects of the school

Aspect	Comment
Behaviour	The pupils' behaviour is very good, both in lessons and as they move around the school.
Attendance	Very good.
Ethos*	Very good; there is a commitment to high standards; an emphasis is placed successfully on creativity in art and music; relationships are very good.
Leadership and management	The headteacher provides good leadership, ably supported by the deputy; they are overloaded by the number of curricular responsibilities they carry; the development plan is comprehensive but needs further prioritisation; the governors are supportive of the school and fully involved in its development.
Curriculum	The curriculum is broad and balanced; the assessment of pupils' work is sound, but the information gained is not used well enough to set targets in English, mathematics and to plan work; planning is satisfactory; assessment in subjects other than English and mathematics is underdeveloped; there is a limited range of extracurricular activities.
Pupils with special educational needs	Good provision; pupils make good progress. The regular withdrawal for individual help at times means pupils miss parts of lessons, which hinders their progress in the lesson they miss.
Spiritual, moral, social and cultural development	Good overall; moral development is very good, social and cultural development are good, and spiritual development is satisfactory.
Staffing, resources and accommodation	Staffing levels are satisfactory, staff development is good; the accommodation is very good; resources are adequate to meet the requirements of the National Curriculum and religious education.
Value for money	Good.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
VI. The standards of work. VII. Parents are made welcome.	XIV. The limited range of extracurricular activities.

VIII. The teaching. IX. Staff are approachable. X. Pupils enjoy school. XI. The values and attitudes that are taught. XII. The work pupils bring home. XIII. The information about what is being taught.	XV. The way suggestions are received.
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Inspectors' judgements support parents' positive views. Whilst the range of extracurricular activities is limited, there is good provision for sporting activities, music and craft. Through the use of questionnaires, parents' views have been sought on a wide range of topics, including homework. These views and comments have been used well in the development of the school.

KEY ISSUES FOR ACTION

In order to continue to raise the quality of education and the levels of pupils' attainment, the governors, headteacher and staff should:

- XVI. Establish effective arrangements to set targets for pupils' attainment in English and mathematics by making the best use of the information gained from analysis of the National Curriculum test results, the tests administered by the school at the end of each year, and the teachers' assessments.
Paragraphs 27, 44, 114, 123, 133
- XVII. Ensure that the planning of the curriculum takes full account of the targets that have been set.
Paragraph 44
- XVIII. Raise pupils' attainment in information technology in Key Stage 2 by:
- implementing fully the action plan outlined in the school development plan
 - providing appropriate training for all staff.
- Paragraphs 11, 135, 136.
- XIX. Establish effective, consistent, and manageable arrangements for the assessment and recording of pupils' attainment, building on the work already completed in English and mathematics.
Paragraphs 43, 133, 139, 145.
- XX. Improve the school development plan by setting priorities in the short and long-term.
Paragraph 73
- XXI. Further delegate curricular responsibilities to ease the overload currently placed on the headteacher and deputy.
Paragraphs 71, 84, 140

The majority of these issues have been included in the school development plan.

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

- XXII. The regular withdrawal of pupils with special educational needs from lessons so that they miss important activities in their classes. Paragraphs 31, 38, 39
- XXIII. There are no schemes of work in music and art. Paragraphs 37, 175
- XXIV. The recording of the outcomes of monitoring are not recorded systematically. Paragraph 70
- XXV. The arrangements for the timetabling of design and technology hinder the development of skills.
Paragraphs 9, 154
- XXVI. The Key Stage 1 library is limited, and this hampers the development of older pupils' skills in using a library effectively. Paragraphs 78, 108
- XXVII. The outside play area lacks large apparatus to support the physical development of children under five. Paragraphs 80, 98
- XXVIII. The school brochure and the governors' annual report to parents do not contain the results of National Curriculum tests or rates of attendance which are statutorily required. Paragraphs 60, 75
- XXIX. The annual reports to parents do not report separately on information technology and design and technology as is required. Paragraph 61, 141, 156.

XXX. The governors have not agreed a policy for sex education and there is no policy for teaching pupils about the dangers of drug misuse. Paragraph 34

INTRODUCTION

Characteristics of the school

1. Preston Hedges Primary School opened in September 1997 with 123 pupils and 6 teachers. It serves a rapidly growing area of private housing in Wootton, which is on the outskirts of Northampton. The school has grown rapidly and by the time of the inspection the numbers had grown to 252 with 11.4 teachers. The growth has been more rapid than originally intended. This has presented short-term difficulties such as the loss of the hall and the use of temporary classrooms. Children have joined the school having attended a number of other schools. In some cases pupils have attended as many as five schools, reflecting the mobility of their parents' occupations. The pupils are predominantly white, with a few pupils from ethnic minority origins who are fluent in English. No pupils are eligible for free school meals which is very low. There are 252 pupils on role with considerably more girls than boys, especially in Years 1 and 6. Presently there are 50 (20 per cent) pupils on the school's register of special educational needs which is broadly average. No pupil has a statement of special educational need, which is below average.
2. Children start in the Reception classes in the academic year in which they have their fifth birthday. They start on a part-time basis for the first half-term. Children's attainment on entry to the Reception classes is broadly average. The attainment of a significant number of pupils who joined the school when it first opened gave concern regarding their attainment in reading and spelling.
3. The school's aims place emphasis on the development of a caring community in which children are treated with respect and have good opportunities to develop their talents. High expectations are held for the development of literacy and numeracy. Special emphasis is placed on developing pupils' creativity. In its first two years, emphasis has been placed successfully on the development of good teaching and the creation of a positive ethos, which places due importance on attainment and creativity. The literacy hour has been implemented successfully and a sound start has been made with the National Numeracy Strategy. Emphasis is now being placed on developing the curriculum and management structures. This forms the bulk of the development plan.

3. **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	17	14	31

3. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	16	17	16
	Girls	14	14	14
	Total	30	31	30
Percentage at NC Level 2 or above	School	97 (97)	100 (97)	97 (94)
	National	81 (80)	82 (81)	86 (84)

3. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	16	17	17
	Girls	14	14	14
	Total	30	31	31
Percentage at NC Level 2 or above	School	97 (94)	100 (97)	100 (100)
	National	81 (81)	82 (85)	86 (86)

3. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	3.6
	Absence	National comparative data	5.7
	Unauthorised	School	0
	Absence	National comparative data	0.5

3.

3. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

3. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	25
	Satisfactory or better	75
	Less than satisfactory	0

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1 Percentages in parentheses refer to the year before the latest reporting year

3. **PART A: ASPECTS OF THE SCHOOL**

3. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

3. **Attainment and progress**

1. This is the first year in which the school has eleven-year-olds on its roll. These pupils will take their National Curriculum tests next summer. The standards attained by the seven-year-olds in the 1999 National Curriculum tests in reading and writing were well above average, and were average in mathematics. These results were better in reading than the year before. Girls achieve marginally better than boys in reading, and the boys similarly in writing. There are no significant differences in attainment in mathematics. In comparison with similar schools, the levels of the seven-year-olds attainment in writing are well above average; in reading they are above average and in mathematics are below average. These results reflect the emphasis placed on reading and spelling after the assessments made of pupils' attainment early in the first term after the school opened, together with the successful introduction of the literacy hour. The teacher assessments in science show that the standards attained were very high compared with schools nationally and also very high when compared with similar schools. Inspection findings broadly reflect the results of the National Curriculum tests, with standards being above average in reading and writing rather than well above average. Attainment in science is also above average, rather than being very high. These differences are mainly due to there being a different group of pupils and also to a national change in the grading of pupils' attainment. Inspection findings show that pupils' attainment in mathematics is above average due to improvement in the number of pupils reaching higher standards. The standards of attainment of the eleven-year-olds are above average in English, mathematics and science. These inspection findings broadly reflect the targets the school has set for these pupils.
2. Pupils' attainment on entry to the Reception classes is broadly average. By the age of five, most pupils have exceeded the standards expected nationally in literacy. This is due to the good teaching and the effective implementation of aspects of the literacy hour. Almost all children have reached the standards that are expected nationally in mathematics. In their creative, physical and personal development, many have exceeded the standards expected of five-year-olds. In their knowledge and understanding of the world, children have a wide range of useful experiences and respond well to the emphasis placed on scientific questions, and in this area many exceed the standards expected nationally. Children have made a good start in learning to read frequently used words by sight and in using the sounds letters make. They have started to count and order numbers to ten. This good progress overall is due to the good teaching and the well-organised Reception classes.
3. The proportion of pupils reaching standards higher than those expected for seven-year-olds has improved since the school opened. In 1998, the percentage of pupils that reached these standards was average in reading, but below average in writing, mathematics and science. When compared with similar schools, the percentage was well below average in reading, mathematics, and science, and below average in writing. In 1999, just over a third of pupils reached higher standards in reading, and a quarter in writing and mathematics. In comparison with similar schools, the percentage in writing was well above average and was average in reading and mathematics. The targets set for the eleven-year-olds in English, mathematics and science show that a substantial number are expected to attain standards higher than those expected for eleven-year-olds. Inspection findings confirm these levels of attainment.
4. In English, the eleven-year-olds attain above average standards in speaking and listening. They debate and discuss ideas purposefully. Pupils read well and attain above average standards. Most pupils write well and achieve above average standards. They write for a good range of purposes, including writing imaginatively as well as producing accurate written accounts. Spelling is usually accurate and punctuation and grammar are used reasonably correctly. Handwriting is good and work is well presented, reflecting the emphasis placed on this throughout the school. The seven-year-olds listen attentively and are keen to share their ideas with teachers and with other pupils. Pupils read well, having made full use of the good

knowledge of the sounds individual letters or combinations of letters make. Above all, they enjoy reading and are keen to read. This is welcomed by parents. Pupils write accurately as they make lists, write accounts and stories. Full stops and capital letters are used with reasonable accuracy. Standards of literacy are above average across the school; for example, in pupils' well-written accounts of experiments in science, and when they research for information in geography.

5. In mathematics, most of the eleven-year-olds have a good understanding of the subject and use number accurately and appropriately in a variety of different contexts. They calculate quickly and accurately. The strength of their oral and mental work, together with their good basic knowledge of mathematical ideas, enables them to achieve above average standards. The majority of seven-year-olds have a sound understanding of the number system. They use appropriate mathematical language and symbols accurately. They have a sound mental recall of addition and subtraction facts to 10. Many pupils use their knowledge of multiplication tables to solve problems successfully. Overall, standards of numeracy across the school are above average. This is seen in history when pupils study the Ancient Egyptian number system.
6. In science, the seven and eleven-year-olds have a good knowledge of materials, forces and living things. They have developed sound skills in experimenting and investigation. Both the seven and eleven-year-olds reach the standards in religious education that are expected by the Northamptonshire Agreed Syllabus. The seven-year-olds attain average standards in information technology. Whilst the teaching of information technology is good in Key Stage 2 and effective use is made of the recently established computer suite, the eleven-year-olds have not had enough experience to reach the standards expected nationally. This is particularly the case in using information technology to control the movement of objects and to monitor experiments.
7. Attainment in music across the school is a strength. Pupils reach standards that are above those typically found in most schools. This is due to the emphasis placed on the subject in line with the school's aims and the very good specialist teaching. Attainment in art throughout the school is better than that usually found in most schools for very much the same reasons. However, the balance of work is strongly towards developing observational skills with imaginative work being under-represented. A weakness in design and technology is that pupils go for considerable periods without opportunities to develop their skills. In geography, pupils have sound knowledge of the locality but their mapping skills are underdeveloped. Pupils have a satisfactory knowledge of the periods in history that they study. Their skills in interpreting from historical artefacts are not as well developed. Standards in swimming are high, reflecting the good provision that is made.
8. In Reception, children under five make good progress in literacy. They respond well to the good teaching. In mathematics, children make good progress in lessons but few exceed the nationally agreed standards. This is mainly due to aspects of the National Numeracy Strategy, such as the considerable emphasis now placed on oral and mental work, only recently being introduced. Children make good progress in their knowledge and understanding of the world, and in their creative, physical and personal and social development.
9. In both key stages, pupils respond well to the predominantly good teaching and make good progress in English and mathematics due to the significant impact of the literacy hour, and more recently the daily mathematics lesson as part of the National Numeracy Strategy. Whilst pupils make good progress in lessons in science, their progress over time is satisfactory and maintains the good standards in Reception. The scheme of work for science has been implemented relatively recently and has not yet had enough time to make a substantial impact. In information technology, pupils in both key stages make good progress in lessons. In Key Stage 1, pupils make enough progress over a longer period to enable them to reach the required standards. In Key Stage 2, pupils make good progress in lessons but have not yet had enough experience to reach the nationally expected standards. Progress in art and music in both key stages is good, both in lessons and over a longer period. This is the result of the good and, at times, very good teaching, together with the emphasis placed on these subjects. Pupils across the school make satisfactory progress in religious education, history, geography, and physical education. There was insufficient evidence to make secure judgements on progress in design and technology.

