

INSPECTION REPORT

**STOKE GOLDINGTON CHURCH OF ENGLAND
FIRST SCHOOL**

Stoke Goldington

Newport Pagnell

LEA area: Milton Keynes

Unique reference number: 110408

Headteacher: Mrs S Judd

Reporting inspector: Geraldine Taujanskas
25352

Dates of inspection: 27th – 29th November 2000

Inspection number: 224367

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Controlled
Age range of pupils:	4-8
Gender of pupils:	Mixed
School address:	25 High Street Stoke Goldington Newport Pagnell
Postcode:	MK16 8NP
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Appropriate authority:	Governing Body
Name of chair of governors:	Martyn Ingles
Date of previous inspection:	18 th September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Geraldine Taujanskas 25352	Registered Inspector	English Art and Design History Religious Education	What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What the school should do to improve further?
Valerie Cain 9056	Lay Inspector		How well the school cares for its pupils. How well does the school work in partnership with parents?
John Wilkinson 7069	Team Inspector	Mathematics Science Information and Communication Technology Geography Physical Education The foundation stage Equal opportunities Special educational needs	Pupils' attitudes, values and personal development. How good are the curricular opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stoke Goldington Church of England First School is a small rural school, near Newport Pagnell. Situated in the Milton Keynes Local Education Authority (LEA) the school serves the communities of Stoke Goldington and Gayhurst.

The school is much smaller than average and caters for girls and boys aged 4-8 years. Pupils come from the local community, which consists mainly of private housing. Almost all pupils are of white British heritage. No pupils are learning English as an additional language. Currently 31 pupils attend the school full time, in 2 mixed-age classes. Twenty-three per cent of the pupils are on the special educational needs register, which is well below the national average. No pupils have a statement of special educational needs, which is below average for statements. According to the LEA's calculations, less than eight per cent of the pupils are entitled to free school meals, which is well below the national average. Children's attainment on entry ranges from average to above average, but is mainly above average. Most children have attended a pre-school or nursery. The school operates a three-term entry policy in line with the LEA. The school has strong links with the local community.

HOW GOOD THE SCHOOL IS

This is a good school, which makes very effective provision for its pupils. Pupils enjoy coming to school where they receive high standards of care and support. Standards are high and pupils achieve well through the consistently good quality teaching, which provides them with challenging activities. In this small school, the headteacher provides very good leadership and dedicated staff work well together as a team. The governing body is knowledgeable and supports the school effectively. The school gives good value for money.

What the school does well

- Pupils achieve highly, particularly in English, mathematics and science, and also in art, music and design and technology.
- Teaching is consistently good, with some very good features.
- The school is well-led by a dedicated headteacher, supported by a committed and hard-working staff who work very well together in a stable team.
- The governing body is knowledgeable and effective in its management of the school.
- High standards of care and support are provided for all pupils.
- There is a good partnership with parents, who are very supportive of the school.
- Attendance is well above the national average, enabling pupils to make the most of the good opportunities to learn.

What could be improved

- Standards in information and communication technology.
- Strategies for managing incidents of disruptive behaviour by a small number of pupils.
- Opportunities for pupils, particularly in the foundation stage, to improve their large motor skills by more frequent, planned physical development sessions.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvements since the previous inspection in September 1996. It has addressed the key issues successfully and provided more opportunities for cultural development, for example. The provision and use of resources have been improved, including improved use of the library and more opportunities for imaginative play through the provision of new outdoor facilities. Teaching strategies have been effectively reviewed, and lessons are well-paced and challenging overall.

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
reading	A*	A	A*	A*	Very high A* well above average A above average B average C below average D well below average E
writing	A	A	A	B	
mathematics	A*	A	A	A	

Children in the foundation stage are making good progress. The vast majority are on course to achieve the early learning goals by the end of the reception year and a substantial number will exceed them.

Pupils make good progress throughout the school in both key stages and achieve consistently high standards in reading, writing, science and mathematics, when compared with other schools nationally and with similar schools. Standards are particularly high in reading, in the top 5% nationally, and when compared with similar schools. This is confirmed by the results of national assessments over several years, although standards were lower at the time of the last inspection. Results at this very small school are affected substantially by small changes in numbers, such as the addition or absence of one pupil.

Teachers, specialist knowledge and skilful teaching results in pupils attaining high standards in art, design and technology and music. In all other subjects, apart from information and communication technology (ICT), pupils make satisfactory progress in both key stages and achieve standards in line with national expectations. In ICT, pupils make unsatisfactory progress in both key stages. In religious education pupils achieve standards in line with the locally agreed syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to learn. They enjoy coming to school.
Behaviour, in and out of classrooms	Good. Most pupils are well behaved. A few pupils are sometimes disruptive and inattentive and need careful management.
Personal development and relationships	Pupils show very good levels of respect and sensitivity to each other. Positive relationships between staff and pupils are evident throughout the school day. Good provision is made for pupils to undertake responsibilities to increase personal independence.
Attendance	Very good, well above national averages, which has a positive impact on pupils' learning.

