

INSPECTION REPORT

GREAT CREATON PRIMARY SCHOOL

Creton

LEA area: Northamptonshire

Unique reference number: 121820

Headteacher: Mr J G Parsons

Reporting inspector: Eileen Chadwick
19115

Dates of inspection: 20-22 November 2000

Inspection number: 224221

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 –11 years

Gender of pupils: Mixed

School address: Welford Road
Creaton
Northampton

Postcode: NN6 8NH

Telephone number: 01604 5055535

Fax number: n/a

Appropriate authority: The governing body

Name of chair of governors: Mrs K McEwan

Date of previous inspection: 4 March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Eileen Chadwick (Ofsted No. 19115)	Registered inspector	Mathematics	What sort of school is it?
		Special educational needs	What should the school do to improve further?
		Equal opportunities	How high are standards? The school's results and achievements.
		Physical education	How well are the pupils taught?
		Design and technology	How good are the curricular opportunities offered to pupils?
		Information technology	
		Science	
David Ashby (Ofsted No. 9868)	Lay inspector		How well does the school care
			How well does the school work in partnership with parents?
Diana Mackie (Ofsted No. 23482)	Team inspector	English	How high are standards? b) Pupils' attitudes, values and personal development.
		Art	How well is the school led and managed?
		Religious education	
		The foundation stage	
		Music	
		History	
		Geography	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This village school is much smaller than most primary schools and attracts pupils from Creaton and the surrounding villages. There are 80 pupils on roll aged between four and eleven. This is slightly higher than when the school was last inspected. There are 15 children in the Reception year and most enter the Reception class full time in the September of the year in which they become five. There are three classes and all the pupils are taught in mixed-aged classes containing two or more age groups. The headteacher teaches for half of the week. The proportion of pupils receiving free school meals, at 3.7 per cent, is well below average. Very few pupils are from ethnic minority backgrounds and no pupils have English as an additional language. The proportion with special educational needs (18 per cent), and statements of need, (0 per cent), are both below average. There is a high degree of pupil mobility. In the current Year 6, half of the pupils entered in the junior stage of education rather than at the normal Reception entry point. Last year 5 pupils joined and 7 left at other than the normal point of entry. Pupils enter the school with above average attainment.

HOW GOOD THE SCHOOL IS

This is a happy and successful school. It is popular with parents and has a good reputation. It achieves high standards and prepares the pupils well for their secondary education. The quality of teaching is good, overall, and some is outstanding for nine to eleven year olds. This encourages pupils to work hard and achieve well. However, although reading standards are well above average, standards in writing and spelling are only average throughout the school. The school provides well for pupils with special educational needs in numeracy but does not do so in writing and spelling. The school is well led. The headteacher and the governing body work effectively together to continuously improve the school. The school provides good value for money.

What the school does well

- By the time the pupils leave the school at eleven years old, they achieve well above average standards in reading, mathematics, science and geography and above average standards in most other subjects, including information and communication technology.
- The school provides very well for the pupils' spiritual, moral, social and cultural development.
- The pupils have very good attitudes to learning and they behave very well.
- The quality of teaching is good for Reception and very good for older juniors, which promotes pupils' love of learning and their good achievement.
- The school provides a rich curriculum and it is excellent for nine to eleven-year-olds. It is exciting and relevant to pupils' daily lives and helps to promote older pupils' rapid progress.
- Pupils' ideas and creativity are valued and, by the age of eleven, the pupils have developed very good independent study skills, including thinking and problem-solving.

What could be improved

- The average standards in writing and spelling, so that they match the high standards pupils achieve in reading, numeracy and science.
- The consistency of the way that teachers provide for the wide range of attainment in their mixed-aged classes in literacy and numeracy, so that pupils achieve as well in Years 2, 3 and 4 as they do in the rest of the school.
- Provision for pupils with special educational needs and the unsatisfactory progress they make in literacy, including learning phonics.
- The identification and the consistency of provision for the more capable pupils, including the very able.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection was in March 1996. The school has improved well since then. It has addressed successfully all of the key issues for action. Co-ordinators and schemes of work are in place for all subjects. The Reception children now receive a good quality curriculum and teaching provides a good level of challenge. The school now has an effective reading partnership with parents and complies fully with the reporting of pupils' attendance. All health and safety issues have been addressed well.

There is also a greater proportion of good and very good or excellent teaching. Standards are higher for Reception children. The school has made good progress in improving standards of reading and very good progress in improving standards of science and geography by eleven and good progress by seven. It has made very good progress in improving standards of mathematics, including numeracy, by eleven and maintained above-average standards at seven. Standards in information and communication technology, religious education and physical education are also higher by the age of eleven. The school has maintained the good standards in art, music and design and technology for eleven-year-olds. Standards are higher for seven-year-olds in religious education, design and technology, music and history. However, standards for seven year olds remain average in information communication technology, geography and art. The school has not improved the average standards of writing at Key Stage 1 and there has been a decline in writing in Key Stage 2. Provision for pupils with special educational needs has declined in literacy.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A*	B	B	C	well above average A above average B average C below average D well below average E
Mathematics	A	A	A	A	
Science	A	A	A	A	

This table shows that over the past three years the school maintained well above average standards in mathematics and science, resulting in well above average standards compared with similar schools. However, in English, pupils' attainment in 2000 and 1999 was above the national average, and, only average compared with similar schools. In 1998 pupils did very well in English when they attained very high standards and these were in the highest 5 per cent compared with all schools. The school's targets, for 82 per cent of eleven-year-olds to achieve the expectation, Level 4, in English and mathematics for 2000 and 2001 are too low. They were exceeded in both cases in 2000 and in 1999 in English. The school is on course to exceed the targets set.

The inspection findings are:

- By the age of six, pupils attain well above average standards in their personal, social and emotional development. They attain above-average standards in communication, language and literacy, mathematical development and knowledge and understanding of the world. Standards are average in creative and physical development.
- By the age of seven, pupils attain above average standards in reading, mathematics, including numeracy, science, religious education, design and technology, history and music. However, standards are average in writing, information communication technology, art and geography. There was insufficient evidence to make a judgement in physical education.

- By the age of eleven pupils attain well above average standards in reading, mathematics, including numeracy, science and geography and above-average standards in information and communication technology, religious education, design and technology, art, history, music and physical education. However, standards are average in writing.

Pupils' overall achievement is good by the age of eleven, but it is variable through the school. Pupils achieve well in Reception and Year 1 and very well in Years 5 and 6. However, pupils achievement is weaker in Years 2, 3 and 4 as pupils do not make enough progress in learning to spell and more able pupils make unsatisfactory progress in science, mathematics and information and communication technology due to a lack of challenge. Pupils with special educational needs make unsatisfactory progress in literacy and pupils handwriting is not good enough.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn and are proud of their achievements and the school.
Behaviour, in and out of classrooms	Very good in and out of classrooms. Their moral development is very good.
Personal development and relationships	Very good. Relationships are very good. Pupils are very responsible and develop confidence. Their ability to use their initiative, teamwork and capacity for solving problems is very good by the age of eleven.
Attendance	Very good. Pupils are usually punctual.

TEACHING AND LEARNING

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

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

Of all lessons seen the quality of teaching was excellent in 9 per cent, very good in 16 per cent, good in 38 per cent, satisfactory in 31 per cent and unsatisfactory in the remaining 6 per cent. The quality of teaching and learning in English is satisfactory, overall, in Key Stages 1 and 2. In mathematics, including numeracy, it is good in Key Stage 2 and satisfactory in Key Stage 1. The quality of teaching and learning in mathematics, science, history, religious education and information technology is very good or outstanding in Years 5 and 6. Expectations are very high and pupils' learning is very well matched to their abilities. Lessons are exciting, challenging and relevant to pupils' daily lives. The weaknesses in teaching occur in literacy and numeracy lessons in Years 2, 3 and 4 where the pace of learning is sometimes slow and work does not always meet the needs of lower and higher attainers. The two unsatisfactory lessons occurred in literacy for Years 2 and 4, when spelling and handwriting skills were not taught properly. In Reception, teaching and learning in literacy and numeracy is good, which prepares the children well for the next stage.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well planned and often provides a rich educational experience for pupils. Good links are made between subjects and pupils often solve real problems which cross subject barriers. Literacy, numeracy and information and communication technology are applied well to other subjects. Links with the local community and educational visits, for example, to the Lake District, greatly enhance pupils' learning.
Provision for pupils with special educational needs	Unsatisfactory, overall. Good in numeracy but unsatisfactory in literacy. Identification is not early enough and pupils do not receive adequate support in learning the small steps in reading and writing, including phonics and spelling.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision for spiritual, moral, social as well as cultural development.
How well the school cares for its pupils	Good. The school cares for its pupils well. However, very able pupils are not systematically identified and provided for, especially in younger classes.

The links and communication with parents are very good and assist the progress the pupils make.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership and clear direction for improving the school. He leads by example of his own excellent teaching. The headteacher, senior teacher and the governors form a strong and effective team.
How well the governors fulfil their responsibilities	The governors fulfil their statutory duties well and use their skills in the service of the school
The school's evaluation of its performance	Good. The school analyses its strengths and weaknesses and takes effective action. However, the School Development Plan does not contain clear measurable targets that help the school to evaluate easily its success in raising standards.
The strategic use of resources	The school manages its resources well and priorities are planned for and financed carefully. However, costs are not clearly identified on the School Development Plan.

Staffing, accommodation and resources are satisfactory and assist the progress the pupils' make. However, the school hall is small for physical education although the school makes the best possible use of the available space. Computers are used well, especially in Key Stage 2.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The children like school and they make good progress.• The school expects children to do their best.• The children behave well.• The standards their children achieve in mathematics.• The school visits and the use of the school grounds for investigations and animals' habitats help the children to learn through practical enquiry.• The children value one another and there is a good sense of community.	<ul style="list-style-type: none">• A better match between pupils' abilities and the homework set for some younger pupils.• More extra-curricular activities.

The inspectors support the parents' positive comments and agree that there is limited extra-curricular activity after school. Homework varies greatly. Whilst it is sometimes very good, the homework for younger pupils has sometimes been too hard. It is satisfactory, overall.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The attainment on entry of children to Reception class at four years of age is above average. It is also above average for the high proportion of late entrants to the school. There is considerable mobility in this school as the school attracts pupils in Key Stage 2 although it has sometimes lost pupils at the end of Key Stage 1. For example, when the current Year 4 pupils took the end of Year 2 tests in 1999, 12 pupils took the tests of which only 5, mainly boys, remain. Approximately half of all pupils in the current Year 6, as well as the previous Year 6, entered the school in Key Stage 2. The results of both of these Year 6 pupils' Year 2 national tests, taken in previous schools, show that their overall attainment on entry was above average. However, the new entrants in the 1999/ 2000 Year 6 entered with below average standards in writing.
2. Pupils achieve well in this school as, by the time they leave the school at eleven years old, they attain well above average standards in reading, mathematics, including numeracy and science, and at least above-average standards in all of their subjects except in writing, which is average. Compared with their attainment on entry these standards represent good achievement, overall. However, pupils' achievement varies considerably from year to year. Pupils achieve well in Reception and Year 1, their achievement is very good in Years 5 and 6 whilst it is satisfactory, overall, in Years 2, 3 and 4.
3. Analysis of the 2000 national tests for eleven year olds shows that, compared with all schools, pupils attain above-average standards in English and well above average standards in mathematics and science. Compared with similar schools, pupils' attainment was average in English. It was well above average in mathematics and science and has been consistently high for the past four years.
4. However, standards in English have varied and, overall, have not been as high as the standards reached by pupils in mathematics and science. In 1997 and 1998 standards in English were very high and were in the highest 5 per cent nationally but dropped in 1999 to above average and remained so in 2000. This was because, in 2000, standards in writing did not match those in reading. In reading, all pupils attained at least Level 4, and 7 out of the 12 pupils who took the tests attained Level 5. However, in writing only 7 out of the 12 attained Level 4 or above and only 1 attained Level 5. The trend for improvement for all core subjects from 1996 to 2000 was below the national trend over a five-year period largely due to the drop in English standards.
5. The assessments made by teachers in 2000 were lower at Level 4 and Level 5 in English, mathematics and science than the tests, suggesting that teachers underestimated the ability of some pupils, including higher attainers. However, it must be remembered that as a comparatively small cohort of pupils took the tests and assessments (12 pupils), the results of one pupil can significantly alter percentages.
6. The combined test data for the years 1998 to 2000 shows no significant difference between the performance of boys and girls in mathematics and science, although girls out-performed boys in English. The school's formal targets for 2000 and for 2001 for 82 per cent of pupils to achieve the expectation, Level 4, in English, and 82 per cent in mathematics were too modest. These targets were exceeded in 1999 and 2000 in English and in 2000 in mathematics. The school is on course to exceed the targets set.
7. The findings of the inspection are that by the time the pupils leave the school at the age of eleven they attain above-average standards in English, standards of speaking and listening and reading and are well above average, but those in writing are average. Standards are well above average in mathematics, including numeracy, science and geography and are above average in

information and communication technology, religious education, design and technology, history, music, art and physical education.