10. Pupils with special educational needs make similar progress to that made by the majority of pupils. They make good progress towards the targets that have been set individually. The very few pupils from ethnic minority origins make progress that is similar to that made by the majority of pupils. Pupils identified by the school as being higher attaining generally make good progress.
13. **Attitudes, behaviour and personal development**
11. Pupils' attitudes to learning, their behaviour and the quality of relationships in the school are very good. The personal development of pupils is good.
12. Children under five quickly develop positive attitudes towards school and learning. Their behaviour is very good and they clearly know right from wrong. The children frequently show independence in selecting an activity or equipment and in personal hygiene. They were often observed washing hands appropriately when no one was supervising them. They express a range of feelings such as excitement or pleasure; for example, many were eagerly anticipating the cooking and eating of the soup they had been preparing. They have very good relationships with one another and with the staff, show interest in their activities and respond well to the good teaching, which enables good progress to be made in the Reception classes.
13. Throughout all classes, pupils have very good attitudes to learning. Almost all parents say that their children like coming to school. In turn, pupils speak well of their school. In lessons, pupils listen carefully to instructions, are interested in their work and show an enthusiasm to do well. They respond eagerly to questions and accept that others may have a different point of view. Most pupils confidently explain what they are doing and are keen to show their work. They concentrate on their tasks, enjoy being challenged and persevere when they find things difficult, learning from their mistakes. The fun of learning is frequently evident. Most pupils have developed good personal research skills, especially through tackling tasks set as homework.
14. Parents are pleased with the standard of behaviour, and inspection judgements strongly support these views. Throughout the school, pupils are very well behaved. This makes a major contribution to effective learning in the classrooms and to the quality of school life in general. There is a pleasant air of orderliness without any suppression of natural exuberance. Pupils know what is expected of them and they behave appropriately, generally not for any reward, but because they know it is the right thing to do. They are polite and considerate to one another, to the staff and to visitors – doors are held open for others and 'please' and 'thank you' are regularly heard. They take very good care of equipment and furniture and take a pride in their surroundings. There is no evidence of bullying or racism and pupils are aware of what to do if they encounter it. Parents are confident that should these occur, the school would deal with them effectively. There have been no exclusions since the school opened.
15. Relationships throughout the school are very good. The positive ethos set out at the inception of the school has been sustained by a consistency of approach and good teamwork by the staff. Parents say that there are particularly good relationships between class teachers and their own pupils. The teachers and all other adults, both teaching and non-teaching, are very good role models and a friendly and respectful air pervades the whole school. There is a substantial link between school and home values.
16. Pupils listen to and appreciate the efforts of other pupils - spontaneous clapping is often heard. Many pupils of different ages and gender relate well to each other, as is evident in the way they play together during break times and mix in extracurricular activities. Pupils say that they like the friendliness of the school and new pupils quickly feel part of the community, helped greatly by the popular 'Buddy' system. Resources are shared amicably and there is much friendly conversation and sharing of ideas around tables during group work. Through lessons, such as those in religious education, pupils have an awareness of the values and beliefs of cultures different from their own.

17. The personal development of pupils is good. They reflect on personal values, feeling and attitudes during assemblies and activities known as circle time, and know that all adults within the school listen to what they have to say. Opportunities for taking responsibility are given in each class to promote trustworthiness. Some older pupils have tasks across the school, such as preparing and clearing away equipment for assemblies, monitoring classes during wet playtimes and shutting down the equipment in the computer suite. Pupils in Year 6 sit at lunch with the youngest children to give them any assistance that may be necessary. The confidence and self-awareness of some pupils in Year 5 was boosted when they gave a presentation on their visit to the environmental centre at Everdon to parents, pupils and friends. More than 90 pupils took part in the fashion show when the new school uniform was introduced.

18. Pupils of different age groups meet together and support each other very well in the extra-curricular activities and in the sports competitions against other schools. Involvement with making collections for charities increases the awareness of the needs of other people. Pupils' capacity for personal study and self-discipline is fostered through the regular setting and completion of homework.

21. **Attendance**

19. The rate of attendance is very good at well above the national average. Parents are conscientious in advising the school when and why their children are absent and consequently there is no unauthorised absence.
20. Almost all pupils are punctual. Registration is carried out effectively enabling a prompt start to lessons, which has a beneficial effect on pupils' learning.

23. **QUALITY OF EDUCATION PROVIDED**

23. **Teaching**

21. Teaching is a strength and this enables most pupils to make good progress. In all lessons seen, teaching was at least satisfactory. Across the school as a whole, teaching was good or better in three-quarters of lessons and was very good in a quarter of lessons. Very good teaching was found in Reception and in both key stages. Overall, the teaching is good.
22. From the beginning, emphasis has been placed on developing effective teaching and learning. This has been the main focus of staff development and the induction of new staff. Clear guidance is provided in the teaching and learning policy. This has led to a good level of consistency in the teaching. Not least among reasons for the high quality of the teaching are the hard work, commitment and enthusiasm of the staff to ensure that their pupils do well. This is recognised by the parents as a strength of the school. The successful introduction of the literacy hour and the sound start made with the National Numeracy Strategy have contributed to the improvement in standards already seen.
23. The teaching in Reception is good and on occasion is very good. This is at the heart of the good provision made for children under five. A feature of the good teaching is the careful fostering of literacy. There is good collaboration between all the adults working in Reception, especially in the planning and organisation of the workshop and outdoor areas. Well-established and effective routines ensure consistency. Lessons are well planned and the purpose for each lesson carefully explained. Emphasis is also placed on numeracy. Of note is the attention paid to the development of scientific thinking through the regular 'science question of the week'. The teachers and classroom assistants encourage and support children's personal development effectively.
24. The teaching in both key stages is predominantly good with a significant amount of very good teaching. Lessons often start with useful introductions and build on what pupils have learnt in the previous lesson. Teachers have high expectations and regularly encourage their pupils to do their best. A strength in the teaching is the way teachers make clear to the pupils what they are going to learn. Often this is written on a board and referred to during the lesson. Teachers are well placed to do this as individual lessons are well planned. Most lessons conclude with a brief round-up of what has been done and what has been learnt. In the good and very good teaching, the teacher explains or encourages a discussion as to how the work might be improved. This enables pupils to make good progress. At times, in mathematics lessons, not enough attention is given to the identification of what pupils found hard or points they did not understand. When this does happen, pupils make good progress.
25. Teachers regularly assess their pupils' levels of attainment and use this information reasonably effectively to plan the next piece of work. A weakness is that the information from these assessments is not used consistently, or regularly, to set targets for pupils to aim for over a longer period. Planning in the longer term does not take enough account of targets, and the impact of the good teaching is to some extent lessened.

26. Across the school, teachers have a secure knowledge of the subjects they teach, especially in English, where they have benefited from the introduction of the National Literacy Strategy. The management of pupils is very good. Teachers know their pupils well and form very good relationships, which helps pupils to make good progress. Lessons generally move at a good pace in both key stages. Well-established routines ensure that little time is wasted. At times, especially in Key Stage 1, the pace of lessons slows in English and mathematics when the lesson is overlong. Learning resources, such as aids to help with counting in the oral part of mathematics lessons, together with scientific equipment and reference books, are used well.
27. The very good teaching across the school is characterised by teachers having a good knowledge of the subject, together with planning that provides challenging and interesting work for all pupils. This was seen in a very well-planned English lesson in Key Stage 1 where pupils were learning to write instructions. The teacher had a good knowledge of English, which was used effectively and imaginatively to ask questions, which made pupils think for themselves. Good use was made of drama. Pupils were encouraged to collaborate and there was enough challenge for all pupils, especially for pupils identified as being higher attaining, together with appropriate support for pupils with special educational needs.
28. The teaching of English and mathematics is predominantly good across the school. This is due in large measure to the successful implementation of the literacy hour, and the sound start made with the daily mathematics lesson. In science, no teaching was seen in Key Stage 1. The teaching of science in Key Stage 2 is good. Teachers make good use of a scheme of work published nationally. The specialist teaching of music across the whole school is very good. Its very good features include a very good knowledge of the subject, enthusiasm and high expectations of what pupils can achieve. Similarly in Key Stage 2, where art is mainly taught by a specialist teacher, the pupils benefit from very good subject expertise and very challenging work. No art lessons were seen in Key Stage 1. The teaching of information technology is good as it is taken by the co-ordinator in the computer suite. Teaching in religious education is satisfactory and in physical education it is good. No lessons were seen in history in Key Stage 1; teaching in Key Stage 2 is satisfactory. Not enough teaching was seen in design and technology and geography to make secure judgements.
29. The teaching of pupils with special educational needs is good. Effective systems ensure that teachers have a sound understanding of the needs of these pupils. Due account is taken of the targets set in pupils' individual education plans when lessons are planned. Staff are supportive and reassuring, and praise pupils' efforts. There is good collaboration between the special educational needs co-ordinator, the special educational needs manager and class teachers. A weakness in the current arrangements is the regular withdrawal of pupils from lessons for extra support in literacy. At times, this practise results in pupils missing important activities, which hinders their progress in these lessons. In mathematics, the support is provided effectively within the classroom.
30. Teachers regularly mark pupils' work. Praise and encouragement are given, often with comments about how to improve. There is some inconsistency, in that the more effective marking takes account of the purpose of the lesson. Overall, marking is satisfactory and contributes to the good progress made by pupils.
31. Homework is used to very good effect; a fact commented on by most parents. It is set and completed regularly, not only in English and mathematics, but also in almost all subjects. For example, older pupils had to research the life and work of important artists such as Pieter Brughel the Younger and LS Lowry. Overall, homework makes a positive contribution to pupils' progress.
34. **The curriculum and assessment**
32. Overall, the quality of the curriculum is satisfactory. At Key Stages 1 and 2, the curriculum is broad, covering all the subjects within the National Curriculum and religious education. Good provision is made for pupils' personal and social education, which makes a significant contribution to their personal development. Sex education is not taught except where is

appears within the National Curriculum programmes of study for science. The pupils are not taught specifically about drug misuse and abuse. Although discussions are taking place the governors have not yet formulated policies for sex education or drug education.

33. The balance of the curriculum is satisfactory overall. However, the arrangements for the timetabling of design and technology do not provide pupils with regular enough opportunities for the satisfactory development of skills. The school has successfully introduced the National Literacy Strategy, which has now been in place for a year. A sound start has also been made on the introduction of the National Numeracy Strategy. These have had a positive impact on standards. At times, lessons are too long and this slows the pace. The time taken to clear the hall after school lunch regularly results in loss of time available for the use of the school hall.
34. The curriculum for children under five is well planned and enables children to make good progress. Planning is effective and covers all the required areas of learning. Aspects of the literacy hour and the daily mathematics lesson have been effectively introduced. Planning for children under five is good. It is detailed and thorough and takes account of targets set for pupils. It covers all the areas agreed nationally.
35. Good national exemplar schemes of work have been introduced in science, information technology, history, geography and design and technology. In science, this scheme has been effectively adapted to meet the specific needs of the school. The other schemes are being similarly adapted. As these schemes are all newly adopted, they have not had enough time to make a significant impact on standards. There are no schemes of work for music or art. At present, mainly specialist teachers teach these subjects and the lack of a scheme does not have a detrimental impact on the curriculum. However, if more teachers are to teach these subjects as the school grows, the lack of schemes of work will have a greater impact. In religious education, effective use is made of the Locally Agreed Syllabus and in physical education effective guidance is provided by a published scheme.
36. In lessons, all teachers work very hard to make sure that all pupils have full access to the curriculum. Teachers know their pupils well and try to make appropriate provision. However, in some lessons pupils are withdrawn for additional activities. Many have specialist instrumental teaching and pupils with special educational needs are sometimes withdrawn at key parts of lessons. Because the pupils are withdrawn at the same time each week, this adversely affects the balance of the curriculum for them.
37. The provision for pupils with special educational needs is good and enables pupils to make good progress. Sound systems are in place for the identification of pupils' needs. There are good systems for the assessment of pupils. Individual education plans are written for all pupils who need such plans. The targets set are generally clear and due attention is paid to them when planning work. Reviews of these plans are completed regularly and satisfactorily documented. Good support is provided in line with pupils' education plans. Often, where the targets are concerned with literacy, pupils are withdrawn from lessons. As this is at a regular time, pupils at times miss activities in their classes, hindering their progress in these activities.
38. In Key Stages 1 and 2, long and medium-term planning is satisfactory overall. All teachers work very hard to plan appropriately for their pupils and to ensure that the curriculum is balanced. This planning takes due account of what has gone before and what is to be learnt next and ensures that pupils' progress over time is at least satisfactory. There is very effective planning for both literacy and numeracy where the school has adopted national strategies. Literacy and numeracy are effectively developed across the curriculum; for example, in history where pupils are expected to write extensively and in science at Key Stage 2, where the recording of experimental evidence provides opportunities to extend the writing skills. Numeracy is satisfactorily developed through work in science and history.
39. Good extracurricular activities in games, music and craft provide some curriculum enrichment. However, the range of extracurricular activities is limited. This is of concern to a number of parents.

40. The procedures to assess children under five are good. Assessments made at the start of the school year, using a system common throughout Northamptonshire, provide teachers with useful information about what each child knows and can do. This information is used effectively to set targets and to provide appropriate curriculum experiences for children and to ensure that they make good progress.
41. There are no systematic procedures to assess pupils who enter the school at other times. The procedures to assess pupils' attainment and progress in English are good. Regular assessments of pupils' attainment in reading and writing help to monitor the progress they make, and this contributes to high standards. In mathematics, teachers make regular assessments about the extent to which pupils have understood mathematical concepts and this is effective in many classes. There are no procedures to ensure that the judgements made by teachers are consistent. The assessment procedures in other subjects are being developed. Overall, the assessment procedures are satisfactory.
42. In addition to the National Curriculum tests at the end of each Key Stage, the school administers standardised tests in English and mathematics annually. The data obtained from these tests is particularly useful because until this year there have been no pupils in Year 6 and therefore the school has no statistical data about attainment. Some use has been made to analyse the data from standardised tests to set school targets in English and mathematics. However, these have not yet been used systematically to identify curriculum targets for groups of pupils and individuals. The targets are not yet being used effectively to raise standards or to inform the planning of the curriculum. Individual teachers are beginning to involve their pupils in setting individual targets and this is successful. For example, the oldest pupils work with their teacher to identify where they need to improve. These manageable targets are written on cards which pupils keep on their desks so that each pupil can refer to their own target. These cards are posted in the class letterbox when the child feels that the target has been achieved. This system is successful in motivating the pupils and helping to raise standards. Overall, the information gained from assessments is unsatisfactory.
45. **Pupils' spiritual, moral, social and cultural development**
43. The provision for pupils' spiritual, moral, social and cultural development is good overall. It is integral to the school's aims and purposes and is reflected in its very positive ethos. There is a caring climate, which fosters a sense of community and shared values. The staff set good examples through their positive relationships and dedication. This good provision extends to children under five. Parents are very supportive of the school's aims.
44. Provision for the pupils' spiritual development is satisfactory. Collective acts of worship are mainly of a broadly Christian character and are of satisfactory quality. Assemblies make a sound contribution to pupils' spiritual development. Pupils are given suitable opportunities for personal reflection as, for example, when they follow prayers led by the teacher. Many good opportunities are provided through the well-structured and very well-taught programme of personal and social education for pupils to develop self-awareness: for example, when pupils in Year 1 considered the importance of caring for and acting sensitively towards others, and pupils in Year 4 identified what makes them feel proud, or angry. The school builds effectively on the strong links which exist between home and school values. Those such as care of the environment and respecting each other are strongly promoted in all aspects of school life. In religious education lessons, the pupils are satisfactorily taught religious knowledge and beliefs, such as the symbolism of the Eucharist within the Roman Catholic, Church of England and Free churches. They also learn to understand the beliefs and values of other faith groups, and to respect them. Pupils learn to appreciate the natural world through art lessons where they draw and paint sensitively, for example, trees, fungi and flowers. Their spiritual awareness is developed incidentally through listening to music and in their story writing, as when the older juniors describe their own positive and negative feelings as 'the dragon within me. However, opportunities to develop the pupils' spiritual awareness within the majority of subjects are largely unplanned and consequently opportunities are missed.
45. Very good provision is made for the pupils' moral development. The school fosters an ethos of respect with a real commitment to the well being of pupils. The behaviour policy, which

underpins much of the school's work, is evident in the pupils' very positive attitudes to each other and their very good behaviour, which contributes significantly to the generally good progress they make in their lessons. Class charters for each class clearly express the agreed expectations for attitudes and behaviour, and pupils and staff refer to them on the rare occasions when these are not met. All staff apply the school's moral code fairly and consistently, and the pupils know why praise and sanctions are awarded. Emphasis is placed on knowing right from wrong. The personal rights of the pupils and other adults are respected.

The efforts and achievements of all pupils are valued by praising fairly and giving 'smiley faces' when deserved.

46. There is good provision for the pupils' social development. A clearly identified sense of community is evident which welcomes new pupils and assimilates them quickly. This process is helped successfully by the 'Buddy' system, whereby new pupils are looked after by a peer and helped to get used to school routines. New pupils find this very reassuring, and the 'Buddies' feel it is an honour to be chosen as 'it shows the teacher trusts you. The school provides many opportunities to enable its pupils to develop positive working relationships through co-operative tasks, such as science investigations, and all pupils are expected to take responsibility for organising themselves at the start and finish of lessons. These responsibilities extend to helping the school and local community as the pupils move through the school. In Year 6, pupils sit with younger pupils at lunchtime, helping them and chatting to them. As part of English lessons, they write books for younger pupils and read them with them. The pupils meet their peers through cluster group activities and contribute to initiatives such as arts events. The school attempts to pursue wider community issues, but meets with limited success as the community is still being created and is not, as yet, easily identifiable.
47. Overall, provision for the pupils' cultural development is good. The pupils are given good opportunities to become aware of their own cultural heritage through studies of the locality in history and geography, supplemented by visits to museums and a local nature reserve. This experience is further extended through the Year 6 residential visit and the comprehensive and effective emphasis the school places on the arts. A good start is being made in achieving the aim to promote the arts vigorously and well. Pupils' own cultural traditions are fostered well through music, story and dance. Music is a very positive feature of school life, and every child learns to play the recorder. In school celebrations of festivals, such as Diwali and harvest thanksgiving, the pupils are introduced to the importance of cultural traditions, and are prepared satisfactorily for life in a multi-cultural society. Although some art, religious education and music lessons are used strongly to promote pupils' awareness of other cultural traditions, such as making Rangoli patterns in information technology lessons, other cultures are not explored sufficiently in subjects where this is not a curriculum requirement, such as science and mathematics. Consequently, the contributions of other cultural groups is underemphasised. Apart from some high quality art displays, images from other cultures are not part of the school environment. .
50. **Support, guidance and pupils' welfare**
48. The levels of support, guidance and provision for the welfare of pupils, including those under five, are good. Parents appreciate the way the school looks after their children, especially the way pupils are treated as individuals. The safe, supportive and caring environment provided is a strength and has a beneficial effect on pupils' attainment and progress. The pupils are well known by the staff who show evident concern for their welfare and development. During lunchtime and the morning and afternoon breaks, as well as in the classrooms, pupils are supervised sensitively and effectively. Especially noteworthy is the identification of each lunchtime supervisor to a particular year group and the intention to retain this special link as the pupils progress through the school. Personal and social education is taught effectively, particularly the good discussion sessions known as circle time.
49. Pupils are well supported when they start school. In the term before starting school, children and their parents make informal visits to the Reception classes and staff make a home visit. The intake is staggered during the first two weeks to enable the teachers and classroom assistants to get to know the new children really well. Pupils coming new to the school, other than to the reception class, are allocated a 'Buddy' to help them settle in.

50. There are satisfactory procedures for monitoring pupils' academic progress and personal development, coupled with a structured programme of testing and teacher assessment. These range from standardised annual testing in English, mathematics and science to weekly spelling tests for pupils in Years 2 to 6. However, not enough use is made of the information gained from assessment to set targets for improvement. The classroom assistants, whose work is well planned by the class teachers, give good support. Any matters of importance, positive or negative, which are discussed between staff and parents, are noted usefully on a Parental Visit Form that is filed with the individual pupil's records. Pupils with special educational needs are well supported; their requirements are carefully monitored, in consultation with parents, to meet their Individual Education Plans.
51. Discipline and good behaviour are given a high priority and there are very good procedures which are applied consistently. There is a clearly written behaviour agreement that is sent out to parents for their signature. At the start of the year, pupils in each class usefully devise their own charter that is then framed and displayed in the classroom. A smiley face sticker that is put on a record card rewards any work or other achievement worthy of note. The lunchtime supervisors helpfully note anything deserving praise or requiring admonishment, which is brought to the attention of the class teacher. There are effective means for dealing with any harassment or bullying. The school has not yet considered the need for a policy on the use of force to restrain pupils. Parents are very appreciative of the standards of behaviour engendered by the school.
52. There are very good procedures for monitoring and promoting good attendance. Registers are completed correctly. Parents know that they must tell the school why their child is absent and very rarely does the reason for an absence have to be persuaded. There is an application form for holidays taken in term time that has to have the approval of the headteacher for the absence to be recorded as authorised. A record is kept to ensure that no pupil exceeds the permitted maximum of two weeks holiday absence in a year.
53. There is a satisfactory child protection policy and all staff are regularly reminded of the procedures. Good links exist with a range of professionals responsible for health, safety and welfare. In particular, the school nurse provides valuable support to the school by carrying out medical checks on pupils, taking part in lessons, such as those on basic hygiene, and providing staff training on emergency actions, such as dealing with peanut allergies. She speaks highly of the welcome she gets when she visits the school.
54. The health and safety policy deals only with responsibilities and does not contain any specific school procedures and requirements. However, good procedures are in place and include records for first aid, fire drills and the servicing of fire, physical education and portable electrical equipment. An excellent feature is the upkeep by the office manager of a sheet for each class, recording any pupils who are taken out of the school at other than the normal times; this ensures an accurate head count in the event of an emergency evacuation. Members of the health and safety committee carry out properly several inspections of the premises each year.
57. **Partnership with parents and the community**
55. Overall, the quality of the school's partnership with parents and the community is good. This makes a considerable contribution to pupils' learning. The emphasis on partnership in the school brochure is very much reflected in practice. The headteacher and teaching staff are readily available. A large majority of parents report that they feel welcome in the school, that all staff are approachable and that they are encouraged to air their views. Whilst there is agreement that complaints are dealt with promptly and effectively, some parents feel that suggestions are not dealt with so well. Parental views have been sought through questionnaires, and actions resulting from the many replies were reported in the governors' annual report. The office manager provides a friendly welcome to parents and visitors and deals very efficiently with routine enquiries.
56. The quality of information provided for parents is very good. There is a useful introduction and

information meeting for new parents before their child starts school that is attended by the governors and school nurse as well as the staff. Parents' evenings are held in the autumn and spring terms with an open afternoon in the summer term which last year attracted over 250 parents.