8. By the time they are eleven, pupils speak very clearly and confidently. They discuss ideas in small and large groups successfully and use technical vocabulary very well. Pupils' reading is at least satisfactory and they recall the main ideas, events and characters in stories. About a half attain higher standards and read a wide range of literature. Pupils use CD-ROMs confidently and some access information successfully from the Internet. However, the quality of writing and spelling is very variable and unsatisfactory. Pupils attaining average or above standards write imaginatively using paragraphs and punctuation correctly and lively vocabulary. However, too few attain at least average standards compared with standards in reading. The quality of handwriting is unsatisfactory, overall. Spelling is average, and lower-attaining pupils do not have the skills to build words from sounds.
9. The proportion of pupils with below average writing and spelling skills varies from year to year and is high in Years 4 and 5. In Year 5 one third of all pupils, mainly boys, attain below average standards in writing and spelling. This results from pupils entering Key Stage 2, sometimes as late entrants to the school, not having mastered the basics in Key Stage 1. The school does not have rigorous special educational needs provision to address these weaknesses.
10. In mathematics, eleven-year-olds have very good mental agility. They understand multiplication tables to ten and square and cube numbers. Pupils find number patterns and recognise complex number rules very well. They are adept with multiplication and higher attainers have mastered long-division. Pupils approximate their answers well, are competent with decimals, fractions and percentages and apply these skills when solving problems. Their understanding of positive and negative numbers, algebra and probability is good.
11. In science, eleven year olds' ability to solve real-life problems and to see the relevance of science to everyday life is impressive. Pupils are very skilled when designing and planning experiments and know how to use the correct experimental procedure. Pupils' ability to predict on the basis of their scientific knowledge is excellent and their scientific knowledge is very good. Pupils explain results using scientific principles excellently.
12. By the age of eleven, both girls and boys use information and communication technology as a natural tool for learning in their other subjects. Pupils use word processing software and graphics to design information competently for audiences and their ability to use control technology for monitoring temperature is good. Pupils apply their information communication technology skills well to their subjects. However, whilst this is very good in Years 5 and 6 it is only satisfactory in Years 3 and 4.
13. Analysis of the national tests for Year 2 pupils for the past four years shows considerable variation in standards from year to year and also between subjects. However, the cohorts are very small, and the results must be interpreted with caution as the results of one pupil can make a very large difference to percentages. Therefore, reliable comparison of grades cannot be made from year to year.
14. Analysis of the 2000 tests shows that the overall standard of the 7 pupils who took the tests was well above the national average and the standards for similar schools in reading, writing and numeracy. Individual pupils achieved broadly similar standards in reading, writing and mathematics. However, this was not the case in 1999 when pupils' results, average overall in reading, writing and mathematics, showed important differences. In 1999, eleven out of 12 pupils achieved Level 2 in mathematics but only 9 out of 12 did so in reading and writing, showing underachievement in literacy. In 1998, whilst pupils' attainment was well above average in reading, it was below average in writing and mathematics. Teachers' assessments for science for the Year 2000 show that pupils' attainment was very high compared with all and similar schools.
15. Pupils' combined results for the three-year period from 1998 to 2000 shows girls far out-

performed boys in reading, writing and mathematics tests. In reading and mathematics, whilst girls attained high standards, boys' attainment was below average.

16. The findings of the inspection are that, by the end of Year 2, standards are well above average in speaking and listening, above average in reading but are average in writing and spelling. Standards are above average in mathematics, including numeracy, science, religious education, design and technology, history and music. Standards are average in information technology, art and geography. There was insufficient evidence to make a judgement in physical education. Standards observed in reading, writing and mathematics are not as high as 2000 test results, this is because of the differences in the quality of teaching. Pupils' books from last year reflect good teaching and the high standards attained in 2000 tests. Pupils' books show that teaching is only just satisfactory for Year 2.
17. By the time they are seven, pupils speak clearly and confidently. They listen attentively and express their ideas very effectively because of the school's emphasis on the development of subject vocabulary. Most pupils love reading and read competently. Able pupils read simple storybooks independently. Pupils use capital letters and full stops and are beginning to plan their stories; however, they do not present their work well enough and handwriting is often untidy. Pupils do not learn systematically the correct ways of joining letters. The school's approach to the teaching of letter sounds lacks rigour in Key Stage 1 and a significant proportion struggle with spelling.
18. In mathematics, seven-year-olds order numbers to 100 and at least add and subtract to ten. Higher attainers add and subtract numbers to 20 and use these skills when working with higher numbers. Most have good mental skills, although a few still need fingers for counting. Pupils count in 2s, 5s and 10s. Pupils identify a range of two- and three-dimensional shapes and usually measure well. However, higher attainers do not use a wide enough range of charts for communicating and interpreting information.
19. In science, seven year olds attain above-average standards, overall. Pupils' understanding of life processes and living things is very good whilst their understanding of properties of materials and electricity is good. Pupils are aware of the fair test and use simple texts for finding information. However, higher-attaining pupils do not put forward their own ideas for tests and only use mathematics at average levels. In information and communication technology, pupils generate ideas in graphics and words and show mathematical data as simple tables. They control the school's programmable toy "Roamer" by creating sets of instructions. However, there is little evidence of work at higher levels. Pupils use information and communication technology satisfactorily in English, mathematics and science.
20. Throughout, literacy is promoted effectively in other subjects such as science, design and technology, geography, history and there is a clear whole-school approach to the development of language and research skills in all subjects. Numeracy is applied well throughout Key Stage 2 and very well in Years 5 and 6 in science, design and technology and geography. The application of numeracy to other subjects is satisfactory, overall, in Years 1 and 2. However, higher-attaining pupils in Year 2 do not use higher level mathematics enough.
21. By the end of the Foundation Stage, when children are six years old, they attain well above average standards in personal, social and emotional development and communication, language and literacy. Pupils' speaking and listening skills are very good, whilst their reading and writing are above average. Standards are above average in mathematical development, including numeracy, and knowledge and understanding of the world. Attainment is in line with expectations in physical and creative development. The pupils enter school with above-average standards in personal and social development and speaking and listening skills but standards are average in mathematical and physical development. This is confirmed by the local authority's testing procedures. Pupils make good progress, overall, in the Reception class.
22. Pupils with special educational needs make unsatisfactory progress in Key Stages 1 and 2. Whilst pupils with special educational needs make good progress, overall, in numeracy, their

progress in literacy is unsatisfactory. Pupils are not always identified early enough in Key Stage 1 and the school's approach to the teaching of letter sounds lacks rigor. In both Key Stages 1 and 2, pupils do not receive enough specific, step-by-step guidance in phonics and writing and, in Years 2, 3 and 4, reading and writing tasks, are often too hard for lower-attaining pupils. This results in too many pupils in Years 5 and 6 struggling with spelling and writing.

23. The very able pupils, those who are capable of the highest standards, make unsatisfactory progress, overall. This results from lack of thorough identification procedures and very variable provision. In Years 5 and 6, pupils often make good progress in English, mathematics, science and information technology but they are not identified or provided for early enough in the school. This limits their achievement by the age of eleven. Additionally, in Year 2, there are not enough opportunities for the many potentially higher-attaining pupils to achieve at higher levels in data-handling in mathematics, science investigations and information and communication technology.
24. By the time they leave the school, despite these weaknesses, most pupils have achieved well. However, pupils' achievement in writing is unsatisfactory.

Pupils' attitudes, values and personal development

25. Children under six make good progress in the development of personal and social skills and this important aspect of their education is well above average. They like coming to school and know the difference between right and wrong. They relate very well to one another and to adults. Children share resources fairly and concentrate very well.
26. In Key Stages 1 and 2 pupils' attitudes are also very good. They are keen to come to school, settle down sensibly to get on with their work and concentrate well. They evaluate their work successfully and try to improve it; for example, in music when they compose accompaniments to poetry. The pupils' responsible attitudes and enthusiasm for school are significant features of the school. Pupils are proud to share their success with others in assemblies. In lessons, they work independently and responsibly.
27. The pupils' very good behaviour and attitudes make a very positive contribution to their progress and to the very good ethos in the school. Parents' positive views of their children's behaviour were borne out by inspection. The pupils move around the school sensibly, are courteous and helpful so there is a relaxed atmosphere in which learning and personal development flourish. Pupils, including those in Reception, clearly understand what is expected of them and the school rules and expectations. There is a real sense of community in which all feel valued.
28. Relationships between the pupils are very good. The pupils value one another as friends and when individuals are sad or upset, other pupils comfort them. There was no evidence of bullying during the inspection. The school's programme of teaching for personal, social and health education has a very positive effect on the pupils' personal development. At playtime and lunch-times, pupils play constructively together. Even the youngest children organise games and tidy up after themselves during wet playtimes. In discussion with pupils, they value the good behaviour, polite manners and positive relationships in the school. Older pupils help to clear the hall after lunch and consider younger pupils' needs when they write stories and make books for the infants.
29. Pupils express their ideas well and share them with others. They gradually learn the skills of teamwork and make decisions together. By the age of eleven they achieve very well when they work together on problem-solving activities in mathematics, science, information and communication technology or design and technology.
30. There have been no exclusions from the school. Attendance is very good and has been consistently above national levels. Pupils clearly like coming to school. Most pupils are punctual, which has a very good impact on the start of lessons. However, a very small minority is not punctual enough so that the register can be taken and lessons can begin promptly. There

is no unauthorised absence because of the school's initiatives to get parents to provide acceptable reasons for absence. Pupils with 100 per cent attendance receive certificates and a book for their excellent record.

HOW WELL ARE PUPILS TAUGHT?

31. The quality of teaching and learning is good, overall. Ninety-four per cent of lessons were satisfactory or better and this included 63 per cent of good or better teaching. One quarter of all teaching was very good or excellent. This is an improvement on the previous inspection, where only a half of all the teaching was good and none was excellent.
32. However, there are distinct differences in the quality of teaching and learning between the different stages of education and in different year groups. In the foundation stage, the quality of teaching is consistently good and one quarter of teaching observed was very good. Consequently, pupils learn well.
33. In Key Stage 2, the quality of teaching and learning is good. Teaching was excellent or very good in one third of all lessons and good in a further third. Teaching was satisfactory in the remaining lessons apart from one unsatisfactory lesson in Year 4. Teaching and learning for pupils in Years 5 and 6 is very good as most lessons are at least good, half are very good or excellent and no unsatisfactory teaching was observed. The proportion of very good or excellent teaching is impressive in Years 5 and 6 across a range of subjects, including English, mathematics, science, religious education and history. The quality of teaching for this age is often outstanding. This raises standards and promotes the pupils' very good behaviour, their love of learning and their enjoyment of school. In Years 3 and 4, the quality of teaching is satisfactory, overall. However, there are some weaker elements in literacy and numeracy, which relate to the management of the wide range of attainment in the Year 2, 3 and 4 class.
34. In Key Stage 1, the quality of teaching and learning is satisfactory, overall. Although 10 per cent of lessons were very good and 30 per cent were good, 50 per cent were only satisfactory and 10 per cent were unsatisfactory. Teaching and learning are good in Year 1 and satisfactory, overall, in Year 2. Out of all of the teaching observed, there were two unsatisfactory lessons in the teaching of literacy for the Year 2, 3 and 4 class.
35. The quality of teaching for children in Reception has improved since the previous inspection when there were shortcomings in one quarter of lessons. During the last inspection, work was not well matched to the range of children's prior attainment, planning was weak and high noise levels prevented the children concentrating. The Reception teacher, new to the class since the last inspection, matches pupils' tasks well to their previous attainment and, as a result, children learn well. There is particularly good teaching of personal and social development, communication skills, early reading and writing and numeracy. The teacher creates a very purposeful and happy atmosphere. Class assistants are well-briefed, all staff work together as a team and have a very good understanding of the needs of young children. Assessment of children's achievements occur correctly soon after children start school, and the teacher keeps good records, which are used well to inform the next stage of planning.
36. The quality of teaching and learning is at least satisfactory in all subjects apart from the teaching of writing, including spelling and handwriting, which is unsatisfactory in Key Stage 1 and the teaching of handwriting which is unsatisfactory in Key Stage 2. The quality of teaching of reading is good. The quality of teaching of numeracy is very good for younger and older pupils and satisfactory for Years 2, 3 and 4. The quality of teaching of science is good for the youngest pupils and for those in Years 3 and 4. Science teaching is excellent in Years 5 and 6, whilst it is satisfactory in Year 2. The quality of teaching of information technology is satisfactory for younger pupils and good in Key Stage 2. Teaching is good in religious education, music, design and technology and history in both Key Stages 1 and 2 and this promotes the consistency of pupils' good learning. Teaching is satisfactory in geography in Key Stage 1 and

very good in Key Stage 2 because of the impressive quality of the teaching in Years 5 and 6. In art, teaching and learning are good in Key Stage 2 but satisfactory for all younger pupils. Very good teaching was also observed for Year 5 and 6 pupils in movement and dance. However, pupils' learning was not as good as teaching in this lesson as the physical restrictions of a small school hall limited the amount of high quality learning. There was insufficient evidence to judge the quality of physical education teaching in Key Stage 1.