57. The headteacher sends out timely newsletters. At the beginning of each term, teachers in each year group produce an excellent letter that gives parents considerable detail of what is to be studied, highlights major events and emphasises that queries from parents are welcome. The dates of the National Curriculum tests in the following summer are notified in a letter early in the autumn term and parents are asked to avoid these dates if taking holidays during term time is unavoidable. Through Parents in Partnership, there have been sessions on the teaching of reading in Reception, reading for children aged 4 to 11 and the Year 5 curriculum which parents have found useful.
58. The school brochure is informative and is produced in a useful format to allow for the changing information of the rapidly growing school. However, the brochure fails to meet statutory requirements by not including national comparisons with the school's National Curriculum test results and the omission of similar information on attendance. The governors' annual report to parents is a well-presented document, but it too has incomplete reporting of the National Curriculum test results and does not state the rate of authorised absence – both statutory requirements.
59. The annual reports for parents on their children are very good. They provide detailed information regarding reading and spelling, identify areas for improvement and set targets, have comments by the pupil and include a slip for parents' comments. The requirement to have separate comments on each subject of the curriculum is not met in that design and technology and information technology are not reported separately and are reported together under "Technology".
60. Parental involvement with the school and with their children's work at home is very good. Parents are encouraged to offer to help in school and some do so regularly, working alongside staff in the classrooms to the benefit of the pupils. Their work is well planned by teachers and they are a valuable asset in the learning process. Other parents willingly help as escorts on school visits. A recent request for more helpers has produced a good response and training is to start in January.
61. The homework policy was put together after a questionnaire was sent to parents seeking their opinions – a very large proportion responded. Homework is set regularly in all classes. A good homework diary is used for Years 3 to 6; most parents sign each entry in the diary and many add useful comments. The learning of pupils is very much enhanced by the quality of the homework and the active involvement of most parents.
62. Parents of pupils with special educational needs are appropriately involved with reviews of their children's individual education plans.
63. The 'Friends of Preston Hedges' School' association plays an important part in the life of the school. A range of activities is organised by a hard-working committee of parents and staff. Money raised has been used effectively to enhance the facilities for pupils; for example, by the purchase of play equipment and the construction of a pond.
64. Links with the local and wider community are satisfactory. The continuous developments of housing in the area and the building programme in the school have made it difficult to establish closer links within the immediate area. For example, 'Rainbows' used the hall in the school's first year but then the next phase of building took the hall out of use for most of the second year. Parents would like to see the school becoming more at the heart of the community and there are plans to achieve this.
65. Pupils have performed at the Derngate Theatre in Northampton and pupils' artwork has been

displayed in the foyer. The choir sings at community functions and at the head offices of a national company. Pupils have visited the community park and advice has been given on the development of a nature trail in the park. A community tree nursery is located in a corner of the school's grounds. The purchase of football kit and playground equipment has been made possible through donations from local companies.

66. There have been many visitors from the surrounding area to see the new school. Members of religious organisations come in to lead assemblies and to take part in multi-cultural activities. The nearby Northampton Girls' High School provides swimming facilities and there has been a very successful joint project on mathematics for higher attaining pupils. There are close, productive links with schools in the area cluster. The local shops are used for various projects and further afield there are visits to museums and theatres in Northampton and Leicester. Pupils in Years 5 and 6 are going on residential visits this year to environmental studies centres in Northamptonshire and North Wales. These links with the local and wider community, and the range of visits, enrich the experiences of pupils and make a positive contribution to their learning, achievements and personal development.

69. **THE
MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

69. **Leadership and management**

67. The headteacher and governors have worked hard and effectively to establish this new school. From the outset, the priority has been to establish a positive ethos and to provide effective teaching and learning. They have been successful in these important areas. The school has a very positive ethos, which reflects its aims. It is committed to high standards and to ensuring that its pupils do well. The aims stress the importance of the arts. The success in meeting these aims is seen in the good provision made for music and art and the pupils' positive response. Great care has been taken to reflect these aims in the building. This can be seen in the excellent use made of the courtyard and in the care taken to display pupils' art work around the school.
68. The headteacher, ably supported by the deputy, provides good leadership and management and makes the staff feel valued. The leadership is based on a secure knowledge of the school's strengths and weaknesses. Satisfactory systems are in place to monitor and evaluate the work of the school. These lack consistency in terms of the systematic recording of the outcomes of monitored work; for example, the monitoring of teachers' planning. Managers have been established for children under five, Key Stage 1 and Key Stage 2. They have a clear view of their responsibilities and have made a useful start in overseeing the quality of teaching in their respective areas. Good teamwork is fostered effectively. Overall, the leadership and management contribute significantly to the standards attained and the good progress most pupils make.
69. As the school has grown rapidly and new staff have joined the school, the headteacher and deputy have retained too many curricular responsibilities and are overloaded. They have waited until staff have settled in before delegating. Plans are in hand to delegate many of these responsibilities, both in the short-term and as the school grows. To a lesser extent, this is also a concern for the key stage managers. Apart from the monitoring of teaching and standards in English and mathematics, the subject co-ordinators have been mainly concerned with the monitoring of planning, staff development and the development of resources. Due attention has been paid to evaluating standards of attainment, but there has been very little time available for the broader monitoring of teaching.
70. The governing body is supportive of the school. Appropriate committees have been established, and, together with the headteacher, the governors have set a clear educational direction for the school to take. Despite recent changes of membership, there are useful links between the literacy and numeracy governors and the school. These governors visit the school and report back effectively to the curriculum committee on the work taking place.

71. The school development plan is comprehensive and covers all the areas that need formulating or improving. The plan is useful and consistently set out with targets set for improvement, together with a brief action plan and identification of responsibility for completion. Its weakness is that it lacks sufficient prioritisation to ensure that it is realistic and that it is completed effectively. Not enough distinction is made between what must be completed in the short-term and what is a longer-term goal.
72. The governing body keeps proper oversight of the provision being made for pupils with special educational needs. The special educational needs co-ordinator manages effectively the work of the special educational needs manager and ensures that the Code of Practice is fully implemented. The provision made is monitored properly. The management of the provision for children under five is monitored effectively. Ensuring equality of opportunity is taken seriously and the outcomes are seen in the harmony between pupils, including those from ethnic minority origins.
73. Most of the statutory responsibilities are met. The governors have not yet formed a policy for sex education. The prospectus and the school's prospectus omit information for parents on the comparison of the schools' results of National Curriculum tests and the national results. Similarly, rates of absence are not compared with national rates.
76. **Staffing, accommodation and learning resources**
74. There are a sufficient number of suitably qualified and experienced teachers and non-teaching staff to meet the demands of the National Curriculum. A significant number of the teachers have limited experience of teaching. However, all staff are dedicated and hardworking and together they are able to meet all the requirements of the National Curriculum, the Locally Agreed Syllabus for religious education and the nationally agreed learning outcomes for children under five. Some teachers have specific expertise that is utilised effectively in a degree of specialist teaching. This enhances the curriculum in areas such as music, art, information technology and science. The number of non-teaching staff is adequate. They bring their knowledge and understanding of children and use this effectively in their work. They ably support the teaching staff in lessons. The staff working with pupils with special educational needs are well experienced. The special educational needs manager has had difficulties in finding training as she does not have qualified teacher status. However, appropriate training and support are now provided.
75. The school has developed good procedures to assist the induction of newly qualified teachers. They are given good support and regular time to develop further their teaching skills. Effective arrangements are in place to induct staff new to the school. Teachers have a mentor and are given extra support in areas where they previously may not have had a great deal of experience. Teachers meet annually with the headteacher to review their role in the school and to identify areas for development. These procedures do not formally meet the requirements for the appraisal of teachers, which are in the process of being revised, but are satisfactory. Since the opening of the school, the arrangements for the professional development of staff have been good. This has had a positive effect on the quality of teaching. There has been a good balance between the needs of the school, especially in establishing a new ethos, needs created by the national initiatives in literacy and numeracy, and providing for the needs of individual teachers. Much of the professional development has been provided effectively within the school, either by using staff expertise or by bringing expertise from outside the school: for example, the effective use of Local Education Authority advisory staff in developing the scheme for physical education. In addition, appropriate provision has been made for teachers to attend courses outside the school.
76. The accommodation is very good and allows for the teaching of the whole curriculum. Classrooms are spacious and the hall is large enough for whole school gatherings and for the complete range of physical education activities. The acoustics of the hall are poor and diminish the quality of singing, particularly when the fans of the heating system are operating. The studio is an excellent facility for music and dance. The computer suite is well equipped,

enabling whole class teaching of information technology. The library, situated in the Key Stage 1 area, is small. The lack of a library near the Key Stage 2 classrooms limits the opportunities for older pupils to develop good skills in using a reference library.

77. The school is totally accessible for disabled pupils being on one level throughout the building. The main inner courtyard is a very attractive area and the second courtyard is being developed around the recently completed pond. The appearance of the indoor areas is enhanced by displays of pupils' work, of which many are excellent. Pupils have treated the furniture with great care such that almost all is still in as-new condition. The contract cleaners keep the building in a very good state of cleanliness.
78. Outside there are adequate hard surfaced areas and a start has been made on providing seating and some adventurous play equipment. Much of the grassed area is as yet undeveloped and extensive work is required to the football pitch to rectify damage done during the most recent building work. The lack of any cover over the outdoor area for the reception classes inhibits outdoor play in wet weather and the lack of a fixed climbing equipment limits the children's physical development.
79. Resource levels are satisfactory overall. Provision is very good in physical education and it is good in information technology, religious education, art and music. Although resources are satisfactory for geography there are not enough maps and aerial photographs. In history there are insufficient artefacts. The variety of materials is limited in design and technology.

82. **The efficiency of the school**

80. The school is efficient and manages its resources well. The headteacher and deputy headteacher undertake careful financial planning with the staff and the governors to prioritise developments. The governors are actively involved in planning for the curriculum, as well as for the fabric of the building, and consider all plans in light of their impact on pupils' learning. Underpinning this is a purposeful, if lengthy, school development plan that takes account of all the work the school wishes to undertake and makes good links with the budget. The development of the new school has been efficiently managed. The implications for staffing and other growth have been carefully managed. An appropriate contingency is being held to take account of this.
81. Standards of financial control and administration are very good. The headteacher, with the governors, exercises very effective control over the budget and monitors spending to ensure that a prudent balance is maintained. The school administrator keeps careful records of routine income and expenditure. All recommendations from the last financial audit have been implemented. There are effective, clear and precise procedures that are well managed and the day-to-day financial control is efficient. The office manager provides good support for the main function of the school and enables the school to run smoothly.
82. Overall, satisfactory use is made of teaching expertise and support staff. Effective use is made of the specialist teaching in art and music, which has a positive impact on pupils' attainment in these subjects. However, the headteacher and deputy headteacher have a considerable load to bear at present, with many curriculum areas to co-ordinate. There are plans for the delegation of some subjects in the near future, but the current situation is inefficient. The deputy headteacher does not have responsibility for a class at present. Effective use is made of this time to promote the teaching of information technology and, to provide training and support for colleagues, as well as monitoring the teaching and pupils' attainment. Support staff are deployed well and provide effective, calm and talented assistance to the teachers in the team. Effective use is made of peripatetic music staff who teach various musical instruments. This has enabled the school to start an orchestra recently.
83. Monies allocated for staff development are used well in accordance with the school development plan and the needs of individuals and the school as a whole. Funding for pupils with special educational needs is used efficiently and governors are aware of how the money is allocated.

84. Maximum use is made of the new accommodation, including spaces that will eventually house classes. This happens in Reception where an empty classroom is used effectively as a workshop for the two adjacent classes. The Key Stage 1 library is under-utilised and as yet there is no Key Stage 2 library available. This reduces the opportunities pupils have for the development of their pupils' skills in using a library.
85. Learning resources are readily accessible and used well. The school uses its musical instruments effectively and this has a positive effect on the pupils' attainment. Curriculum co-ordinators pay special attention to obtaining value for money when they make purchases.
86. Pupils enter the school with broadly average levels of attainment. Taking account of the above average standards in English, mathematics and science, the good teaching and the good provision made for pupils' spiritual, moral and social development, despite the relative high expenditure, the school gives good value for money.

89.

89.

CURRICULUM AREAS AND SUBJECTS

PART B:

89.

LEARNING FOR CHILDREN UNDER FIVE

AREAS OF

87. Children are admitted to the Reception classes in the September of the academic year in which they have their fifth birthday. They attend on a part-time basis for several weeks until they have settled in. The children are taught in two parallel classes. On entry to school, the attainment of children under five is broadly average. The provision for children under five, is good. By the age of five most reach higher levels of attainment than those expected for their age in language and literacy, knowledge and understanding of the world and in their creative, physical and personal development. In mathematics, most pupils attain the standards expected nationally of five-year-olds. Children make good progress due to the broad, balanced, focused and well-structured curriculum and relevant experiences prepared for them by the teachers. A significant minority of pupils are already working into the National Curriculum, for example with their reading. Children with special educational needs also make good progress.
88. In language and literacy, children's development is good because of the good teaching. Children have a wide vocabulary and readily assimilate new, specialist words related to their activities; for example, as they play in the class café, 'reading' menus, asking questions about fruit and vegetables or discussing how to cook the food and what equipment to use. They also show this developing skill in their understanding of the technical language of their more formal literacy experiences. Children listen very carefully to the teacher, who speaks clearly to groups and individuals and gives opportunities for each child to speak to the rest. Consequently, they contribute confidently to discussions and use language well. They are very co-operative and wait for the other person to speak, taking it in turns. This is developing so well because the teachers ably model it. They learn 'letter-of-the-week' such as 'h' and write and draw pictures of things that begin with the letter.
89. Children are enthusiastic about books and many show a high level of enjoyment in reading. Higher attaining children are usually accurate and fluent with books they know, and tackle familiar words very well. They read non-fiction as well as fiction, expressing preferences about books; for example, those with pictures or photographs compared to those with drawings! Many others read simple books well and re-tell the story in their own words, whilst recognising that the print has its own meaning. They are learning, effectively, what words say and how to work them out. This is encouraged by an appropriate variety of activities with clear objectives prepared well by the teachers and clearly communicated with the children. Parents support their children well and there is very good liaison and dialogue between them and teachers in the home-school reading record. Children have homework set which aids their progress; sometimes it is new words in their little plastic envelopes for them to learn.
90. Close attention is given to children's early writing skills. They develop good, well-formed writing due to the many, varied activities and opportunities they have to practise. Some children make a dictionary page of the 'h' words or write a postcard, independently, to a child who is absent from school through illness. The writing is neat and of an even size, whether a child copy-writes or scribes for itself. Most write their names legibly and their books are clean and well looked after. Teachers are particularly adept at exploiting the opportunities for developing the children's oral and early reading and writing skills. Consequently, the children's response is very good. They concentrate very well and are interested in all that they are asked to do. Children are keen to answer questions and those children with special educational needs make appropriate progress and attain well.
91. The children's attainment in mathematics is in line with standards expected nationally for children under five. Skilful teaching ensures good progress in lessons, through well-planned activities and focused learning objectives. The children have appropriate equipment for counting, ordering and generally playing with number. They use appropriate mathematical language. Children show an awareness of money as they buy a meal in the café. They make

good use of computer programs involving choosing and manipulating shapes. Children have a developing sense of timing as they work out when it is time for going outside or how long it will be until lunchtime. Another other good example was seen in the café as a child was told he would have to wait for a few minutes for a table because they were all full!

92. The children develop a good sense of 'more than' and 'less than' through well-structured activities devised by the teachers. These are well matched to differing abilities for each group. Children also develop their ideas about capacity as they play with the water and talk about how it moves. They use other mathematical language correctly as they discuss 'most' and 'least', 'same as', count on and back, match and order in the games they play with the teacher. The teaching is consistently good and brings out the best in the children as they respond to their activities. They are active, lively and co-operative as they concentrate on their work in mathematics. They are also able to explain what they are doing and why.
93. Children make good progress in developing their knowledge and understanding of the world. They are beginning to understand that time passes and are clear about the sequence of the school day. They consider the world about them through interesting topics such as people who help them to keep safe and about healthy eating. They cut up fruit and vegetables, comparing how they feel and look as well as how easy or hard they are to slice! For this they have appropriate knives and cutting boards. They make and taste the soup they have made and discuss their findings and the different states of it, before and after cooking. A good feature is the scientific question for the week which teachers carefully prepare. This makes a good contribution to children's developing scientific thinking.
94. Teachers help children to use computers appropriately and independently, moving the mouse, following directions and printing out work they want to keep. The school has a rabbit and guinea pig in the courtyard and some children make perceptive comments about what these animals need to keep them alive. They enjoy using a variety of materials to make such items as postcards, pictures and models, using scissors, tape and glue.
95. Children make good progress in their physical development, especially in the more formal aspects during lessons in the hall, because the level of challenge within the activities set by the teachers is very high. Here they move confidently in a controlled manner. They are well co-ordinated in most cases and are especially aware of spaces and each other. This is well taught and reinforced by the teachers who have high expectations for the success of their children. They challenge the children to move in as many different ways as possible and the children respond actively by thinking and working hard to find an unusual way to balance a beanbag, for instance. They throw, catch and bounce a ball skilfully and link some of their movements into a sequence. Children show admirable self-control as they move in groups to their 'home-base' basket of equipment, even though this is the first time they have tried it. This same self-control is seen as they move to and from the hall or how they move to the story of 'Where The Wild Things Are'.
96. The experiences offered by the outdoor activities are sound but less challenging. Whilst the children readily hammer, roll balls, ride bikes, hop and twist satisfactorily, this is performed at a level which is well within their capabilities. The activities are very familiar to the children and the support they have does not regularly pose problems for them to solve. They are self-controlled and highly co-operative, willing to talk about what they are doing. Teachers careful choose and set out the equipment. but its range does not encourage or allow adventurous activity. There is a lack of large pushing/pulling, climbing/exploring apparatus that limits the children's physical development outside during free play. In contrast, children's fine motor skills are well developed, for instance through the good opportunities teachers provide for them to use salt dough, pencils, puzzles, tools, blocks and computer mouse.
97. Children make good progress in their creative development because the provision is broad. Children have the opportunity to use a wide variety of materials. They draw and paint freely, applying paint boldly, but with enough care to make very good portrait pictures, with excellent restraint in the use of colour. They are able to explore and discover the different properties and qualities of sound as they use a variety of un-tuned percussion playing the long/short, soft/loud game. Here they are involved, calm and quiet, but actively participating at an intense

level. They make independent choices about which instrument to use and respect each other's turn. This is admirably fostered by their teachers, who are firm and effective in their expectations for behaviour and success in learning.

98. The children explore dance and role-play. The class café provides many opportunities for the children to work out the differences between being a waiter, a customer or a cook. They play co-operatively with each other, sensitive to the part they are playing and to others in the game. They also have unusual and exciting experiences in water and sand play, where the tray was full of creepy crawlies during the time of inspection! The children respond well to this stimulating environment teachers carefully provide and this has a positive impact on their learning.
99. In line with the school's aims, the children receive good provision for their personal and social development. They have good attitudes towards school and are happy and secure with the everyday routines. The staff create good opportunities for pupils to know what activities are planned so they have good opportunities to make choices. Most children concentrate and persevere with their activities. They learn to work and play together successfully. Children are encouraged to be co-operative with their peers as well as with adults. Home and school work in close partnership to ensure that messages about behaviour are consistent and values are set appropriately. Consequently, the children are confident, feel safe and are able to establish effective relationships with those around them. They are able to undress and dress efficiently, needing only a minimum of support.
100. The teaching in Reception is good. It is never less than satisfactory and on occasion is very good, especially in language and literacy. There is good collaboration between the teachers and the non-teaching staff to the benefit of the children. Routines are well understood and implemented effectively. The planning of the curriculum is detailed and thorough and takes due account of the areas of learning agreed nationally. Good use is made of the information gained from the regular assessment of children's attainment to plan work.

103. **MATHEMATICS AND SCIENCE**

ENGLISH,

103. **English**

101. The results of the 1999 National Curriculum tests showed that the seven-year-olds attained standards well above average in reading and writing. These results were an improvement on the results for 1998. When compared with similar schools, standards in writing were well above average and in reading standards were above average. The proportion of pupils reaching standards higher than those expected of seven-year-olds was well above average and in comparison with similar schools was well above average in writing and average in reading. No test results are available at the end of Key Stage 2, as the first group of eleven-year-olds will take their National Curriculum tests in the summer of 2000. Ambitious targets have been set for these pupils, with almost half the pupils forecast to reach standards higher than those expected for eleven-year-olds.
102. Inspection findings indicate that the standards attained by pupils at the end of both key stages are above average. The difference between the well above average standards shown in the National Curriculum test results for the seven-year-olds in 1999 and the inspection findings is due to there being a different group of seven-year-olds, and, in addition there have been national changes to the way grades are determined.
103. Pupils make good progress in speaking and listening, including those with special educational needs. The seven and eleven-year-olds attain above average standards. Younger pupils in Key Stage 1 are 'bursting' to answer and volunteer their own '-ig', '-ag' and '-ug' words, using the technical vocabulary correctly with obvious understanding. This is very mature language but the teacher, who acts as a very good model to the pupils, uses it expertly and skilfully and pupils follow this good example. Older pupils in Key Stage 1 not only speak and listen very

well, but also are encouraged to think about what they are saying so that they concentrate better.

104. In Key Stage 2, pupils develop their listening skills capably, building on each other's ideas. They do this well in other subjects; for example when discussing Boudicca's reasons for revolt in a history lesson. The calm, collaborative and supportive atmosphere established by the teacher enhances their ability to listen carefully, promoting good levels of motivation and concentration, with a 'buzz' of purposeful work. Older pupils are also willing to discuss and exchange theories and ideas to solve the problem set in their murder mystery week. They listen well to the arguments and build upon their information to discuss and debate further. Pupils appreciate humour and use it effectively when appropriate. They also speak and listen well in other subjects, as when they discuss ideas in science. The good, sustained progress happens because teachers build effectively upon what the pupils know. Activities and opportunities are provided to extend skills meaningfully.
105. Pupils make good progress in reading throughout the school, including those with special educational needs. The seven-year-olds' attainment in reading is above average. Younger pupils begin to build up a range of strategies and explain how they use pictures and words to help them read. They develop a good sight vocabulary. However, the mis-sounding of letters sometimes gets in the way of effective learning of phonics; for example, they are taught to say 'suh' for 's'. A love of books, non-fiction as well as story and poetry, is effectively promoted. Many pupils are enthusiastic about their books and want to talk about the plot and characters. Higher attaining, older pupils in Key Stage 1 show a high level of enjoyment in reading, tackling text with confidence and making good progress with strategies to self-correct. They appreciate humour and predict with some accuracy. Many pupils read with good expression and make informed choices about what they like to read.
106. The eleven-year-olds make good progress and attain above average standards in reading. Younger pupils in the key stage enjoy reading stories and appreciate humour. Many read widely at home and are developing effective systems for choosing books. Older pupils are independent readers, who read with fluency and expression. Many tackle quite difficult books, given confidence by their class reading of 'The Hobbit' earlier in the term. Pupils with special educational needs receive help and support in order to develop their skills for dealing with unfamiliar books. The higher attaining pupils appreciate meaning beyond the literal and infer, where appropriate, from nuances and cues in the text. Many identify key features and select passages effectively to support their views. Most pupils have a good understanding of the use of contents, index and glossary. However, they are not as confident in using a library effectively to find information. This is mainly due to the library not being utilised enough and the lack of a library for pupils in Key Stage 2.
107. Pupils make good progress in writing throughout the school. The seven and eleven-year-olds attain above average standards. Many examples are available of their sensitive, thoughtful and honest work. Some of these include special, bound books such as 'The Dragons Inside Me' and 'Iron Man Meals', which features work on powerful verbs. In literacy lessons, there is an appropriate balance between tasks designed to encourage the development of spelling, punctuation, grammar and handwriting, as well as writing independently. There has been an emphasis on improving spelling and writing and this has been very effective with most pupils spelling reasonably accurately. Handwriting is particularly good throughout the school and a strong emphasis is placed upon presentation. As a result presentation is consistently very good.
108. Younger pupils in Key Stage 1 make a menu for the class café with appropriate items. They attempt to spell ambitious words competently such as sausage, which is 'sojiz'; they correctly spell 'ham' and 'fish' and read them back with confidence. Older pupils sequence sentences well and are able to highlight instruction words effectively in their reading books. They use to good effect their opportunities to write for different purposes, such as reports, lists and poems. Higher attaining pupils spell their instructional words with considerable accuracy, and other groups successfully order their sets of instructions and write their own. In their book of 'Special People' they write very sensitive, perceptive accounts of the people who are special to them and detail why.