37. Throughout the school, in all of the good or better lessons, teachers' subject knowledge is at least good and teachers plan for and manage the very wide range of attainment in their mixed aged classes well. They ensure that all pupils, including higher- and lower-attaining pupils achieve well in all parts of the lesson. This is particularly the case in literacy and numeracy hours. Although good or better teaching in literacy and numeracy occurs in all key stages it is not consistent through the school. This causes the pupils to make inconsistent progress.
38. In Key Stage 1, although the quality of teaching English is satisfactory, overall, it has weaknesses in Year 2. In a satisfactory Year 2 lesson, where pupils learned how to connect sentences, the class session was matched satisfactorily to pupils' needs and pupils responded enthusiastically. However, during the group activities lower-attaining pupils struggled with spelling and did not receive enough support. In an unsatisfactory Year 2 lesson, the shared text was too small and hard for lower-attaining pupils to read. Although the main purpose of the lesson was writing, there was little instruction in spelling and none in handwriting. This prevented pupils learning the correct skills. The presentation of writing on the board did not provide a good model for pupils. Pupils did not learn good habits and how to strive for excellence.
39. This contrasted strongly with an excellent lesson in English in Years 5 and 6. In this lesson, writing skills were taught and modelled very competently by the teacher. The whole-class and group activities were well chosen to extend and engage all pupils. The rapid rate and depth of pupils' learning resulted from this well planned and timed lesson. However, in Years 3 and 4 the teacher does not manage time and class so well and pupils do not always produce enough work. In an unsatisfactory literacy lesson in Year 4, pupils sat on the floor for the whole literacy session and spent too long listening to the teacher rather than being actively engaged in learning.
40. In Key Stage 1, the quality of teaching and learning of numeracy is satisfactory, overall, although it is good in Year 1. In a very good lesson for Reception and Year 1 pupils, the lesson challenged all pupils throughout and the quick-fire questions in the class introduction were very well matched to the pupils' prior attainment. Pupils responded and learned quickly as the variety of activities made learning fun, enthused pupils and the group activities were very well matched to pupils' abilities. Although teaching in Year 2 is satisfactory in numeracy, there are some weaker elements. In the mixed-aged class for Years 2, 3 and 4, too often, higher or lower attainers underachieve in different parts of the lesson. In one lesson, although the introduction challenged the Year 2 higher and average attainers, the group activity did not extend the potentially higher-attaining pupils. However, the introduction was rather hard for lower-attaining pupils, which resulted in them fidgeting and losing concentration.
41. In Years 5 and 6 numeracy teaching is very good. The teachers' class management is very good and time is used very effectively throughout all parts of the lesson. Strong teaching ensures that higher and lower-attaining pupils learn briskly throughout. The group tasks are well organised so that pupils spend all their time learning and not waiting for help. The teacher listens very carefully to pupils' explanations and fine-tunes the teaching to suit the level of pupils' understanding. Very good lessons engage the pupils' enthusiasm for mathematics from the start.
42. Teachers usually plan their lessons well and a striking feature is how lessons are made relevant to pupils' daily lives. In an excellent science lesson observed for Years 5 and 6, pupils studied how water evaporated and condensed through observation of the staff-room water boiler and discussed why windows misted up. The level of questioning by the teacher and the level of pupils' scientific thinking was outstanding. This excellence was continued into the group

experimental tasks. There was a superb balance between opportunities for the pupils to think creatively and to develop precise experimental skills. The use of information and communication technology and mathematics was also rigorous and also enabled pupils to achieve excellently. This teacher had very good subject knowledge and class management.

43. Throughout, teachers have very good relationships with pupils and usually use time efficiently. They are often successful in using a range of teaching approaches, which include an effective balance between instruction, questioning, and problem-solving. For example, in Years 2, 3 and 4 in a science lesson there was a very good class introduction about the suitability of bags for different purposes and then well-organised problem-solving activities for groups. However, in a minority of lessons for Years 2, 3 and 4 the quality of class management is not as good. Too often a small group of pupils, mainly boys, continue to talk when the teacher is providing instruction. Sometimes resources are not prepared well enough and the teacher spends too long getting pupils started. This causes a loss in valuable learning time for pupils.
44. The teaching of pupils with special educational needs is unsatisfactory in literacy but satisfactory in numeracy, with very good numeracy teaching in Years 5 and 6. The pupils' Individual Educational Plans are unsatisfactory and do not give precise targets for learning sounds, spelling and writing skills. Teachers are left too much to their own devices for planning pupils' literacy needs and how best to use class assistants. As a result, pupils are not taught the precise small steps in reading, spelling and writing. Their learning programmes are often discontinuous. There is little planning for very able pupils and teaching only challenges them in Years 5 and 6, resulting in their unsatisfactory progress.
45. Day-to-day assessment is satisfactory, overall. Teachers use praise and encouragement and provide feedback during lessons. However, the quality of marking is unsatisfactory in English as marking is not rigorous and sometimes comments are far too hard for the pupils to understand. Marking is also variable in mathematics and science, although some is excellent most is satisfactory. However, pupils were given few opportunities to learn through correcting their work.
46. Parents are concerned about homework and some critical comments related to Year 2. The inspection team agrees that some work set in Year 2 is too hard and does not always provide a good match for pupils' skills. However, there are some excellent examples of homework and home reading is very effectively organised. Homework, despite some inconsistencies related to the need for closer monitoring, is satisfactory, overall.

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

47. Since the last inspection, the school has made good progress in improving the curriculum and challenge for Reception pupils. It has made very good progress in providing schemes of work in all subjects for supporting teaching and learning. All subjects now have curriculum co-ordinators and the curriculum is well co-ordinated.
48. The curriculum for Reception is well planned to ensure that children make good progress. The curriculum is rich and leads well to the nationally recommended Early Learning Goals. Good planning for communication language and literacy and numeracy helps to ensure that children make good progress.
49. This curriculum leads well into that for Key Stages 1 and 2. The curriculum is broad, rich and relevant to pupils' daily lives and meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. The curriculum fosters very good personal development and high standards by the age of eleven, apart from writing, which is average. There is a strong emphasis upon the core subjects of English, mathematics and science and information communication technology (Key Stage2). The school has an effective programme for numeracy and this is very effective in Key Stage 2. The programme for literacy is thorough in

reading but the structures for supporting phonics, spelling and handwriting are less systematic and cause pupils' erratic progress in learning to write and spell.

50. Time is used very well for teaching other subjects and the curriculum is well-balanced. There are good plans for ensuring that reading, writing, numeracy and information technology are applied to a rich and exciting curriculum. Teachers make very effective use of time when providing opportunities for pupils to solve real problems which cross subject barriers. For example, Years 3 and 4 pupils, in science, investigate the properties of materials used in real packaging and transfer this knowledge when designing and making real packaging. In Years 5 and 6, pupils' food technology project provides excellent links with science and mathematics. Art is used very well to support learning in other subjects; for example, when pupils use information and communication technology to design how best to combine graphics with text for illustrating their poetry. Some excellent art and design and technology links were forged when pupils designed and made model chairs in Years 2, 3 and 4. The curriculum for individual subjects often strikes the right balance between rigorous subject skills teaching and encouraging the pupils to be creative. Curriculum planning is good, apart from that in writing and for higher attainers in science and information technology in Year 2.
51. The school has a clear and very good policy for personal, social and health education. This is taught sensitively and includes sex and drugs education for older pupils. Pupils respond very well to this provision. An excellent programme of outside visits and visiting subject specialists greatly enriches the curriculum. These visits are planned and used very well for supporting pupils' learning. For example, in science, Year 1 pupils visited a zoo and observed how the coats of animals camouflage them for safety. This learning was continued very well in the classroom when pupils investigated camouflage effects. Some parents would like more extra-curricular activities outside of the school day and the inspection team agrees that there is very little of this kind of enrichment. However, the school conducted a survey showing that few parents required this facility.
52. The curriculum is fully available to all pupils but, in practice, it does not fully meet the policy for equal opportunities. This is because opportunities for higher- and lower-attaining pupils in Years 2, 3 and 4 to achieve at higher levels are inconsistent in literacy, numeracy, science and information technology. The provision for pupils with special educational needs is unsatisfactory. It is good in numeracy, overall, with very good provision in numeracy in Years 5 and 6. However, it is unsatisfactory in literacy as pupils' Individual Education Plans do not show precise reading, sounds and writing targets to help the teachers to plan a suitable programme of work. Provision for the very able is unsatisfactory, overall. This results from a lack of thorough identification procedures and systematic opportunities for them to achieve well. Since the previous inspection, provision for pupils with special educational needs has declined.
53. Provision for spiritual development is very good. From the earliest days, good opportunities are planned to ensure that pupils reflect on events and circumstances. Daily assemblies are the focal point of pupils' spiritual development, and very good use is made of the time. Statutory requirements are met. Prayer is a regular feature and there is a broadly Christian approach. There are frequent opportunities for pupils to develop an awareness and understanding of other faiths and cultures; for example, in religious education lessons and when pupils celebrate festivals such as Diwali and Hannukah. The pupils enjoy being together, and they sing hymns with enthusiasm and conviction. Pupils celebrate one another's achievements each week. Pupils' work is well displayed to raise their self-esteem and this shows that the school values them. There are frequent examples of time for reflection and sensitive response during lessons.
54. Provision for pupils moral development is very good. Teachers' management of pupils often seems effortless, but this is because of the school's high expectations of good behaviour. Children under six years old soon recognise that the school has firm but fair rules which make the school a happy place for everyone. In discussions, older pupils reflect on issues such as care of the environment and the value of friendship. Great care is taken to remind pupils about the diversity of the society in which they live, and aspects of different cultures are featured appropriately in the scheme of work for religious education. Pupils treat one another with

respect. Teachers provide very good role models for their pupils.

55. The school makes very good provision for pupils social development. Well-planned group work gives pupils frequent opportunities to develop teamwork skills. Reception children learn to share and be considerate to one another. Year 6 pupils benefit from a residential visit, when they learn to take on a greater responsibility for organising themselves. For some, it is their first visit away from home without their parents. Visits from members of the ambulance service help pupils to be more aware of public services and the work of adults in the community. Concerts and other social events are organised in order to encourage pupils to share their talents with the local community. The community garden party provides opportunities for pupils to work with adults and carry on traditions such as maypole dancing. Pupils show their concern for others when the school organises events to raise money for charity and consider world hunger.
56. The schools provision for pupils cultural development is very good. Creative arts are emphasised and the pupils express their ideas and feelings through art, dance, drama and poetry. In art and music, pupils learn about different styles and ideas and in science pupils learn about famous scientists and the impact of their theories on the world. Pupils learn about the faiths and traditions of other cultures. There are regular opportunities for visiting places of interest to enhance pupils' knowledge and understanding in science, history and geography. A good number of pupils have instrumental lessons and they have opportunities to perform for the school. In sport, the pupils take part in a wide range of activities such as tag rugby, netball, cricket and swimming.
57. The school's links with the local community are very good. The planned new Millennium extension will enable the school to offer more accessible facilities to the local community, such as links to the Internet and computing. Members of the local community with special skills like sewing and cooking provide valuable support when they teach small groups. For example, the design and technology sewing activities are enabling all pupils to be involved in the creation of a whole-school Millennium tapestry.
58. The school has good links with its main secondary school and this provides valuable information and communication technology support in computer control technology. The Creton Circular is sponsored by a local business. The local community joined the school for their Community Healthy Harvest Lunch and the pupils distributed food to local people.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

59. The school provides good all-round care for its pupils. Staff are vigilant, sensitive and support the pupils in their care. The governors and all staff monitor, promote and practise the safety, support and security arrangements. Child protection arrangements are appropriate and all staff are aware of the correct procedures. Guidelines are included in the staff handbook and local agencies are consulted when needed.
60. The school has resolved the health and safety issues raised at the last inspection. Staff and pupils are aware of health and safety practice and there are effective procedures. Health and safety is reviewed regularly and buildings and the grounds are checked to ensure that the learning environment is safe. The standard of care of the premises and grounds is very good. Staff work hard to maintain a clean, attractive and interesting environment. This adds very positively to the atmosphere of the whole school.
61. Assessment is satisfactory, overall. The school has substantially improved assessment in each subject and procedures for English, mathematics and science are good, overall. The school rigorously uses the Qualification and Curriculum Authority's optional assessment tasks in Years 3, 4 and 5 and also carefully uses standardised tests to assess reading standards throughout the school. The school uses assessments to plan work carefully. However, there are few

diagnostic measures for determining the levels of pupils' phonic, spelling and writing knowledge. This prevents all pupils making the progress of which they are capable in writing.