109. Pupils in Key Stage 2 continue to develop their writing skills very ably due to the good teaching they receive. Activities are well planned and structured, in most cases, to build upon previous attainment at all levels of ability. Younger pupils in the key stage investigate the difference between dialogue and narrative. Through carefully controlled and well-paced tasks, the various groups write carefully in paragraphs or find their own rules for narrative and dialogue, recognise speech marks when only a single inverted comma is used, or write independently with understanding. Older pupils show increasing understanding of the differences between simile and metaphor in their writing and discover how poets use rhyme and half rhyme to great effect. Others show their understanding of report writing from evidence and develop their skills well in pieces of extended writing such as 'Desert Disaster'. Pupils study effectively character, plot, sub-plot and the power of adjectives to make writing more descriptive. The pieces are written and re-drafted to the finished article. This is accomplished through an effective series of lessons designed by the teacher to build into a supportive structure. Whilst there is little use of the computer for the drafting and re-drafting process, the outcome is a set of very sensitively written stories, which are well constructed into paragraphs with appropriate spelling and punctuation and strong narrative line, attractively displayed in a bound book. Homework is used effectively to support pupils' progress in spelling, research and writing at home.
110. Pupils enjoy English and are very positive in their approach to their work. They listen carefully and contribute well. Pupils settle to work quickly and concentrate appropriately on the work set. They talk with interest and in a lively way about the work, explaining articulately. Most are enthusiastic about reading and they present their written work with a great sense of pride in the finished item, even when presentation is not the main focus of the piece. They form positive relationships with the teacher and each other, working well collaboratively when necessary or independently when that is appropriate. They say that they like the literacy hour because it provides them with a variety of activities. There is a strong link between the quality of teaching and the way in which pupils are motivated to try their best.
111. Teaching is good overall. It is never less than satisfactory and in some cases it is very good or excellent. Teachers have worked hard to prepare for, and carry out, the literacy strategy. Planning is generally good. The best-planned lessons have very specific objectives set within the framework for the week and teachers constantly remind themselves and the pupils to be focused upon them. The pupils know what the lesson outcomes should be so that they can work towards them in order to make good progress. Expectations are high for success, behaviour, accuracy and presentation throughout the school. The calm learning atmosphere is a positive feature in all classrooms allowing pupils to learn in a quiet and supportive way. Generally tasks are well matched to pupils' abilities, but higher attaining pupils have insufficient opportunities to pose questions of their own.
112. Teachers use methods and organisation which meet the objectives of each lesson, and are usually imaginative and varied. Poetry, stories, menus, packet labels and news items are some examples of the wide and varied texts used effectively to promote literacy. The National Literacy Strategy has been incorporated successfully into the school's teaching and learning policy and this has had a positive impact on pupils' attainment. Generally the literacy hour is well structured and managed. However, some sessions observed are overlong, particularly for younger Key Stage 1 pupils, where the pace is inappropriately challenging. In the best lessons it is used to good effect to keep pupils thinking and 'on their toes'! Procedures for assessment are sound, although marking is often not connected closely enough to the lesson objectives, and then pupils have no clear indication if they have been successful in their finished work. The information from assessments are not used effectively to set targets in the short and long-term.
113. Management of the subject is very good. The headteacher is the co-ordinator and this has given the subject an appropriately high profile. There are plans to delegate this responsibility to another person in the near future. There has been strong leadership, which has resulted in the National Literacy Strategy becoming well embedded. This has resulted in a consistency of approach by all staff and the system of support is ongoing for new members of the growing team. This makes a positive impact on standards.

114. Regular monitoring of standards and teaching and learning by the headteacher as co-ordinator, alongside the literacy governor, has identified successes and areas for improvement. A good example is in the areas of spelling and writing, where appropriate action is already in place. The Key Stage 1 library is under-utilised at present and there is no Key Stage 2 library yet. This hampers the development of older pupils' skills in using a reference system effectively. Other resources in this new school are of high quality and used to very good effect. There are enough books and materials at present, with plans for more as and when new classes arrive.
117. **Mathematics**
115. The results of the National Curriculum tests for pupils at the end of Key Stage 1 in 1999 show that standards are average. When compared with similar schools, the standards are below average. The reason for this is that, although a large proportion of the pupils attained the nationally expected standards, fewer than expected attained higher standards. The evidence from inspection is that the attainment of pupils at the end of Key Stage 1 is above average, due to a significant proportion of pupils achieving standards higher than those expected for pupils of this age. The majority of seven-year-olds have a sound understanding of the number system. They discuss their work using appropriate mathematical language and use symbols accurately. Pupils use mental recall of addition and subtraction facts to 10, and higher attaining pupils have good mental recall of facts beyond this. Many pupils use their knowledge of multiplication tables to solve problems. The majority of pupils use correctly the mathematical names for common three-dimensional and two-dimensional shapes. However, the most important factors in their ability to reach higher standards are their ability to calculate mentally and to use a good range of mental strategies in making their calculations.
116. Because the present Year 6 will be the first group of pupils to take the National Curriculum tests at the end of Key Stage 2, there are no national comparisons available. The school has set ambitious targets for the results of these tests, estimating that over 40 per cent of pupils will achieve above average standards. The evidence from the inspection is that the attainment of the eleven-year-olds is above average. The vast majority of eleven-year-olds have a good knowledge and understanding of mathematics. They use number accurately and appropriately, and calculate quickly and accurately. It is the strength of their mental strategies in mathematics, combined with their good basic knowledge of mathematical concepts, that enables them to achieve high standards. The majority of pupils multiply and divide whole numbers and decimals by 10 and 100 accurately. They understand the use of negative numbers. All pupils interpret line graphs, pie charts and frequency diagrams accurately. A significant minority of the pupils use their mathematical knowledge to make generalisations; for example, in working out how to calculate the area of a triangle based on their knowledge of how to find the area of a rectangle. They use this mathematical knowledge in other work; for example, in collecting data and analysing it as part of the scientific investigations.
117. Throughout the school, pupils are given good opportunities to use their mathematical knowledge and understanding in different subjects. For example, pupils in Year 2 were using their knowledge of mathematical language as part of their work in English. In Year 6, pupils were making cardboard pyramids, using their mathematical knowledge and understanding very effectively to calculate the dimensions of their pyramid.
118. The overall progress made by all pupils, including those with special educational needs, is good. In some lessons the pupils make very good progress. This is due to the rigorous and good teaching, combined with the enthusiasm shown by the pupils. They are keen to learn and try very hard to do their best. In most lessons, the pupils listen very carefully to their teacher. Behaviour in lessons is very good. Their relationships with each other and their teachers are also very good. In group work they get on well together and this helps their learning. For example, a group of pupils in Year 2 were completing number patterns. They quietly helped each other when they had difficulty, but did not interrupt each other when they had no problems with the work. This resulted in a calm but purposeful working environment.
119. The quality of teaching is predominantly good in both key stages. It is never less than satisfactory and at times is very good. This makes a significant contribution to the high standards and good progress made by pupils. The best teaching is seen when teachers have a

good knowledge of mathematics and know how to pass this on to their pupils. For example, a class of younger pupils in Key Stage 1 were learning how to count on and back in groups of two and ten. The mathematical knowledge of the teacher was evident in the way in which misconceptions of pupils were overcome. All teachers know their pupils well and establish very good relationships. There is a mutual respect between the pupils and the teachers, which promotes good discipline and sets good role models within the school. The introduction of the planning for the National Numeracy Strategy has been positive. It has given the teachers a good framework for their planning, which they are using effectively. Lessons are generally planned well. At times, the planning is not sharp enough. This sometimes results in insufficient challenge for pupils, especially the higher attaining ones, and slows their rate of progress. Most lessons finish with a roundup of what has happened and what they have learnt. Not enough attention is paid in these sessions to discussing with pupils what they have found hard or what they have not understood. All teachers regularly set homework that complements and supplements the work in school. The rigour of this homework is a strength and helps pupils to make good progress.

120. At both the key stages, the curriculum is broad and generally balanced. It includes all elements of the National Curriculum. The introduction of the National Numeracy Strategy from the start of the current school year has been positive and has given a good direction to the mathematics curriculum. Some lessons are over-long, well beyond the times recommended in the strategy. In these lessons, pupils are not always able to sustain their concentration. The lesson slows because the teachers find it difficult to keep pupils interested. The emphasis on developing pupils' mathematical strategies and their ability to calculate mentally has had a positive effect on standards. Good provision is made for pupils with special educational needs, who are well supported by their teachers and, occasionally, by non-teaching staff.
121. There are sound procedures to test pupils' attainment in mathematics annually. A useful start has been made to analyse the results from these tests and to set up procedures to assess pupils' progress in mathematics on a regular basis. There are no systems to ensure the accuracy of the assessment made by teachers or to ensure that they are consistent throughout the school. This means that the assessments made by one teacher are not necessarily comparable with those made by others. Whilst strategic targets have been set which give a target for attainment at the end of Key Stage 2, the information from teachers' assessments is not used sufficiently to set targets for individual pupils, or groups of pupils to aim for.
122. The resources for mathematics are satisfactory and generally used effectively. The use of resources to promote mental arithmetic, such as number fans, are not available for every class and have to be shared. This causes a few difficulties when mathematics is taught in several classes at the same time. The co-ordinator soundly monitors the teaching and planning.

125. **Science**

123. The end of Key Stage 1 teacher assessments for 1999 show that the proportion of pupils reaching the levels of attainment expected nationally is above the national average, and above that for similar schools. The percentage of pupils who reach standards higher than those expected for seven-year-olds is below the national average. During the period of the inspection, no lessons were seen at Key Stage 1. Inspection findings confirm these standards. A scrutiny of the pupils' work shows current attainment at the end of Key Stage 1 to be above average as all pupils are achieving at the expected level in all aspects of the science programme, although few are achieving at the higher level. These findings confirm the accuracy of the teachers' assessments. High standards have been maintained.
124. Standards of pupils' attainment at the end of Key Stage 2 are above average. Lesson observations, a scrutiny of the pupils' work and interviews with Year 6 pupils indicate that the targets set for end of Key Stage 2 attainment in the National Curriculum tests for 2000 should be met, and that one quarter of the pupils should achieve at a higher level. This is largely due to the very good science knowledge of the teachers, and their high expectations of the pupils. The pupils' level of skills development, which is slightly below the level of that in knowledge and understanding of science, is not tested. There are insufficient opportunities for the pupils to collect, display, interpret and evaluate data to the extent required.
125. The pupils' use of their literacy skills in science is good. The emphasis that all teachers place on correct science terms and vocabulary ensures that the pupils use them accurately and appropriately, and they sequence their writing of investigations well. Progress in this aspect is particularly good throughout the school. Standards of numeracy in science are satisfactory. The younger pupils use standard measures accurately and record them in tables, while the older pupils use charts and graphs to record data, although this is mostly confined to bar graphs. As yet, little use is made of information technology to support learning in science. For example, pupils do not use databases to help them display their observations.
126. Pupils enter Key Stage 1 with a good breadth and depth of knowledge and wide experience of science events and phenomena, and the natural world. In most lessons observed, the pupils make good progress due to good teaching, the interesting and relevant activities the teachers plan and their secure science knowledge. Pupils with special educational needs also make good progress in lessons due to the teachers' understanding of their needs, and the consistent individual support they give. However, over both key stages, progress is only satisfactory over a longer period of time as the impact of the recently introduced structured teaching programme and specialist teaching at the upper end of Key Stage 2 have yet to take full effect.
127. At Key Stage 1, the pupils make sound progress in acquiring science knowledge and in describing their observations in words and pictures, such as what happens when chocolate and other substances are heated. They explain accurately in diagrams how a complete circuit is needed to make a bulb light, and they make satisfactory progress in exploring and trying out their own ideas with help, such as when they change the shape of an object, or not, by squashing and stretching it. Pupils make sound progress in participating in practical science activities and sort accurately: for example, which materials allow light to pass through them and which will not. Few pupils at this stage ask science questions, although most are very keen to answer their teachers' questions and show what they know and can do.
128. At Key Stage 2, the pupils continue to make good progress in their use of science terms and use those such as 'congruence' and 'terminal velocity' correctly to explain scientific phenomena. They develop their science knowledge satisfactorily and make links in their learning, as when they apply their knowledge of solutions and mixtures to explain how to separate different combinations of solids and liquids. They make good progress in abstract modelling of real situations; for example, pupils in Year 4 worked out the effect of air resistance on cars moving at different speeds. The pupils make satisfactory progress in systematically investigating questions posed by teachers and devise a fair test to work out that the further away a sound is made from the listener, the fainter it is. There are too few opportunities for

older pupils to ask and investigate their own questions.