62. The school monitors the progress of each child carefully. Although this information is used well in Reception and Years 5 and 6 for ensuring that pupils make consistently good progress, this is not effective in Years 2, 3 and 4 and results in some erratic and, therefore, unsatisfactory progress in literacy and numeracy for higher- and lower-attaining pupils. The school does not have rigorous or consistent procedures for identifying pupils with special educational needs. Individual literacy needs in phonics and spelling are not picked up early enough and rigorously planned for. Consequently, pupils fall further behind until they improve through some very good teaching in Years 5 and 6. Very high-attaining pupils are not identified systematically, or provided for, and their progress is not adequately monitored or recorded.
63. The monitoring of behaviour is firmly established. Staff, pupils and parents are very clear about the schools expectations and practice. This underpins the caring atmosphere that the school community enjoys and ensures that aggressive outbursts are unlikely to occur. The school has very good strategies for dealing with any issues.
64. The school now complies with the legal requirements regarding attendance. Attendance is reported appropriately and registers are now marked and monitored effectively. Promotion and monitoring of attendance is now very well-established through very good effective school systems. Pupils and parents are equally clear about what the school expects for attendance, punctuality and authorisation of absence. There are effective procedures and links with the Educational Welfare Officer.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

65. The school has very good links with parents and high quality information is communicated to them regularly. There are close links between staff and parents, and parents can approach staff at any time. Parents respond very well to the school's initiatives and make good contributions to pupils' learning. These links have a positive impact on pupils' learning. The school has addressed the key issue and now has satisfactory communication with parents about its approaches for teaching reading.
66. Parents indicate that this is a very good school. Many parents have a high commitment to the school and take a keen interest in their childrens progress and activities. They are very good at attending school reviews on open evenings. The school governors and parents links group and the school association activities are very supportive of the school. The association raises funds for much-needed resources and improvements.
67. The school's links with parents are very good. The school works hard to establish good communications with parents and they find the school open and welcoming. The Creaton Circular contains a folder "Parents in Partnership" which keeps all school communications together and accessible. Parents work closely with the school in maintaining high standards of behaviour. Parents are very willing partners in home learning and 'Partnership in Practice', which is the very effective home-school agreement. This document clearly sets out how the school, the parents and the pupils will work together, and this partnership includes the community and the governors. Parents are clearly an essential part of a partnership for encouraging and supporting pupils with their schoolwork and their homework.
68. Parents of pupils with special educational needs are involved appropriately with their child's support. They are informed as soon as the school has concerns and are consulted on procedures. However, the lack of clear rigorous writing and spelling targets prevents parents working with the school to improve pupils' literacy.
69. The quality of information provided by the school is very good. Clear information is provided to

inform parents of the work of the school and how their children are progressing. The prospectus and the annual governors report to parents are very informative. There is information for parents and pupils about all aspects of the schools work and the achievements of the pupils. Annual school reports are informative and tell parents about how well their children are progressing. They are good indicators of what pupils achieve and what they should improve upon. These reports are reviewed with parents at parent evenings and staff are also available to see parents at other times.

HOW WELL IS THE SCHOOL LED AND MANAGED?

70. The headteacher and senior teacher provide strong leadership and ensure clear educational direction. Relationships between the headteacher and governing body are very good. Issues identified in the last report have been tackled effectively, confidently and resolutely. The headteacher has monitored classroom teaching and learning and this has helped the school to establish more consistent methods throughout the school. The co-ordinators for literacy and numeracy have worked very effectively to introduce national strategies successfully. The school is aware, however, of the need to extend the programme of monitoring to all co-ordinators to ensure that high quality work is shared and improvements are made where necessary. The headteacher, from this term, has been given extra time for monitoring teaching and releasing subject co-ordinators to work in other classes. Until this year, the budget has not allowed for this. Robust analysis of pupils' performance in national tests has helped the school to identify areas for improvement. Writing, correctly, has been identified as an area for development. The school has a good capacity to improve in the future.
71. Governors manage the school well and use their skills effectively in the service of the pupils. They fulfil their statutory responsibilities well and carry out their duties conscientiously. Governors fulfil their role as critical friends well and they work in close partnership with the headteacher. Their task groups have become increasingly active so that they are more able to contribute effectively to the formulation of the School Development Plan. They work closely with the headteacher to establish appropriate priorities and set up the plan. Although a significant number of pupils in the juniors is identified as needing extra help because of their special educational needs, there is no planning to develop this provision. The chair of governors supports the school with a high level of commitment. She visits the school regularly and feeds back to other governors so that they can evaluate the effectiveness of their decisions. The current School Development Plan, however, does not always include measurable targets to help with this process.
72. The management of provision for pupils with special educational needs is unsatisfactory. The coordinator does not have the time to perform her role. Pupils' individual educational plans are unsatisfactory as they fail to identify precise targets in phonics and spelling. The allocation of educational support assistants is managed, largely, by class teachers, and, with no whole school approach, the quality and amount of support provided is too variable.
73. Overall, financial management is sound and governors apply the principles of best value when they make decisions on spending. Specific grants are managed effectively, for example, to organise extra lessons to boost the attainment of pupils in Year 6. The extra funding for pupils with special educational needs is low this year. The school has an average number of hours allocated to educational support assistants but support for pupils in literacy is not always managed well by the class teacher. Strategic use of resources is satisfactory, overall, and governors look ahead to anticipate problems and plan appropriately to deal with them. Governors are aware that financial implications are not always clearly identified in the School Development Plan. The school secretary deals very efficiently with day-to-day administration and her computer skills are used very effectively when she supports Years 5 and 6 in computer work.

74. There are enough suitably qualified and experienced staff to ensure that pupils have their full entitlement to the National Curriculum and religious education. Professional development of staff is well organised in order to improve classroom teaching. Support for newly qualified teachers is very good. Following the headteacher's classroom monitoring, teachers show a positive and professional approach to identifying what they can do to improve classroom provision. The school benefits from close links with other small schools for staff training purposes.
75. Overall, the accommodation is barely satisfactory for the number of pupils and staff at the school. The school hall is small and there is no school playing-field. An asset management survey has identified a number of areas that are small or inadequate. The school has now been successful in obtaining funding which will allow what is described as the Millennium extension and alterations that will address most of the accommodation restrictions identified. There is no suitably fenced and equipped outdoor play area for children under six to increase their confidence and muscular control as they play.
76. The accommodation is in very good decorative condition, and has very lively and informative displays; pupils' work is celebrated and valued through these displays. The school is very imaginative in the way that parents and pupils are encouraged to help develop the grounds. For example, there are habitats for animals, birds, trees and plants. In addition, there are conservation afternoons where parents and pupils enhance the grounds with features such as the Millennium Five-sense Fun Path. The accommodation and grounds are well maintained and provide a safe, secure and interesting environment.
77. Resources for learning are adequate. The reception class is adequately equipped and resources are being monitored and improved to meet the requirements of the new curriculum for the foundation stage of education. There is a satisfactory supply of good quality books to meet pupils' needs. The school has improved the provision of reading scheme books to include sets of books for groups and some with large text, which are used effectively in the literacy hour. The school makes efficient use of the school grounds for curriculum purposes and items are borrowed from Local Education Authority sources to enhance provision when necessary. Very good use is made of field trips and visits to bring relevance to the pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78. In order to improve the school further the governors, headteacher and staff now need to:
 - * **Improve the standards of pupils' writing in Key Stages 1 and 2 by:**
 - Putting a robust and systematic curriculum for teaching phonics, spelling and handwriting in place and training staff to use these systems.
 - Ensuring that more time is devoted to teaching spelling, phonics and handwriting and for pupils to practise these skills.
 - Assessing pupils' individual needs carefully and making sure that work is always well-matched to their prior attainment.
 - Improving the quality of marking so that pupils can learn by their mistakes and are given time to correct their work.
 - Rigorously monitoring the standards of writing, evaluating the success of the curriculum and the quality of teaching and, where needed, taking effective action.

(paragraphs 2-9, 14-17, 24, 36, 38, 45, 49, 50, 61)

Improve the consistency of pupils' progress in Years 2, 3 and 4 in literacy and numeracy, especially that of higher and lower attaining pupils by:

- Ensuring that these pupils work is matched well to their prior attainment in all parts of the literacy and numeracy lessons.
- Improving teachers' class management skills for teaching mixed-aged classes so that time is

- used productively in all parts of literacy and numeracy lessons.
- Improving the quality of the teachers' on-going daily assessment so that lessons are fine tuned to meet the needs of different learners.
- Rigorously monitoring the quality of teaching and pupils' learning and taking prompt effective action.
(paragraphs 18-22, 33, 34, 37-40, 43, 46, 50, 52, 62)

Improve provision for pupils with special educational needs by:

- Improving identification procedures so that they are systematic and identifying any weaknesses in phonics, spelling and writing.
- Using assessment more rigorously to identify pupils who are underachieving.
- Making more effective use of these assessments to set clear targets for pupils in Individual Education Plans.
- Ensuring all staff are trained to teach the small steps in phonics, spelling and writing in order to match pupils' work properly.
- Improving the management of provision for pupils with special educational needs by providing more time for the special educational needs co-ordinator to perform her role; improving the management of teaching assistants and monitoring pupils' progress and the quality of teaching.
(paragraphs 9, 22, 44, 52, 61, 68, 71, 72, 73)

Improve the provision for more capable pupils, including the very able, by:

- Carefully assessing the very able pupils' talents, providing a suitable curriculum and monitoring their progress.
- Ensuring Year 2 pupils have consistent opportunities to learn at higher levels in data-handling in mathematics, science and information and communication technology.
(paragraphs 18, 19, 23, 40, 50, 52, 62)

** The school has already identified this as an area for improvement*

The governors should also include the following less important issue in their action plan:

- Ensure that the School Development Plan contains clear measurable targets so the school can easily measure its success in raising standards.
(paragraph 71)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

32

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

14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	16	38	31	6	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	80
Number of full-time pupils eligible for free school meals	3

Special educational needs

	YR – Y6
Number of pupils with Statements of Special Educational Needs	0
Number of pupils on the school's special educational needs register	14

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	2.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Key Stage 1 results have been omitted because the size of the cohort was less than 10 in Year 2000.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	6	6	12 (12)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys			
	Girls			
	Total	11	12	12
Percentage of pupils at NC Level 4 or above	School	92 (92)	100 (83)	100 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys			
	Girls			
	Total	92 (92)	100 (83)	(92)
Percentage of pupils at NC Level 4 or above	School	83 (75)	75 (83)	75 (92)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	64
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y1

Total number of qualified teachers (FTE)	3.6
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Financial information

Financial year	1999/2000
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Number of pupils per qualified teacher	22
Average class size	26.6

Education support staff: YR – Y1

Total number of education support staff	4
Total aggregate hours worked per week	55

	£
Total income	160,320
Total expenditure	150,799
Expenditure per pupil	1,909
Balance brought forward from previous year	14,850
Balance carried forward to next year	24,371

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	80
Number of questionnaires returned	47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	47	2	0	2
My child is making good progress in school.	36	51	11	0	2
Behaviour in the school is good.	41	53	6	0	0
My child gets the right amount of work to do at home.	30	49	19	2	0
The teaching is good.	49	45	4	0	2
I am kept well informed about how my child is getting on.	45	47	6	2	0
I would feel comfortable about approaching the school with questions or a problem.	62	32	4	2	0
The school expects my child to work hard and achieve his or her best.	64	34	0	2	0
The school works closely with parents.	51	41	4	2	2
The school is well led and managed.	66	26	6	0	2
The school is helping my child become mature and responsible.	51	43	6	0	0
The school provides an interesting range of activities outside lessons.	21	45	15	2	17

Summary of parents' and carers' responses

The parents strongly supported the school and a significant number said they had chosen the school because of its reputation. Many were pleased with the standards of work and their children's attitude to school. Parents also said that the school prepared the children well for secondary school. The few critical comments concerned homework as some parents thought children received too much and a few parents of seven-year-olds also thought too many worksheets were used and that homework was hard.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

79. Children under six years old are taught in the mixed-age Reception and Year 1 class. Most have had pre-school education and they enter the school with above-average attainment, overall. The school's records show that, whilst their personal, social and emotional development and speaking and listening skills are above average, their mathematical development is average. They make good progress in the six areas of learning. By the time they are six, they attain standards that are well above average in personal, emotional and social development and speaking and listening, above-average standards in reading, writing, mathematical development and knowledge and understanding of the world. Their attainment is average in physical and creative development. Staff are familiar with the 'stepping stones' of the new curriculum and have introduced these very positively.
80. Since the last inspection, the school has made good progress in improving provision for children in Reception and it is now broader and more challenging. Now the quality of the curriculum and teaching is consistently good, resulting in children's good learning. At the time of the previous inspection, teaching had weaknesses in one quarter of lessons and no good teaching was reported. This resulted from lack of match of work to children's needs and high levels of noise.

Personal, social and emotional development

81. This is very good. Children enjoy coming to school and soon settle into the classroom routines and establish effective relationships with the staff and with other children. They respond well to the simple and clearly explained classroom rules and behave very well. There is a clear understanding of what is right and what is wrong, and children develop a respect for the views of others as they work and play together. They gain increasing understanding of other cultures during religious education lessons. Because they play with older pupils in the school, pupils are integrated well and become valued members of the school community at an early age. They show independence in dressing and in personal hygiene, and children like to help with clearing-up at the end of lessons. They develop increasing levels of concentration and show enthusiasm for the wide range of activities provided.

Teaching and learning

82. Very good. All staff encourage independence and value each child. Children are helped to understand their own feelings and those of others. The staff work as an effective team and children are introduced sensitively but thoroughly to school routines. Staff have a very good understanding of the needs of young children. Relationships between staff and children are very good. The happy and purposeful atmosphere motivates children to want to learn. Good planning and adult support ensure that children adapt well to the mixed-aged class. The secure, and purposeful learning environment provides children with the right start.

Communication, language and literacy

83. Speaking and listening skills are well above average and children use them very well throughout their learning. Children ask for help confidently and are keen to make contributions to class discussions. Their vocabulary is advanced and includes words to support subject learning. Children's early reading and writing skills are above average. Children handle books with care, know initial letter sounds and recognise frequently used words in simple texts. As they read with adults, children gain greater awareness of the way books are written. They follow the words from left to right and join in the simple and repetitive stories. Higher-attaining children read well for their age and there is a good range of fiction and non-fiction in the classroom for them to

explore and enjoy. By the time they are six years old, most children write simple sentences independently. Children trace and copy the teacher's writing accurately. Most write their names with correctly formed letters.

Teaching and learning

84. Good. The literacy hour is well taught and children of all ability groups do well, including the minority of those with special educational needs. The teacher assesses children's skills well and provides them with good opportunities to learn at the right level. Language development is integrated well into all lessons. The teacher use the methods of the National Literacy strategy to build children's learning step by step and children learn well particularly when they look for letter patterns. Staff encourage the children to join in with older pupils to explore features of texts, such as capital letters and full stops. Staff provide a wide range of opportunities for children to talk, communicate and extend their vocabulary, often through practical activity and talk. The skills of early reading and writing are taught well.

Mathematical development

85. Children attain above-average standards by the time they leave Reception. They develop mathematical skills and understanding through a wide range of activities. By the time they enter Year 1, children use numbers to twenty confidently and count in tens to a hundred. They develop an awareness of addition and subtraction as they count forwards and backwards along a line of numbers. Higher-attaining pupils can add and subtract numbers quickly in mental arithmetic sessions. They know counting songs and rhymes, and play counting games confidently. They are familiar with larger numbers and count, sort and match objects, and place them in sets. They repeat sequences of colours when copying patterns. They develop mathematical language as they play with sand and make puppets and use early measuring vocabulary such as *shorter, taller, bigger and smaller*. They know the names of simple shapes and show understanding of number operations when they add numbers together confidently.

Teaching and learning

86. Good. Children learn through much practical work and through talk. The teacher uses the Numeracy Strategy very well and all ability groups learn well. The teacher assesses children's skills well and uses this information to plan very well-matched work for both class and group teaching. There are also good play opportunities for sorting, matching and weighing. Number rhymes and songs engender the children's enthusiasm for mathematics and their love of the language of mathematics. Children are encouraged to describe the mental strategies they have used in solving their problems, which promotes thinking skills effectively.

Knowledge and understanding of the world

87. The children attain above-average standards by the end of Reception. As they explore the school grounds, they gain good knowledge and understanding about changes during the year as they look at leaves and plants. After visiting a zoo, children know well how animals' coats can camouflage them and help to keep them safe. They make simple models with construction kits and enthusiastically use the computers. Children design and make models which reflect their knowledge of the real world; they make cars, lorries, houses and towers. In a craft lesson, children talk confidently about how the pieces needed to be fixed together to make puppets work. Children are aware of the range of people who help them in school, and talk about their homes and their families and where they have been on holiday. In a topic about themselves, children develop a greater understanding of the passage of time as they investigate how they have grown and changed.

Teaching and learning

88. Good. Activities are stimulating and appropriate for the age group. Lessons are well planned and learning is based firmly on experiences that are relevant to children's daily lives. The school environment is used well to support learning about the natural world. The school also organises interesting trips, for example, to Whipsnade Zoo, to broaden children's experiences and to extend their general knowledge and understanding. The staff's subject knowledge is good and the practical resources, for example, construction kits and computers, are used well.

Physical development

89. Children achieve average standards by the end of Reception. They use small apparatus with confidence, and most can throw and catch balls with good levels of control. Children jump and hop with satisfactory levels of control and co-ordination. Good levels of adult support ensure that children are helped appropriately so that all enjoy lessons and refine their movements effectively. Children share playtimes with older pupils and they play safely as they run about confidently in the playground. However, opportunities for climbing and riding activities, appropriate for children of this age, are restricted. Children have satisfactory manipulative control as they make models with construction kits and use simple craft equipment. Tools such as pencils, paint-brushes and scissors are used effectively.

Teaching and learning

90. Good teaching, but learning, overall, is only satisfactory. Children respond quickly to instructions in physical education lessons and use space well. The teacher ensures that there is a warm-up session at the beginning of the lesson and a cool-down at the end, so that the children acquire the proper routines. However, lack of a suitably fenced and equipped outdoor area and appropriate wheeled toys inhibits opportunities for children to increase their confidence and muscular control as they climb and play. This is especially important in the winter months, when children spend nearly all of the daylight hours at school and cannot play outside at home.

Creative development

91. By the time they are six, children achieve average standards and explore a wide range of medium including paint, crayon and collage to make pictures with a range of textures. They look at natural objects and develop the ability to make choices and decisions as they select items to create collages. Children develop their drawing and painting skills satisfactorily and do detailed, colourful and lively drawings to illustrate their written work. Greater awareness of mathematical shapes develops well as children make three-dimensional models with cardboard, recycled materials and clay. Children sing tunefully and play percussion instruments rhythmically. They develop a growing repertoire of action songs and follow the teacher's actions well. They join with older pupils to sing confidently in assemblies and listen to music attentively. Throughout the day, the teacher provides opportunities for children to explore their feelings and develop their imagination. In the role-play area, children pretend to work in a toyshop and they make imaginative puppets and display them for sale.

Teaching and learning

92. Satisfactory. Activities are usually challenging and well planned and good language skills are developed through activities. However, when children create models they do not always have enough opportunities to express their ideas.

ENGLISH

93. Results and comparisons in national tests have to be considered with caution because of the small number of pupils entered each year. Within those groups, differences in pupils' individual attainment affect percentages significantly. In the 2000 national tests for eleven-year-olds the school's overall English results were above average compared with all schools and average compared with similar schools. Results were similar to the 1999 results. The school exceeded the formal targets set in 1999 and 2000 and is now considering setting higher targets for 2001.
94. The inspection findings are that standards for eleven year olds are above average, overall, and are similar to 1999 and 2000 tests. Standards in reading and speaking and listening are well above average. In writing and spelling, they are average. The school is addressing the issue of writing robustly through intense teaching of grammatical conventions and drafting. Although rhyming words and patterns of letters have been explored in the literacy hour, the school is aware that the teaching of spelling rules has not been systematic and lacks rigour.
95. Since the last inspection, when standards were average in all aspects of English, standards have improved very well in speaking and listening and reading but have declined in writing. The school monitors the progress of different groups in the school and, in line with national practice, gives booster' support towards the end of Year 6. One third of all pupils in Year 5, mainly boys, attain below-average standards in writing and spelling. This results from pupils entering Key Stage 2, sometimes as late entrants to the school, not having mastered the basics in Key Stage 1. The school does not have rigorous special educational needs provision for addressing these weaknesses.
96. By the time they are eleven, most pupils join in discussions confidently and answer teachers' questions clearly. In Year 6, pupils use specific vocabulary, for example, to describe the water cycle and to explain their findings during a recent field trip. Pupils speak very confidently in front of a larger audience when they contribute very well to school assemblies and take part in concerts for parents and friends.
97. By the time they are eleven, most pupils have a wide range of strategies to help them understand what they read. They use context cues well and recount the significant ideas, events and characters in stories. Able pupils read children's novels of good quality with fluency and expression to bring the text to life. They cope well with the more complex narrative structures in these stories. All pupils read a good range of literature, including poetry and non-fiction. In the literacy hour, pupils read together from enlarged print and this benefits all pupils by encouraging pace and expression. Pupils study vocabulary and sentence structure and these give them valuable practice in understanding harder texts and also enriches writing activities. Most pupils use CD-ROMs confidently and this supports the extension of research skills. Higher-attaining pupils access information from the Internet.
98. The literacy hour has been introduced effectively in Years 5 and 6 and this has benefited older pupils. In extended writing lessons, pupils now plan and draft their work systematically and use word processing effectively to present work for display. Spelling is average and not as good as reading. Pupils' achievement is hampered because a significant minority does not have adequate phonics and spelling skills to build words from sounds. By the time pupils leave the school, average and higher-attaining pupils know how to use paragraphs and pupils use interesting vocabulary which brings life to their writing. The work of higher-attaining pupils in both Years 5 and 6 is very good. However, throughout the key stage the quality of handwriting varies too much and is unsatisfactory. In Years 3 and 4, pupils do not always produce enough work because the teacher does not manage time well enough. Teachers do not mark books rigorously; sometimes comments are hard for pupils to understand and little time is allocated for pupils to learn through corrections.

99. In the 2000 reading and writing national tests for seven-year-olds, all 7 pupils achieved at least average standards and 4 out of 7 achieved the higher level, Level 3. These results were well above the national average in reading and very high in writing compared with all schools and well above average compared with similar schools. Results in 2000 were higher in both reading and writing than in 1999. However, because the cohort was very small in 2000 comparisons from year to year cannot be reliably made. Over the three-year period 1998 to 2000, girls far out performed boys in reading and writing.
100. From inspection, standards in the current Year 2 do not compare well with those in the 2000 tests. A different teacher now takes the current Year 2 pupils. Neither do standards compare well with the standards pupils achieve by the end of their Reception year in writing. Standards are well above average in speaking and listening and reading and average in writing. The quality of handwriting is unsatisfactory. Whilst letter sounds and shapes are taught well when children start school, this is not continued in a systematic way throughout the infants. Since the last inspection, the school has made good progress in improving standards in speaking, listening and reading but unsatisfactory progress in writing.
101. By the time they are seven, most pupils speak clearly and reply confidently to teachers' questions. Pupils listen attentively and take turns to contribute to discussions; for example in Year 2, when they evaluate one another's performance in music. They express their ideas and thoughts very effectively because of the school's emphasis on the development of appropriate subject vocabulary.
102. By the time they are seven, pupils develop a love of reading and most read enthusiastically. They use a variety of clues, such as context, understanding of character and story titles. Able pupils read simple storybooks confidently and discuss the characters and stories. As they read together in the literacy hour, pupils look for rhymes. They recognise speech marks and question marks and begin to use them in their own writing. Higher-attaining pupils use simple dictionaries effectively and are confident in using the contents and index pages in books. Most pupils are aware of the contribution of authors and illustrators to books.
103. By the time they are seven, most pupils use capital letters and full stops satisfactorily. They begin to plan their stories and there is a clear sense of narrative. Pupils sequence events with increasing skill when they write instructions. More able pupils begin to use inverted commas for speech. Presentation of work is variable and handwriting is often untidy. Pupils do not develop adequate ways of joining letters. In practice books, teachers do not always correct pupils' mistakes. Pupils do not gain good habits as soon as possible and learn that only the best will do. The school's approach to the teaching of letter sounds lacks rigour throughout the key stage and this prevents pupils, by the end of the key stage, blending them confidently into words. This is especially important for pupils with special educational needs, who are not always identified soon enough in Key Stage 1 and given specific, step-by-step guidance. Their Individual Education Plans do not give enough guidance to teachers for planning their work.
104. Literacy is promoted effectively in other subjects, such as science and history, and there is a clear whole-school approach to the development of language and research skills in all subjects. Pupils throughout the school love reading and there is literature of good quality in classrooms. Opportunities are taken to enrich the pupils' vocabulary by labelling displays and providing lists of useful words in the classrooms. Since the last inspection, parents have been given more advice on how to support their children with learning at home. Improvements in reading throughout the school indicate that this has benefited pupils.
105. Pupils enjoy their English lessons and the literacy hour is popular. As they explore texts and share their ideas, pupils make good gains in learning. Behaviour is very good in lessons and most pupils are generally hard-working and productive. The progress of pupils in Years 3 and 4 is hindered when discussion periods are extended for too long and there is insufficient time for written work. There is a lack of challenge for higher-attaining pupils in this class.