129. The pupils' response to their science lessons is good. They handle science equipment confidently and safely, and show a very high degree of co-operation when working together in practical situations. Pupils want to learn and are very keen to show what they know and can do. They respond well to the good questioning techniques of their teachers and frequently match the high expectations made of them. Pupils talk spontaneously about their work and help each other well. The good, and often very good, behaviour in lessons contributes significantly to good progress and to the careful and neat recording of work.
130. The teaching of science overall is good in Key Stage 2. No lessons were seen in Key Stage 1. The teacher in Year 6 teaches all Year 5 and 6 science lessons, and this is an effective use of her expertise. Her good knowledge, which supports the other teachers, is contributing significantly to the projected achievement in end of Key Stage 2 targets. The teachers' planning in both key stages accurately reflects, and successfully adapts, the scheme of work, although sometimes the learning focus in lessons is too broad, especially for the development of science skills. Teachers use a variety of approaches that are well matched to the lesson objectives, and are beginning to build well on the pupils' previous learning.
131. The co-ordinator supports the development of science informally, as the heavy spread of curriculum responsibilities and national and school priorities focusing on other subjects constrain his time. However, the co-ordinator has a good grasp of standards and provision for science within the school. The school is at a very early stage of amending teaching plans according to identified need, as assessments of pupils' progress are still largely informal and not standardised. This means that targets are not set for attainment year-on-year for each group, and this inhibits good progress. The teachers are beginning to develop good quality marking which indicates to pupils the strengths and weaknesses in their work, and how they might improve.
132. There are sufficient resources to support learning at all levels across the science curriculum, and they are of good quality. The resources are used efficiently and the new pond and environmental area should have a beneficial effect on the range of learning opportunities available.
135. **Information technology**
133. Standards are improving. The attainment of the seven-year-olds is average. However, the attainment of the eleven-year-olds is below average. This is explained partly by the fact that the computer suite has only recently opened. Prior to that there were fewer computers available for pupils to use and the older pupils have not had enough experience to enable them to reach the standards expected of them.
134. The vast majority of the pupils use computers at home and bring this knowledge to school with them. This particularly helps the younger pupils. By the end of Key Stage 1, the majority of pupils use the computer confidently. They use computer technology to help them input text using a word processor, draw simple pictures and retrieve information. Pupils use the mouse effectively to control the screen cursor. The older pupils also use the computer widely at home, and this remains a strength in their learning. However, increasingly their interests are in the use of computer technology to play games rather than improving their information technology skills. By the end of Key Stage 2, the majority of the pupils import text and files from one computer program to another competently. They use a simple word processor to input text accurately. However, they have not had sufficient experience of the use of information technology to monitor external events or to use information technology to create and store sequences of instructions to control events. Pupils make good use of the computer in art. However, they do not use information technology regularly to support and enhance their learning in other areas of the curriculum such as English, mathematics, science, geography and history. They have a limited experience in using databases, spreadsheets and e-mail.
135. In lessons, pupils across the school, including those with special educational needs, make good

progress in information technology due to the specialist teaching and their enthusiasm. They make satisfactory progress overtime. In the case of pupils in Key Stage 2, this is not enough yet to meet the required standards. In lessons, all pupils are enthusiastic about using computer technology. They enjoy working with computers and show a sustained concentration, which enables them to complete tasks and to make good progress. For example, pupils in Year 5 were learning how to input a file from a drawing program into a simple desktop publishing program. They worked with enthusiasm and interest. When some pupils had difficulties, others willingly helped them to succeed. The perseverance and very positive attitudes of the pupils are major factors in their progress.

136. The teaching of information technology observed during the inspection was good. The majority of this was by a specialist teacher. The good knowledge and understanding of this teacher is a significant contributory factor to the good standards of teaching and the good progress made in lessons. The co-ordinator is being used effectively to provide effective professional development.

137. The planned curriculum for information technology is broad and covers all the elements required within the National Curriculum. A new national exemplar scheme of work has recently been adopted and has this has given good direction to the curriculum. Because of the relative newness of the scheme, it has not had time to make a positive impact on standards. There are no procedures to assess what pupils know and can do in information technology. Since assessment data is not collected, it is not possible for teachers to use accurate information to inform their planning, and opportunities to extend pupils' knowledge and understanding are missed.

138. The present co-ordinator has a very heavy workload and also co-ordinates many other areas of the curriculum. The effect of this is that insufficient time is devoted to the co-ordination of information technology. Thus, although the co-ordinator provides good support to other teachers and manages the new computer suite effectively, there has not been enough time to consider the longer-term development of the subject.

139. The resources for information technology are good. The new equipment is used effectively for teaching information technology skills, but its use to support other areas of the curriculum is presently under-developed. With the purchase of the new equipment in the computer suite, resources for learning are good. However, there has not yet been sufficient emphasis on the development of staff expertise although the co-ordinator has recognised this need and has made a useful start. Reports to parents do not report specifically on information technology.

142. **Religious education**

140. The majority of seven and eleven-year-olds reach the standards expected by the Northamptonshire Agreed Syllabus. Pupils, including those with special educational needs, make satisfactory progress. The eleven-year-olds gain a sound understanding of the main features of Christianity and of other principal religious traditions. For example, through sound teaching they have examined the similarities and difference that exist in the different Christian traditions of Holy Communion. Satisfactory teaching has helped pupils to understand the importance of prayer to Muslims and the preparations that have to be made before prayer. Teachers are helping pupils to develop a sound understanding of the relevance of religious ideas to their everyday lives. Pupils have begun to consider important questions such as what happens after death. The seven-year-olds understand what is meant by 'special'. This happened in a very good lesson where pupils worked through a series of well-planned and challenging activities which enabled pupils to examine attributes such as sharing, respecting and listening. The pupils came to understand that these values are special to many pupils. Younger pupils are familiar with important stories from the Bible, such as that of David and Goliath.

141. Pupils' attitudes are good. They listen attentively and are interested, especially when the teaching relates to their everyday life. Some are keen to share their differing religious experiences and have respect for each other's beliefs. This makes a significant contribution to

their spiritual and cultural development.

142. Overall, the teaching is satisfactory in both key stages. It is never less than satisfactory and at times it is good or very good. Most teachers have sufficient expertise and are confident. Where the teaching is good, or very good, effective opportunities are provided for pupils to reflect and relate religious ideas to their everyday lives. In less effective, but still satisfactory, lessons the activities in the written work that follows a discussion of important religious ideas are more concerned with ensuring that pupils have recorded what they have learnt rather than developing their understanding of these religious ideas. Lessons are carefully planned and pay due attention to the Locally Agreed Syllabus. Good use is made of religious artefacts. Satisfactory use is made of visits to places of worship. At the moment these are confined to Christian places of worship.
143. The co-ordinator is the headteacher. The focus of attention has been the planning and development of resources, which are good. Pupils' attainment is not yet assessed and recorded. However teachers' keep notes, which enable them to write satisfactory reports to parents at the end of the year. There has been little time to monitor standards and teaching. Plans are in hand to delegate responsibility to a well-qualified member of staff.

146. **SUBJECTS**

OTHER

146. **Art**

144. It was possible to observe lessons in Key Stage 2 only. Displays around the school, photographs and examples of work over the previous year provided additional and substantial evidence. Most pupils, including those with special educational needs, make good progress and attain standards above those expected for their age. This is due to the emphasis placed on art, the use of specialist teaching in Key Stage 2 and overall good subject expertise across the school.
145. Teachers enable pupils to acquire new skills and techniques and apply this knowledge to a variety of activities. In Year 1, pupils use their skills in drawing and using paint to produce high standard pictures of a nearby ruined barn. They carefully paint pictures of houses as part of their work about selling houses, reflecting the immediate environment. Pupils in Year 2 have developed very good skills in mixing a wide range of colours. With the help of the teacher, they look closely at a ship's steering wheel and make good quality drawings using charcoal and pastels.
146. Teachers in Key Stage 2 take these skills further. In Year 3, pupils learn and apply skills in shading when drawing bottles. These drawings are then effectively used by the teacher to develop skills in design and printing, including the use of information technology. Pupils in Year 4, develop their skills in colour mixing and drawing as they carefully illustrate plants. In Years 5 and 6, the specialist teaching enables pupils to learn other skills such as printing on fabric, as well as painting on silk as part of their work about Ancient Egypt. Skills in drawing and the use of charcoal are taken further, as seen in high quality pictures of teasels. Good use is made of clay in both key stages; for example, to produce well-made models of lizards and African masks.
147. Pupils enjoy their art lessons and are confident to experiment with a wide range of materials and techniques. This helps them to make good progress. They produce well-finished work and are proud of their outcomes. Pupils work well both in groups and individually. They evaluate their work and often make changes to improve it.
148. Teaching is good overall. The specialist teaching by the co-ordinator is very good, reflecting her very good expertise. Teachers in Key Stage 1 have good subject expertise, as has the one teacher in Key Stage 2 who teaches her own class. There is a good balance of the

demonstration of skills and providing support for individuals or groups of pupils. Teachers have high expectations and make these clear in lessons so that pupils learn that only their best will do. Lessons are well planned and resources carefully prepared. Good contributions are made to pupils' cultural development when pupils learn about African art. Good use is made of homework; for example, by sketching at home and by researching the life and work of important artists. Although pupils' work is not yet regularly assessed and recorded, teachers keep sufficient records to enable them to write a useful annual report for parents. The balance of pupils' work is towards observational work at the expense of working imaginatively.

149. The co-ordinator teaches three of the four classes in Key Stage 2. Planning is monitored, as are the displays of work in each classroom. A key role of the co-ordinator has been to mentor new staff and to provide advice. There is no policy or scheme of work. Long-term plans show what pupils are to learn as they move through the school. The lack of a policy and scheme of work is compensated for to some extent by the specialist teaching. As the school grows, it will be necessary to provide written guidance if standards are not to fall. There is a good range of resources, including clay, which are used well.

Design and technology

150. No design and technology lessons were seen during the inspection. Provision is arranged so that each year group has one technology day per term and only a few unannotated photographs remain of these experiences, together with a few artefacts. Most of the previous work has been taken home by the pupils so it was not possible to make a secure judgement on standards in design and technology. Other judgements are made on a scrutiny of teachers' planning, a very limited amount of pupils' work and conversations with pupils and teachers.
151. During technology days pupils have a worthwhile experience, which they say they enjoy, and make artefacts of which they are justifiably proud. They work their way through the whole planning, designing, making and evaluating cycle in a day. Through Key Stages 1 and 2 they make satisfactory progress in the designing and making process. Pupils enter Key Stage 1 with sound skills in cutting and joining, and having experienced a wide variety of opportunities to use their skills using many materials. Pupils in Year 3 extend their geography work on the locality by drawing their own houses for homework. In lessons they design a house, showing front and back elevation, and annotating their designs to show the materials and techniques they will use. Pupils list all the materials they will need to successfully realise the design. The pupils make sturdy wooden house frames, reinforcing the angles with card, demonstrating satisfactory skills in cutting and joining accurately. The models are decorated carefully using a limited range of media, such as straws and crayons.
152. Other pupils in Key Stage 2 make slippers from paper with card soles. These are carefully made and show due attention to measuring and making a pattern. The focus for each design and technology day is carefully chosen by the teacher to enrich another subject, such as designing and making a pyramid game, complete with rules, cards and a hieroglyph code, during a Year 6 topic on Ancient Egypt, or designing and making a picnic to enhance the younger pupils' social skills. Over time, the pupils increasingly generate ideas from research. However, there are very few opportunities for the pupils to apply and develop the skills they have learnt at other times, and this is unsatisfactory. The range of materials available is limited and mostly restricted to wood, card and paper, further limiting the development of pupils' skills.
153. Teachers' termly plans show that they plan thoroughly for these days to ensure that the pupils experience all elements of the designing and making process, including the pupils' own evaluation of their work. They have adapted published schemes, which form the basis of these plans, to build effectively on the pupils' interests and subject knowledge.
154. Because very little work is kept, for example in a portfolio of annotated work, it is difficult for teachers to build up a consistent and agreed view of standards and progress throughout the school, or for the pupils to judge their own progress. Reports to parents do not report specifically on design and technology.

157. **Geography**

155. Only one lesson in geography was observed. The inspection judgements are largely based on discussions with the staff and pupils, scrutiny of a limited amount of the pupils' work and the teachers' planning.

156. In both key stages, pupils make satisfactory progress and the standards they attain are similar to those expected for pupils of that age.

157. In Key Stage 1, pupils understand the idea of an island and draw their own sketch maps. This work is extended effectively to drawing maps of an imaginary community with important features, such as shops, a church, woods and houses, placed appropriately in relation to the town centre. They consider the similarities and differences between Northampton and a seaside town, identify what sorts of jobs people have in each and explain why correctly. Teachers help pupils to develop a suitable geographical vocabulary to explain what they have learned.

158. Pupils in Key Stage 2 study different sized settlements and begin to understand that specific settlements have particular features. In this they begin to describe patterns of human distribution. The pupils are forming a satisfactory understanding of how people and their actions affect the environment, for example through their work on water pollution. They apply their literacy skills of researching and retrieving information well. The use of information technology to further develop their research skills is, as yet, very limited. The time allocated to the teaching of geography is low, and the school has decided to teach the entire programme of study for each key stage to less depth. Consequently, the pupils' progress in developing and applying their map-making and interpreting skills is unsatisfactory. This is compounded by a shortage of maps of different scales, especially Ordnance Survey maps, and aerial photographs. There are insufficient opportunities for pupils to use their numeracy skills, for example, in using co-ordinates and grid references.