106. The quality of teaching and learning is satisfactory, overall. However, it is too variable. It is good, overall, in Years 1, 5 and 6, with an example of excellent teaching for the oldest pupils. Two unsatisfactory lessons were seen for pupils in Years 2, 3 and 4. The best lessons were characterised by the teachers' enthusiasm and engagement with pupils. In these lessons, activities were well chosen and planned effectively for each group and there was a brisk pace, which stimulated pupils and encouraged them to learn at a good rate. Pupils were also provided with good models of writing, for example, from well-known literature, in order to raise their attainment. Excellent teaching in Year 6 enabled pupils to gain a deeper understanding of how to plan and draft stories. Pupils in Year 1 benefit from good levels of adult support because the classroom assistant is well-briefed on the objectives of lessons.
107. Where teaching is less effective, in the mixed-aged Years 2, 3 and 4 class, activities are not always matched sufficiently to pupils' earlier learning. As a result, some pupils do not complete tasks because they are too difficult and time is wasted on activities that do not move pupils' learning forward fast enough. Pupils do not develop handwriting and spelling skills in a systematic way because the teacher does not spend enough time developing these skills.
108. Provision for pupils with special educational needs is unsatisfactory, overall. Individual Education Plans for these pupils do not help teachers to provide regular, step-by-step help for consistently good improvement throughout the school. The lack of a whole-school approach to the regular teaching of phonics is especially detrimental for these pupils. Provision for gifted and talented pupils is very good for the oldest pupils in the school but is unsatisfactory, overall. They are not extended in the middle years and there is no school policy for teaching them.
109. With the introduction of the Literacy Hour, the co-ordinator's role has developed effectively so that she now monitors classroom teaching and learning, teachers' planning and pupils' work. This has enabled the school to introduce the National Literacy Strategy successfully. Recent improvements in the standard and range of materials to support lessons have had a positive impact on pupils' learning. The range and quality of books in the library is sufficient to support the range and depth of pupils' reading and their skills of research and investigation in all subjects. Pupils' enthusiasm is promoted through a good variety of high quality fiction.

MATHEMATICS

110. By the age of eleven, pupils attained well above average standards in the 2000 national tests compared with all schools. These standards were also well above average compared with similar schools. The school has maintained these very good standards for the last four years. Results show that there has been no significant difference between the performance of girls and boys.
111. The findings of the inspection show that the current Year 6 achieve standards that are well above average in mathematics, including numeracy. Since the last inspection, the school has made very good progress in improving standards, which were then average. In Year 6, pupils attain at least average standards and a substantial proportion achieves at the higher level. By Year 6, pupils have very good mental agility with numbers, they are fast and accurate. They understand multiplication tables to ten, square and cube numbers. Pupils find number patterns and recognise complex number rules very well. All pupils use the four rules of number accurately, including long multiplication, and a substantial proportion attain higher and have mastered long division. Pupils approximate their answers well, checking to see if their results are reasonable. Pupils understand decimals, fractions and percentages and apply these skills when solving problems. They understand positive and negative numbers and interpret coordinates in all four quadrants. Pupils understand algebra well and use brackets and simple formulae successfully. Standards are good also in shape, space and data-handling and probability.
112. Pupils apply numeracy well to other subjects. Some very good work was seen in Years 5 and 6 when pupils collected mathematical data in science using temperature sensors and used data-

handling software. Good work was also seen in Years 3 and 4 when pupils measured the forces different bags could withstand. Throughout Key Stage 2 pupils apply numeracy well to design and technology and geography.

113. Pupils use information communication technology well in mathematics and some very good use of information communication technology was seen in the way older pupils used the computer to plot and analyse science results for measuring the rate of evaporation of water from a surface. The computer is also used very well to encourage lower attainers to enjoy mathematics and to develop their number skills. For example, a group of older lower attainers searched for number patterns on a graphics programme especially designed by the headteacher. This gave the pupils an exciting context for applying their numeracy and the will to succeed.
114. By the age of seven, pupils attained well above average standards in the 2000 national tests. These standards were well above those reached by pupils in similar schools. However, the school's cohort was very small and care must be taken in interpreting these results as the results of one pupil can make a large impact on percentages. Nevertheless, all pupils attained at least Level 2 and the proportions attaining Level 2B or Level 3 were both well above average. These results are an improvement on those attained from 1997 to 1999 when, overall, standards were below average. Over the three year period, 1998 to 2000, girls did far better than boys as their performance exceeded the national average whilst that of boys fell below it.
115. The findings of the inspection show that the current Year 2 pupils attain above-average standards but standards are not as high as those attained by the seven year olds who took the tests in 2000. Examination of pupils' work indicates that the quality of teaching was particularly good last year and this raised standards. In contrast, examination of the current Year 2 pupils' books and lesson observations, show that teaching is now only satisfactory and has several weaker elements. The standards observed are similar to those attained at the previous inspection.
116. By Year 2, pupils order numbers to 100 and can at least add and subtract to ten. Higher attainers understand addition and subtraction facts to 20 successfully when working with higher numbers. Most have good mental skills although a few still need fingers for counting. Pupils count in 2s, 5s and 10s and higher attainers can count in threes by working out their answers as they go along. Pupils are beginning to understand decimal notation; for example, when working with money, they know how to show coins in pence or as decimals of a pound. Pupils identify a range of two- and three-dimensional shapes and have good measuring skills when they make models in design and technology. They record results in simple tables, but higher attainers do not learn at higher levels when handling data. They do not use a wide enough range of charts for communicating and interpreting the information they have gathered.
117. Pupils apply their numerical skills satisfactorily to other curriculum areas, for example, science, when they record their tests on materials. Pupils use information and communication technology satisfactorily for practising number routines and for showing information on bar charts.
118. Pupils with special educational needs make satisfactory progress in Key Stage 1 and good progress, overall, in Key Stage 2. In Key Stage 1, pupils' progress is good in Year 1 and satisfactory, overall, in Year 2. Their progress in Years 5 and 6 is very good through the teacher's very good assessment of pupils' skills and use of this for planning well-matched work. This raises their attainment to the level of the national expectation. However, in Years 3 and 4, pupils' progress is just satisfactory. In the mixed-aged class of Years 2, 3 and 4, pupils' work is not always well matched during class introductions when questions are often too hard for lower attainers.
119. The few very able pupils make unsatisfactory progress, as there are no systematic identification procedures or continuous programmes of enrichment for them. In Years 1, 5 and 6 pupils are sometimes given challenging problems and then they achieve appropriately. However, examination of pupils' work shows that provision for them is very unsystematic and, too often, pupils complete tasks easily.

120. Given their average standards in mathematics on entry to the school pupils' achievement is very good, although it is very variable through the school. Pupils start well by building good basic skills in Reception and Year 1 and learning to solve simple problems. Although most achieve satisfactorily in Years 2, 3 and 4 they do not learn as effectively as in other years. In particular, higher- and lower-attaining pupils do not always make satisfactory progress during whole-class sessions in numeracy when questions are either too hard or too easy to take the pupils' learning forward. Pupils make rapid progress in Years 5 and 6 because of the demanding teaching and its relevance to everyday life and their previous learning.
121. The quality of teaching and learning is good, overall, and this is an improvement since the previous inspection. A major factor in the success of the teaching and learning, is the effective implementation of the Numeracy Strategy and teachers' good planning. In the most successful lessons teachers have high expectations of pupils and manage the wide range of attainment in their classes well. In these classes, teachers have good subject knowledge and use their time very effectively during whole-class and group work. However, teaching is very variable and ranges from very good to satisfactory. Teaching is good in Key Stage 2 but only satisfactory in Key Stage 1. It is very good for Years 1, 5, and 6 but only satisfactory for pupils in Years 2, 3 and 4.
122. When teaching is very good, the teachers have excellent management skills and use time very productively. Teachers are particularly skilled at ensuring that higher- and lower-attaining pupils learn well throughout. Teachers plan and ensure that there is a very good balance between new learning and opportunities for pupils to practice what they already know. The pace is brisk and the number of group tasks is appropriate. Tasks are well organised so that pupils spend all their time learning and not waiting for help. In such lessons, teachers listen carefully to pupils' explanations and fine-tune their teaching to suit the level of pupils' understanding. In a very good Year 6 lesson, where pupils learned to establish their own number rules, higher-attaining pupils were encouraged to apply complex number rules, including using prime factors, square numbers, whilst average and lower-attaining pupils learned to apply their knowledge of multiplication tables when seeking patterns. Very good lessons are fun and engage the pupils' enthusiasm for mathematics from the start.
123. This contrasts with satisfactory teaching where the match of work to pupils' prior attainment is not as always good enough and time is not always used as effectively. In a lesson for the mixed-aged Year 2, 3 and 4 class, the lesson was well planned and the teacher challenged the above-average and average attaining Year 2 pupils in the lesson introduction. However, during the group activity the higher-attaining pupils could have worked harder. When teaching is only satisfactory class management is less effective. For example, some pupils occasionally carry on their own discussion when the teacher is instructing the whole class. Assessment is thorough, and used to plan pupils' work well, but their classroom implementation differs considerably depending upon the skill of the teacher. Marking is too variable and does not always show the pupils what they need to achieve. Homework is satisfactory and usually extends pupils' class learning. Resources are satisfactory.
124. The mathematics curriculum is broad and balanced and covers fully the requirements of the National Curriculum. However, the implementation of the Numeracy Strategy varies too much, from mainly very good to satisfactory. The subject co-ordinator is very enthusiastic, knowledgeable, gives high quality support to teachers in their planning and sets a good example by her own high quality teaching. Her monitoring role is now developing satisfactorily, as there is now funding to release her to work and monitor other classes. The staff have observed model numeracy lessons in other schools, which has been a good strategy for improving the quality of teaching and learning. There is a good scheme of work, although higher-attaining pupils sometimes work through too many examples of work they have already mastered.

SCIENCE

125. By the age of eleven, pupils attained well above average standards in the 2000 national tests compared with all schools as well as with similar schools. The school has maintained these very good standards for the last four years. Results show that there has been no significant difference between the performance of girls and boys. Since the last inspection, the school has made very good progress in improving the standards in Key Stage 2 and good progress in Key Stage 1.
126. The inspection findings are that, by the end of Year 6, pupils attain well above average standards in all aspects of science. Pupils' ability to apply science to solving real-life problems and to see the relevance of science to everyday life is impressive. All pupils are skilled when planning experiments and many achieve high standards in their ability to plan experiments for answering scientific questions. For example, when pupils try to solve the problem of finding out whether soup will cool the quickest in a cup or a mug, pupils show very good understanding of how they can make the test fair. They select apparatus and measure temperature accurately using computer-controlled temperature sensors. Their ability to collect, record and interpret results using mathematical charts is well above average, whether using the computer or other means of mathematical recording. Pupils' ability to predict on the basis of their scientific knowledge is excellent. Pupils ask questions and suggest ideas very well; however, there are not enough opportunities for the more capable pupils to design experiments in response to their own questions. Pupils' ability to explain results using scientific principles is excellent.
127. Pupils understand well how scientists need to solve real problems and how they have their own methods for obtaining answers. Pupils have good knowledge of the work of important scientists, for example, Isaac Newton, and their impact on society. Pupils' scientific knowledge is very good. During the inspection, pupils studied how condensation and evaporation occurred from observing the staffroom water boiler. Pupils' explanation of the reasons for evaporation and condensation, and their ability to identify other contexts where these changes occur, was excellent.
128. Pupils use information and communication technology very successfully as a natural tool for helping them to record and analyse results. For example, after Year 5 pupils measured the amount of condensation that formed on a surface, pupils carefully plotted their results using Excel and compared their results very well.
129. By the age of seven, pupils attained very high standards compared with all schools as well as similar schools in the Year 2000 national teachers' assessments. However, only 7 pupils were assessed. This cohort was very small and the results of one pupil can make a large impact on percentages. All pupils attained Level 2 in all aspects of science. However, whilst the proportion attaining the higher Level 3 was very high in experimental science and life and living processes, the proportion attaining Level 3 in properties of materials and physical processes was well below average. Examination of these pupils' work for last year shows a thorough understanding of life processes and living things. However, pupils did not cover all aspects of investigative science, at Level 3, as pupils did not put forward their own ideas for answering questions; there was also little on reversible changes or forces.
130. The inspection findings are that the current Year 2 pupils attain above-average standards, although pupils' understanding of life processes and living things is well above average. Pupils' understand well how different bags are made from different materials and their suitability for different purposes. Pupils observe carefully and use scientific language very well. For example, they can explain the difference between rigid and flexible materials. Pupils respond to suggestions of how to find things out and their use of mathematics for recording findings is average. Pupils are beginning to use the fair test and also use simple texts for finding information. However, pupils do not ask their own questions enough or put forward their own ideas for tests. There is little evidence of the use of mathematics beyond Level 2. There are few opportunities for pupils to predict or to evaluate their work and suggest improvements.
131. Pupils in Year 1 and 2 use information and communication technology satisfactorily within science, for example, when investigating flowers in the local environment, pupils design their

own flowers. When pupils discover different attributes about themselves, they record their results using bar charts. However, there is little evidence of word processing work in science.

132. Pupils with special educational needs make good progress in Key Stages 1 and 2 through the high expectations of their teachers and good opportunities for the pupils to learn scientific language through practical enquiry. Higher-attaining pupils make unsatisfactory progress as they have inconsistent opportunities to learn at higher levels. The progress of the very able is also unsatisfactory. There are no identification procedures and they often learn at the same level as the other pupils, apart from those in Years 5 and 6.
133. Pupils' achievement is good, overall. It is satisfactory in Key Stage 1. Pupils' achieve well in Year 1; however, in Year 2, whilst most pupils' achievement is satisfactory higher-attaining pupils underachieve. It is good, overall, in Key Stage 2.
134. The quality of teaching and learning is good, overall. However, it ranges from outstanding to satisfactory. Teaching and learning are very good in Key Stage 2, with outstanding teaching for pupils in Years 5 and 6. The quality of teaching is satisfactory in Key Stage 1. Teaching is good in Year 1 and satisfactory in Year 2. Since the last inspection, the quality of teaching has improved well in Key Stage 2 and it is similar in Key Stage 1. All teachers have good subject knowledge and make science relevant to everyday life. Class management is good, overall, and excellent when teaching is outstanding. When teaching is outstanding, the teacher uses a very good balance between instruction, questioning and pupils' own enquiry, including problem-solving. The teacher is very adept when organising group or whole class sessions. There are excellent explanations of scientific concepts, and complex scientific language is conveyed in a way that pupils understand. Learning is fun and very relevant to the pupils' daily lives. Continuity between science lessons is excellent and practical science is very well organised.
135. Good teaching was seen in Year 3 when work was well matched to pupils' previous learning. The teacher had high expectations of the standards pupils could reach in investigative science. The strengths in this lesson were the very good use of mathematics, the good pace of teaching and learning and the good way in which pupils were organised. The assistant was well-briefed and provided good support during group work. However, in Year 2 teaching was only satisfactory because opportunities for higher-attaining pupils to learn at higher levels were inconsistent.
136. Science is well managed, and the co-ordinator, who is also the headteacher, guides teachers in their planning and in their teaching. The science curriculum provides rich learning experiences for pupils. The school uses the Qualification and Curriculum Authority's guidelines well, overall. However, there is inconsistent planning for higher-attaining pupils in Key Stage 1 in investigative science, and there is not enough work on forces. The curriculum is well-balanced in Key Stage 2, although there are not enough opportunities for more capable pupils to design their own experiments in response to their own questions. The local environment, including the pond, is used very well for studying living things. The visit to the Lakes also provides important opportunities for natural science. Younger pupils visit Twycross Zoo when studying camouflage. Resources are good and are used well.

ART

137. Standards in art are above average by the time pupils are eleven and average by the time they are seven. This is similar to the findings in the last inspection. No lessons were observed; evidence was gained from talking to pupils, looking at their work, and examining the school's planning for art.
138. By the time they are eleven, pupils have become aware of the different ways in which pictures can be made. They bring their knowledge and understanding of how famous artists have worked to influence their own work. They paint eye-catching pictures after studying the work of Elizabeth Frink. During their recent visit to the Lake District, pupils in Years 5 and 6 developed their skills in sketching and produced work of good quality when they went to places of historical

interest and during their fieldwork. Their sketches of natural scenes, boats, buildings and furniture demonstrate good pencil control; they are detailed and carefully shaded. Fabric printing is of a high standard. Pupils make their own printing blocks and then rotate the motifs to create patterns reminiscent of William Morris. They extend this work by creating lovely patterns on the computer. Three-dimensional work develops well as pupils gain increasing skill in using fabrics. They have worked with parents to make a beautiful Millennium tapestry, which shows significant features of the twentieth century. Pupils used salt-dough as they worked with a local craftsperson to create well-designed plaques of bowls of fruit. Their skills for moulding and shaping clay develop well when pupils make well executed models of dry stone walls, and buildings and boats.

139. By the time they are seven years old, pupils develop skills and techniques effectively as they experiment with a good range of materials, including pencil, crayon, pastel, paint and collage to create pictures that often link closely with work in other subjects. In a topic on 'Ourselves', pupils went for a walk and then painted pictures of what they had seen and heard. They used bright colours and bold strokes to paint vehicles, trees, birds and household pets. Pupils draw self-portraits, with detailed features and a clear attempt to capture what they really look like. In mathematics, pupils explore shape and gain increasing awareness of how pictures can be made from squares, circles, triangles and rectangles. They organise these imaginatively to design vehicles, buildings and people. In science, pupils include careful drawings in their reports of investigations. Art is used effectively to bring life and colour to stories pupils have heard. Pupils cut, fold and shape paper well to make original large-scale illustrations for display around the school.
140. The high quality of pupils' displayed work demonstrates that they have experienced at least satisfactory teaching, with good teaching in the juniors. Topics and resources are well chosen to stimulate and motivate pupils. Planning includes the systematic development of skills so that pupils build effectively on what they can already do. Literacy and numeracy are developed effectively in the subject. Pupils find out about significant artists and explore shape and perspective. The use of art to support other subjects is good, and this has a very positive effect on the pupils' good progress in careful observation and confident use of a range of techniques. Assessment procedures are at an early stage; the recently introduced scheme of work for the subject enables teachers to identify pupils' systematic skill development. The subject is managed well; teachers' planning and pupils' work is monitored appropriately.
141. Prints of well-known pictures are displayed in the school to inspire pupils. Bright and well-organised displays of pupils' work raise their self-esteem, and pupils with special educational needs achieve well and enjoy their success in this subject.

DESIGN AND TECHNOLOGY

142. By the ages of eleven and seven, pupils attain above-average standards in design and technology. These standards are similar to those attained at the time of the previous inspection for Key Stage 2 and higher for Key Stage 1.
143. By the age of eleven, the pupils design, make and test with a range of materials, including wood strip and other construction materials, textiles and food. Pupils apply their knowledge of products, users' preferences, science and art very well to their designing and making. However, there are a few weaknesses as well strengths. When designing and making breads for a Christmas party, pupils investigate users' preferences and research for information about the nutritional value of breads very well. They apply this knowledge successfully when designing and making. Similarly, when pupils design and make shelters, they develop a good understanding of a range of shelters. However, pupils do not always produce clear design criteria for their products. This restricts their ability to evaluate their products during and after designing and making to see whether their products meet their intended purposes. Pupils are very creative and produce very good design ideas; however, their graphics skills are average. Pupils' craft skills are good and they cut, shape join and combine a range of materials well.

Pupils finish their work carefully using art skills and techniques.

144. By the age of seven, pupils' designing and making skills are above average. When pupils design and make chairs they apply their knowledge of existing chairs very well. Their design ideas are very creative and they represent their ideas by drawing very well. Pupils' ability to apply art is very good indeed. When making, although pupils have cut-shaped and joined wood with help, they do not select their own materials and techniques sufficiently well and in this respect they are average. Pupils evaluate and improve their work appropriately.
145. Pupils' overall achievement is good. Year 1 pupils design and make a range of products, including pictures with sliding parts, and use papier mâché techniques when they design and make giraffes. However, when younger pupils design and make moving vehicles, too much craft work is done for them by adults. Pupils achieve well in Years 3 and 4 and this continues into Years 5 and 6. Pupils in Years 3 and 4 produced some good work when they designed and made pop-up flowers using pneumatic systems and applied their scientific knowledge of forces very well. In Key Stage 2, pupils use information and communication technology well. For example, when pupils designed their latest advertising catalogue, pupils used a digital camera to show their products. Pupils also design and make traffic light systems when they use the control technology equipment at the local secondary school. There is little evidence of pupils in Key Stage 1 using information and communication technology in the subject.
146. Pupils with special educational needs make good progress and attain standards that are similar to their peers. Very able pupils underachieve as they are not identified, and opportunities for pupils to achieve at higher levels within different aspects of the design process are inconsistent throughout. Throughout the school, pupils apply mathematics well to design and technology; for example, in Years 3 and 4 pupils measure accurately and apply their knowledge of three-dimensional shapes when designing and making packaging.
147. The quality of teaching is good, and this is confirmed by examination of pupils' work. Teachers have good subject knowledge and use the Qualification and Curriculum Authority's guidelines competently. They ensure that the pupils have sufficient product and practical investigations and skills before they proceed to designing and making tasks. For example, a good lesson was seen in Years 3 and 4. Here, pupils were at the investigative stage. They explored packaging and tried out their assembly ideas after being taught simple craft skills. The subject is well co-ordinated and the school has planned a balanced programme. Assessment is satisfactory and is built into the Qualification and Curriculum Authority's guidelines. Resources are satisfactory.

GEOGRAPHY

148. Only one geography lesson was observed. From this evidence, and from analysis of pupils' work, scrutiny of teachers' planning and discussions with pupils and teachers, standards are well above average for pupils aged eleven and average for pupils aged seven. Standards have improved since the previous inspection when they were average at both key stages.
149. By the age of eleven, the pupils have detailed knowledge and understanding of natural and man-made features of the world. They know the effects of humans on the natural and man-made environment. For example, they know why cotton mills were built in Manchester in the past and the importance of the industry to cotton mill workers. Pupils' understanding of the signs and symbols on Ordnance Survey maps is very good and they are able to locate places they have visited. Pupils' advanced geographical skills were used and extended during the residential trip in Years 5 and 6. Their very good fieldwork skills were evident when they kept journals, noted the flora and fauna, calculated bearings and plotted routes. Scientific knowledge of evaporation and condensation helps pupils in Years 5 and 6 to understand the water cycle. Research skills develop well as pupils gain information from books, atlases, globes, CD-ROMs and the Internet. Pupils in Years 3 and 4 study weather around the world, investigate the climate in Malaga and make temperature graphs.
150. By the time they are seven years old, pupils develop average geographical skills and knowledge.

They draw plans of their bedrooms, explore the school site and the locality and then extend their investigations to gain a wider view of the world. Work in geography links well with that in other subjects. Younger pupils think about their own lives, families, and ways of living and then explore different kinds of homes. They know that people live in flats and in terraced, detached and semi-detached houses. Investigation into building materials links well with the study of materials in science and design and technology. Pupils in Year 2 begin to ask questions of a geographical nature as they look for similarities and differences in climates. They draw on their own experiences of holidays by the sea, in warm countries or where there are mountains. Pupils read simple maps confidently and are able to identify the British Isles on a globe.

151. Information and communications technology is used well by pupils to collate and present their findings clearly and attractively in graphic form. Skills in literacy and numeracy are developed well as pupils write reports, label diagrams and order information. Pupils with special educational needs make good progress in Key Stage 2 and satisfactory progress in Key Stage 1. More able pupils' progress is very inconsistent, and whilst satisfactory in Years 5 and 6 it is unsatisfactory, overall. More able pupils are only given challenging work in Years 5 and 6.
152. Although little teaching was seen, scrutiny of work and discussion with pupils shows that it is at least satisfactory and is very good indeed for older pupils in the juniors. Work for pupils in Year 2 is not always pitched at the right level but good adult support in lessons ensures that pupils gain knowledge and understanding at a satisfactory rate. The quality and extent of work for pupils in Years 5 and 6 reveal very good levels of planning and the provision of an exciting range of first-hand experiences. These pupils learn at a very good rate and achieve very well by the time they are eleven years old. Throughout the school, the pupils' progress and attainment are recorded at the end of modules of work.
153. The co-ordinator regularly monitors subject planning and the school has planned for her to monitor classroom teaching and learning. Resources are adequate. There are sufficient large maps, of appropriate levels of detail, of the British Isles, Europe and the World, and pupils make regular reference to them. The locality is used effectively for first-hand study and field trips are used very well to enrich pupils' experiences. This helps pupils to gain a real 'feel' for geography and makes classroom learning more relevant for them.

HISTORY

154. By the ages of eleven and seven, pupils' attainment is above average. One lesson was observed for pupils in Years 5 and 6 and other evidence was gained from displays, photographs, discussions and scrutiny of pupils' work.
155. By the time they are eleven years old, pupils use a wider range of sources and gain deeper knowledge of history when they study a variety of historical periods. Pupils can place significant periods, such as the Roman, Tudor and Victorian ages, in chronological order and identify changes in homes and ways of dressing. As they investigate the increase in house building after World War Two, pupils gain greater awareness of the impact of war on society and they link the causes and effects of events and changes. Pupils are keen to extend their knowledge and share it with others. They have a wide vocabulary and discuss their knowledge in a mature manner. Skills of historical enquiry are used and developed effectively as work is recorded in a number of ways. They are enthusiastic about the visits they make to historical sites such as Styal cotton mill. Experiences such as this bring relevance to pupils' learning.
156. By the age of seven, pupils can compare everyday life in the past with the present day. They know that there have been changes over time, and in their own and their families lives. Pupils gain increasing awareness of how they themselves have grown and how their needs have changed. They study old photographs, magazines and artefacts to get to know more about domestic life long ago. They consider the differences between old and modern household equipment and recognise the physical effort that was needed to keep homes and laundry clean

long ago.