159. The teachers plan geography topics thoroughly, and are adapting published schemes well in order that lessons are interesting and fit the school environment within a developing community. The pupils respond by producing neat, colourful and detailed work. Homework is set regularly according to the school policy and is planned effectively to extend what the pupils learn in geography lessons.

160. The lower allocation of time given to geography means that the pupils do not record much of their learning, therefore they have little evidence against which they can judge their own progress. Similarly, the teachers do not have formal records of the pupils' attainment and progress, and so their assessments are not fully informed to accurately target further work. Geography has not yet been a priority in the school development plan, but a geography policy is due to be in place by the end of the next spring term. This should ensure that the pupils make satisfactory progress across all aspects of the planned geography curriculum.

163. **History**

161. It was not possible to observe lessons in history in Key Stage 1. Two lessons were seen in Key Stage 2. However, pupils' recorded work shows that most pupils, including those with special educational needs, make satisfactory progress and attain standards expected for their age.

162. Pupils in Year 1 develop an understanding of the passage of time through studying the Royal Family, especially the coronation of the Queen. With help from their teachers, they compare washdays in the 1940's with modern day practices. The focus for pupils in Year 2 this term has been on geography. Next term they are studying aspects of the Victorian period and the explorations of Christopher Columbus.

163. In Key Stage 2, pupils continue to develop their understanding of the different periods of history. A feature is that their work in each period is put into a book, which reinforces the development of literacy. In Year 3, pupils study Ancient Greece. Teachers help them to

compare occupations then with the present day. When studying the Romans in Year 4, pupils develop sound skills in using archaeological evidence from materials provided by the teacher and from a visiting archaeologist. Pupils in Year 5 studying the Tudor period learn how trade expanded, and, with support, compare life in the countryside with life in the city. In well-prepared discussion, pupils in Year 6 gain a good understanding of the relationships between the differing levels in society in Ancient Egypt.

164. In Key Stage 2, pupils show high levels of interest in lessons and respond well to teachers' questions. They are well motivated to research and complete tasks that have been set. They show keen curiosity to find out what life would have been like in other periods.

165. Teaching is satisfactory. Teachers have a sound knowledge of the subject and use a good range of questions successfully to challenge pupils. The resources available are used well to make the subject meaningful. The lack of historical artefacts limits pupils' opportunities to develop skills in making historical enquiries. To some extent, this is compensated for by the effective use of visitors to school such as a 'Roman' soldier. Good links are made with geography through the use of maps and with religious education when learning about the Tudors and their impact on the Church. Planning is detailed and thorough. Good use is made of the days spread over the year where history is the focus for the whole day. Effective opportunities are provided for pupils to develop skills in numeracy; for example, when pupils study Ancient Egyptian numbers. Little use is made of information technology.

169. The co-ordinator has responsibility for history and geography, which is useful in making effective links between the subjects. Emphasis has been placed on the development of planning and of resources. There is a lack of historical artefacts. Assessment is under-developed. Overall, planning is monitored satisfactorily and a watchful eye is kept on levels of attainment.

169. **Music**

166. By the end of both key stages, standards of pupils' attainment are above those usually expected for their age. Pupils make good progress in music throughout the school and often make very good progress during a lesson because of the purposeful, specialist teaching which builds upon previous learning. Many pupils play instruments, having lessons with visiting peripatetic teachers. The school has recently started an orchestra, which practises at lunchtime. An unusual, but effective, feature of the school is that everyone learns to play the recorder, including all members of staff! They play together as a school once a week, going through each level so that all join in as far as they are able. This enables the younger players to hear what they can achieve as they improve. The pace is lively and intense. Older pupils are learning to play recorders other than the descant. Some pupils are also learning to play the ocarina.

167. Younger pupils understand long and short sounds and distinguish them better at the final performance because of the teacher's well-chosen activities and the good self-control of the pupils themselves. Older pupils in Key Stage 1 develop their specialist vocabulary well, for example understanding the difference between rhythm and beat. They are able to arrange sounds, playing various un-tuned percussion instruments, to fit in with 'Hickory Dickory Dock'. Pupils perform well together and are aware of the sounds others are making. This is a very mature attitude and is developing appropriately because they have so many opportunities to play in consort. They sing with good intonation and clear diction. Pupils have good opportunities to sing in rounds and hold their tune well.

168. All pupils are usefully making a study of music and instruments from around the world. They listen and appraise the sounds they hear carefully and identify different instruments. At the time of inspection they were looking at and listening to pan pipes from the Andes. Pupils in Key Stage 2 improve the quality of their singing, using dynamics, phrasing, expression and clear diction effectively. They sing in rounds, unaccompanied. Specialist vocabulary is extended and enhanced due to the skilful but unobtrusive way the teacher uses it. Pupils compose, using their own notation when performing and communicating ideas. As they listen and appraise Chinese music, written in the pentatonic scale, they pick out features they can use

effectively and incorporate them successfully into their own work.

169. Older pupils continue to improve their specialist vocabulary, for example 'syncopation', and are extending their knowledge of different types of music such as jazz. They listen to music in seven beats. This is 'Un-square Dance' by Dave Brubeck and is very challenging. Through very careful, step-by-step increments, they achieve a high standard of performance using seven beats with recorders and un-tuned percussion. They also sing in three different rhythms, in counterpoint.
170. Pupils are enthused by their music lessons, listening carefully and tackling challenging tasks with excitement, vitality and energy. This was particularly evident as pupils performed their piece 'Jazz Mania, or Seven Up' vivaciously and recorded it for future consideration. Pupils' attitudes to music, in both key stages, are very good. In some lessons they are completely absorbed by their tasks and thoroughly involved in the challenging problems set for them. All take a pride in their work and enjoy the end product. They are self-controlled but not stilted, calm but relaxed and confident.
171. The enthusiastic music specialist, who teaches the subject to most classes in the school, inspires the joy in the musicality of the pupils. The high standard of teaching is full of restrained energy, which is communicated successfully to the pupils. Teaching is very good. Activities are well planned and structured to build upon previous learning, at a challenging level and pace for pupils of all abilities. Very high expectations for performance, behaviour and success are communicated effectively to the pupils orally and by inference. Skills are assessed at the end of each module in order to ensure appropriate progression. Homework is also given for older pupils. Music is always well related to the other subjects of the curriculum; for example to history or geography topics, and contributes in no small measure to the spiritual, moral, social and cultural development of all pupils.
172. The music specialist co-ordinator has a vision, strongly shared by the headteacher, staff and governors, of the place of the subject in the school and her organisation reflects this. There is a written policy for the teaching of music and the school will focus on it in May of 2000. However, there is no written scheme of work at present, as the school relies heavily on the expertise of the specialist, especially at Key Stage 2. Whilst there are others who can, and do, teach music well, the lack of an in-house scheme at present is significant.
173. The resources are of very good quality and readily accessible. There are sufficient for all the pupils in a class to have an instrument if that is appropriate. The range is good, the collection is still growing and they are well used by the teachers and pupils. The provision of extracurricular activities is satisfactory. Pupils have the opportunity to join the choir and orchestra. There are many other occasions when pupils can perform and share their music, such as carols at the offices of a national finance company, Christmas cluster carol service, local theatre workshops and harvest festival. There have also been visits from brass instrumentalists, woodwind ensembles, string players and an ocarina workshop.

177. **Physical education**

174. Pupils in both key stages reach standards expected for pupils of their age in all aspects of physical education, except for swimming where standards are high. The regular swimming lessons at a local secondary school enable pupils to reach high standards. For example, the vast majority of pupils in Year 3 are able to swim and many are swimming with a good recognisable style.
175. Overall, the progress made by pupils across the school is satisfactory. Pupils with special educational needs have full access to physical education and make satisfactory progress. Most pupils develop an awareness of the rules of games and how to play as part of a team. The majority of the pupils are able to throw and catch a ball as well as most children of their age. They have a keen sense of teamwork, but this is sometimes let down by their basic skills. In gymnastics, the pupils use the equipment to a reasonable degree of agility but they do not develop a sequence of imaginative movements. The teachers are enthusiastic about physical

education and offer pupils a good range of sporting opportunities as extracurricular activities during the lunchtime and after school. These activities make a positive contribution to standards. During the inspection there were netball, football and hockey clubs in action.

176. All pupils enjoy physical education. In lessons their behaviour is very good. They understand the importance of safety in physical education and during activities they respect other pupils. This makes lessons calm and purposeful. For example, a class in Year 1 was developing its ball control skills. In learning to kick the ball they carefully avoiding interfering with the space used by other pupils in the hall. This awareness of others, the good relationships and the very good behaviour all contribute to the quality of learning.
177. The quality of teaching is good overall. It is never less than satisfactory and at times is very good. This often results in pupils making good progress in individual lessons. Teachers plan their lessons carefully using a commercially produced lesson planning system effectively. The impact of this is still to be realised and pupils make satisfactory progress over a longer period. This has not been in place long enough for pupils to make good progress over a longer period of time. They establish very good discipline that is based on very good relationships. For example, in the very good teaching in Year 1, pupils were encouraged by the enthusiasm shown by their teacher and also the fact that the teacher participated fully in all the activities. This was a good role model for the pupils. Teachers know their pupils well and are able to make provision based on this knowledge: for example, in helping pupils to improve their swimming the teachers know which pupils are nervous of water and need additional encouragement.
182. The resources for physical education are very good. However recent extensions to the school resulted in some damage to the school field, which has not yet been completely repaired. This has resulted in short-term difficulties in providing a sufficient range of opportunities for team games.

INSPECTION DATA**SUMMARY****Y OF INSPECTION EVIDENCE**

178. The inspection was undertaken by a team of five inspectors, including a lay inspector, who spent the equivalent of 19 days in the school. The evidence in the report is based upon a total of 76 hours observation of lessons or part-lessons spread over the school, together with other direct observation activities.

The evidence also includes:

- inspection of a range of other school activities including registration;
- listening to the reading of 27 (11 per cent) pupils selected from each age group to represent the full range of ability and attainment. Other pupils were heard reading in lessons during the literacy hour;
- inspection of books and other work of three pupils for each age group in each class selected by teachers to represent the full range of attainment, including work completed in the previous academic year;
- samples of written reports to parents;
- discussions with pupils about their work;
- a meeting with all pupils in Year 6
- discussions with the chair of the governing body, the literacy and numeracy governors, the governor with oversight of special educational needs, the chair of the finance committee, members of the teaching and non-teaching staff, the administrative officer, and the school nurse.
- discussions with parents at a meeting held prior to the inspection attended by 24 parents, with parent governors, and other parents informally during the inspection;
- scrutiny of policy documents, schemes of work, attendance registers, minutes of meetings of the governing body, records kept of pupils' and teachers' planning;
- analysis of the school development plan and budget figures;
- analysis of the 89 responses to a questionnaire sent to all parents of pupils at the school.

· **DATA AND INDICATORS**

· **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	252	0	50	0
Nursery Unit/School	NA	NA	NA	NA

· **Teachers and classes**

· **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	11.4
Number of pupils per qualified teacher:	22

· **Education support staff (YR – Y6)**

Total number of education support staff:	5
Total aggregate hours worked each week:	97
Average class size:	28

· **Financial data**

Financial year:	1998/1999
	£
Total Income	309,680
Total Expenditure	288,595
Expenditure per pupil	2018.15
Balance brought forward from previous year	0
Balance carried forward to next year	21,085

PARENTAL SURVEY

Number of questionnaires sent out:	187
Number of questionnaires returned:	89

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	36	51	5	7	1
I would find it easy to approach the school with questions or problems to do with my child(ren)	45	43	1	8	3
The school handles complaints from parents well	17	34	38	11	0
The school gives me a clear understanding of what is taught	35	48	5	9	3
The school keeps me well informed about my child(ren)'s progress	27	56	9	8	0
The school enables my child(ren) to achieve a good standard of work	40	50	9	1	0
The school encourages children to get involved in more than just their daily lessons	30	47	15	8	0
I am satisfied with the work that my child(ren) is/are expected to do at home	26	55	7	11	1
The school's values and attitudes have a positive effect on my child(ren)	51	43	3	2	1
The school achieves high standards of good behaviour	53	41	3	3	0
My child(ren) like(s) school	59	35	4	1	1

Other issues raised by parents

- Parents were supportive of the school.
- Some parents were concerned at the limited range of extracurricular activities.
- Whilst complaints were dealt with well, some parents felt that suggestions were not as well received.