157. Literacy is promoted very well in history as pupils read and write about their current work. Numeracy is promoted as pupils find out about the age of artefacts and calculate how long ago events happened. Computers are used satisfactorily as pupils access information from CD-ROMs and higher-attaining pupils use the Internet confidently.
158. Pupils, including those with special educational needs, make good progress in their understanding of the passage of time and the changes in society. Since the last inspection, standards have improved from satisfactory to good at Key Stage 1. Good standards have been maintained at Key Stage 2.
159. From the available evidence, it is clear that teaching is at least satisfactory and is often good or better. The lesson observed in Year 6 was very good. Teachers provide stimulating tasks that stir pupils' imagination and allow for initiative and involvement. Pupils are encouraged to use their reading, writing and artistic skills to bring life and interest to their work. Teachers encourage pupils to be thoughtful and reflective rather than to copy from published texts indiscriminately. There is a systematic cycle of topics which ensures that pupils in mixed-aged classes learn appropriate historical skills at each key stage. Assessment procedures are being developed to record pupils' progress in the recently-adopted curriculum. The co-ordinator's role has grown since the last inspection; she now monitors the curriculum and teachers' planning. The school is organising a system of regular classroom monitoring to maintain current high standards.
160. Visits to museums and historical sites enhance the curriculum. School resources are adequate, and the use of the locality brings relevance to the pupils' learning. Involvement of parents in the making of a tapestry about the Millennium helps pupils to value the information and skills they can gain from adults in their lives.

INFORMATION TECHNOLOGY

161. By the age of eleven standards are above average and by seven they are average. This is an improvement in Key Stage 2 on the average standards achieved at the time of the previous inspection, although standards in Key Stage 1 remain average.
162. By the age of eleven, pupils (both girls and boys) use information and communication technology as a natural tool for learning in other subjects. Pupils use word processing software and graphics to design competently ways of presenting poetry they have created after visiting Quarry Bank Cotton Mill in Manchester. Pupils select graphics, font style, size and colour to capture the historical nature of their poems very well. When pupils design and make their Cramps catalogue, which is a catalogue for advertising products they have designed and made, pupils' ability to select, combine and present information for attracting their audience is very good.
163. In this project, pupils used a digital camera successfully for taking photos of their products and combined this information with attractive colourful fonts in different styles. Pupils are familiar with how to use e-mail, although at present few computers have this facility. Pupils represent and analyse successfully mathematical information gained through science; for example, the results of monitoring changes in the temperature of liquids through using temperature sensors controlled by the computer. Pupils create sets of instructions for switching traffic lights on and off when they undertake a control technology project at the local secondary school.
164. By the age of seven, pupils generate ideas in the form of graphics when designing pictures to show a fireworks display. Pupils use the keyboard to enter text and to generate and amend ideas. Pupils also show mathematical data in the form of simple tables and control the school's programmable toy by creating sets of instructions. However, there is little evidence of work at

higher levels in information communication technology.

165. Pupils with special educational needs make good progress in Key Stage 2 because of the rapid progress in Years 5 and 6. This is particularly so in numeracy lessons when the pupils practise their understanding of multiplication tables. Pupils with special educational needs make satisfactory progress in Key 1. Very able pupils make unsatisfactory progress. Although their progress is satisfactory in Years 5 and 6, through regular opportunities to achieve at higher levels, this is not the case in Years 2, 3 and 4 where all higher-attaining pupils' progress is unsatisfactory as pupils are provided with work that is aimed at the average. Overall, most pupils' achievement is good in Key Stage 2 and satisfactory in Key Stage 1.
166. The quality of teaching and learning is satisfactory, overall, and good for Years 5 and 6. The good teaching and high expectations of teachers in Years 5 and 6 raises pupils' attainment by the time they leave the school. This judgement has been made after examination of pupils' previous work, observing two lessons in Years 5 and 6 and observing the pupils when they used the computer in the context of their work in other subjects. A striking feature of all of the work is how well information communication technology is used to support learning in other subjects. In Years 5 and 6, teachers have very good subject knowledge for all aspects of the subject and plan how to teach skills very carefully. Time is used most productively and the small suite of computers is used regularly within literacy, numeracy and science lessons. The secretary provides good teaching support to pupils in Years 5 and 6. However, in Years 2, 3 and 4 time is not used as well and the use of computers is less frequent. Pupils in Year 1 are provided with relevant experiences and satisfactory opportunities for using the computer.
167. The school has a good scheme of work and the co-ordinator has very good subject knowledge and helps teachers to plan their work. However, as the co-ordinator is also the teaching headteacher, there has been little time until recently for him to support teachers in their classrooms. However, the governors have recently agreed that the headteacher should have more time for this. Resources are satisfactory and very well organised. The school has plans to build a new extension and to upgrade its computer suite with some new machines. This is appropriate.

MUSIC

168. Standards are above average by the age of eleven and seven and pupils build well on their skills and knowledge as they progress through school. There are particular strengths in composing and performing by the time pupils are eleven years old. These findings concur with those in the last inspection report.
169. By the time they are eleven, pupils are aware of the elements of music such as timbre and duration. Older pupils apply their experience of playing a good range of percussion instruments to the creation of their own compositions. These show a good understanding of how scores should give clear instructions to the players. Sounds are represented by imaginative symbols so that pieces can be performed by other members of the class. Pupils appraise their own work and that of other groups thoughtfully and constructively. In assemblies, pupils listen attentively to music from a range of cultures and genres. They know the names and some well-known works of famous composers and enjoy rap and classical music. In acts of collective worship, pupils celebrate through song as they sing hymns thoughtfully, with regard to appropriate tempo and the meaning of the words. Older pupils sing two-part songs confidently because they listen well.
170. By the age of seven, pupils have a good repertoire of songs and sing tunefully and rhythmically. They use their imagination to explore musical sounds and are aware that pitch and dynamics can be used to create a variety of moods and atmospheres. Pupils in Year 2 create increasingly complex rhythms and textures to accompany their own poetry. They evaluate their performance and work together effectively in groups to improve their music-making. Throughout the infants,

they sing simple songs, often in other subjects such as mathematics.

171. Pupils, including those with special educational needs, enjoy making music. They sustain their concentration, listen well to advice from the teacher and try hard to improve their compositions. They want to do well, and realise that it takes effort from everyone to achieve a good performance. Throughout the school, pupils gain skills, knowledge and understanding, which extends their cultural awareness. After their trip to the Lake District, pupils created music about a train journey and composed 'water music'. They know that their ideas and thoughts can be expressed in musical terms.
172. The overall quality of teaching is good. Teachers have high expectations of the pupils and they prepare lessons well with clear learning objectives and appropriate resources. Lessons take place at a brisk pace, and the pupils' interest is captured effectively through interesting material and activities. Pupils learn at a good rate during a 'celebration in song', when the teacher gives instruction of good quality, which enables pupils to improve their singing. The elements of music are taught systematically and there is a clear sense of progress in lessons. Literacy is developed effectively as pupils read about famous musicians and their works. As they compose pieces, pupils also consider poetry and lyrics. Numeracy is promoted as pupils look for pattern and rhythm in compositions. Assessment procedures are being developed appropriately to record pupils' progress in the new curriculum.
173. The co-ordinator has secure subject knowledge and she gives clear educational direction for the teaching of music. Pupils throughout the school benefit from her specialist expertise. The scheme of work provides helpful guidance for non-specialist teachers and includes and emphasises the acquisition of skills, knowledge and enjoyment. Resources are adequate and they are used well. There is a good variety of recorded music that is used effectively, especially in assemblies. The organisation of concerts for parents gives pupils valuable opportunities to perform for others. A good number of pupils play violin and woodwind instruments and are able to share their talents when they play for other pupils and at special events.

PHYSICAL EDUCATION

174. By the age of eleven, standards are above average. However, because of the restrictions of the timetable no lessons were observed in Key Stage 1 and there was insufficient evidence to make a judgement for pupils aged from 6 to 7. The planned curriculum covers all areas of activity; games, gymnastics, dance and swimming. The standards in Key Stage 2 are higher than the average standards reported at the time of the last inspection.
175. By the age of eleven, pupils achieve well in gymnastics and dance. Pupils develop individual skills and creativity as well as teamwork skills successfully. Pupils select and combine techniques and skills, for example, when pretending to be rolling logs, and smoothly change their movement when a path diverges. They are very precise in their movement and produce well-controlled sequences of movement when working individually or in small teams. They analyse, comment upon their own movements, and those of others, and improve their movements in their striving for excellence. They have a very good awareness of the effect of exercise on their health. All pupils swim during four months of the year at Duston pool, where specialists teach the pupils. Pupils are also taught rugby by a rugby coach from Daventry Rugby club and take part in the Daventry Tag Rugby tournament. A cricket coach from Trinidad has also provided specialist teaching for junior-aged pupils. Pupils also benefit from specialist teaching in athletics when they visit Daventry sports hall and are taught by specialist. The school also teaches netball, and pupils take part in tournaments with other schools.
176. In the lesson observed, all pupils achieved well and the regular specialist teaching provides good opportunities for higher-attaining pupils to excel. The quality of teaching in the lesson observed in dance and gymnastics was very good. However, learning was only good as the school hall is

small for older pupils and sometimes pupils had to take turns in practising their movement because of safety factors. This involved a loss of learning time. The quality of class management, relationships and communication were all excellent. The level of skills' teaching was very good. There was a very good balance between the time spent on developing pupils' creativity and improving their skills in controlling and perfecting their movement. For example, practising dish rolls, side rolls or log rolls. The lesson was very well planned and very good use was made of time considering the constraints of the size of hall. The chair of governors provided very good support to groups during the practising stages.

177. The school also takes older pupils on a visit to the Lake District, and this involves walking and small mountain climbing. Safety policies are very thorough and taken very seriously by the school. The school uses the village playing-field for football and athletics and there are good, comprehensive safety policies. The school grounds offer restricted opportunities but are used for throwing and there is a jumping pit. There is a good subject policy and scheme of work. Physical education is well planned. Resources are satisfactory, overall, and are very well used by the school.

RELIGIOUS EDUCATION

178. Pupils' overall attainment is above the expectations outlined in the locally agreed syllabus by the end of both key stages. Standards have improved since the last inspection, when they were satisfactory throughout the school.
179. By the age of eleven, pupils show a clear understanding of values and sensitivity associated with living in a multi-faith society. They build successfully on previous knowledge and develop an understanding of the importance of the Bible to Christians. They know that in other faiths there are holy books and special places, such as churches, synagogues and mosques where people worship. They begin to develop an understanding of Christianity, Islam and Judaism, and an awareness of Hinduism and Sikhism, through stories, pictures, and artefacts. They learn that everyday practices, such as giving and caring, are common to other faiths. They know about the major festivals associated with these religions and understand that religious stories convey important messages about good and evil. Pupils with special educational needs make good progress and they receive appropriate support.
180. By the age of seven, the majority of the pupils show a developing awareness and understanding of major religious festivals such as Christmas and Diwali. Most have a good understanding of values and feelings, such as caring and fairness, and relate these to everyday situations and stories from the Bible. They know about special religious books such as the Bible. Pupils develop an increasing understanding of moral issues.
181. Throughout the school, pupils respond positively in assemblies, and religious education plays an important part in the school's programme of personal and social education. In an infant assembly, pupils expressed their feelings openly and candidly and listened considerately to the views of others. Pupils are open-minded and want to know about other faiths. The school fosters this interest and pupils have investigated Hindu and Jewish foods during festivals such as Diwali and Hannukah.
182. Only one lesson was seen in the juniors and it was excellent. Important aspects of the Christian faith were introduced sensitively as pupils discussed significant features in their own lives. From the examination of pupils' work and from talking to them it is evident that teaching is at least good on a regular basis. Teachers' planning shows a clear understanding of the curriculum and appropriate experiences are organised to engage pupils' interest and curiosity. A good range of faiths is studied. Literacy is promoted well. Pupils become increasingly aware of the wide range of sacred scriptures, including the Bible, which are central to many religions. The co-ordinator leads the subject well. She monitors teachers' planning and pupils' work. Plans are in hand for her to monitor teaching and learning.

183. There is a good scheme of work, based on the locally agreed syllabus, and lessons build effectively on previous learning. Assessment procedures are being developed appropriately. The school already has a very good system for recording pupils' personal and social development. There is a satisfactory variety of learning resources, which includes a range of artefacts from the major faiths studied, and these are supplemented when required from the local resource centre. The curriculum is further enhanced with some good displays around the school. Visits to the nearby church bring relevance to religious education lessons when pupils study the importance of special artefacts and symbols in places of worship.