TEACHING AND LEARNING

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

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

In almost all lessons observed, 93 per cent, teaching was at least good. In almost one fifth of the lessons observed teaching was very good or better. One lesson was excellent and one was satisfactory. English and mathematics are consistently well-taught. This high quality teaching leads to good progress in lessons

for pupils of all abilities. There are a significant number of strengths in the teaching. Teachers have a good knowledge of the subjects they teach. They attend training regularly to update and extend their skills. Planning is thorough. Teachers use good methods to interest and motivate pupils. The introductions to lessons are effective, telling pupils what they will learn. Planning shows clearly where support staff will be allocated. This means good use is made of their considerable expertise to help pupils learn well. Questioning is used well during lessons. Teachers skilfully adapt questions to the abilities of their pupils. This ensures that all pupils can take an active part in the lesson. Teachers demonstrate and model the activities well for pupils. Staff lack confidence in using technology effectively and pupils make insufficient progress in this subject.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. A broad curriculum enables pupils to achieve highly overall and gain a balance of knowledge and skills across a wide area. Information and communication technology is planned appropriately, but not yet sufficiently implemented across the school.
Provision for pupils with special educational needs	Very good. Very effective provision and good classroom support leads to pupils making good progress.
Provision for pupils with English as an additional language	There are no children with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils have good opportunities to learn through a broad curriculum. This includes specific planned events where pupils learn about other cultures and opportunities for pupils to give to others less fortunate than themselves.
How well the school cares for its pupils	Staff know pupils well and provide high standards of care. Procedures for dealing with unacceptable behaviour are not clear, so staff's strategies are sometimes limited, which the school recognises and is addressing.

There is a good partnership with parents, who are very supportive of the school overall.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well-led by a dedicated and energetic headteacher, who is well-supported by all staff at this small school. Together, they share a strong commitment to improvement in order to provide the best education they can for the pupils. This leads to a positive ethos, good morale and high expectations of pupils.
How well the governors fulfil their responsibilities	The governing body is knowledgeable and effective. Aably-led, the governors have a positive and informed approach. They focus on the school's needs and use funding well to address the identified priorities for improvement, giving good support to the school.
The school's evaluation of its performance	Good use is made of means to check the effectiveness of the school.
The strategic use of resources	Good use is made of funding to support pupils' progress and, recently, to allow the headteacher some valuable management time.

Staffing and resources are good. Part-time staff are very committed and dedicated but this means that the headteacher, as the only full-time member of staff, undertakes significant curriculum, as well as other

responsibilities. The accommodation is limited by the lack of indoor facilities for physical education but the school does its best to manage this effectively. The school gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teaching is good. • Children make good progress. • Children like coming to school. • School has a good relationship with parents and is very approachable. • There are high expectations of children to work hard. 	<ul style="list-style-type: none"> • The range of activities after school. • The standards of behaviour of some pupils. • Information about how children are getting on in school.

The inspection team agrees with the positive comments made by parents. Inspection evidence shows that there is a good range of after school activities, including chess, football and tennis coaching. This is appropriate provision for these young children. There are a few pupils whose challenging behaviour falls short of the highest standards and who need more support and guidance. The school recognises and is addressing this issue. Many opportunities are available for parents to learn about what their children are doing in school, particularly on alternate Friday afternoons, when parents can visit the school informally.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils enter school with attainments which are mainly above national averages. Most children have benefited from attending pre-school or nursery and have well-developed skills. By the end of the foundation stage most children have exceeded the early learning goals. They make good progress throughout the school in both key stages and results of National Curriculum Tests and assessments show that pupils achieve highly in reading, writing, mathematics and science. Standards are particularly high in reading, in the top 5 per cent nationally, and when compared with similar schools. Significant numbers of pupils reach the higher Level 3 in reading but lower numbers in writing, although all pupils reach Level 2.
2. Although at the time of the last inspection standards were lower, the current high standards are consistently reflected in test results in the past three years. Results at this very small school are substantially affected by small changes in numbers, such as the addition, or absence, of one pupil. The school has already identified the need to provide further emphasis on writing skills in order to improve numbers of pupils gaining higher levels and maintain high standards overall. The school sets itself high targets and uses analysis of assessments effectively to improve standards and pupils' progress. All pupils, including those pupils with special educational needs, make good progress in comparison to their earlier achievements. The high quality of provision for pupils on the special educational needs register, including assessment, recording and reviews, contributes significantly to their good progress.
3. Standards of work seen in English, mathematics and science during the inspection reflect the standards achieved in National Curriculum Tests, and are consistently high in both key stages. There are particular strengths in pupils' attainments in art, design and technology and music. In these subjects pupils benefit from specialist teaching which utilises teachers' skills fully, and enables pupils to make good progress. In art, for example, pupils learn to draw well, and they make very careful, detailed still life drawings of fruit, such as a pineapple, which are good quality. Children in the Reception and Year 1 class thoroughly enjoy investigating how a lunch box works and then design one themselves, learning new vocabulary and evaluating their designs very effectively. In all other subjects, apart from information and communication technology, pupils make satisfactory progress in both key stages and achieve standards in line with national expectations. In religious education pupils achieve standards in line with the locally agreed syllabus. They gain a good understanding of Christianity and also begin to understand some aspects of other world faiths, such as Judaism.
4. Standards in information and communication technology are unsatisfactory at both key stages. Although the policy for ICT is in place, too few opportunities are planned for pupils to learn in lessons. This means that pupils make unsatisfactory progress overall and do not gain the skills they need sufficiently quickly. The school has no hall for the provision of indoor physical education, which limits the opportunities for regular lessons during winter months, when it is difficult to make good use of outdoor provision. The lack of indoor facilities is challenging, but staff work hard to ensure pupils have regular weekly lessons. This provision is satisfactory overall, but means children in the foundation stage have limited chances to practise and improve physical skills when the weather is poor. Too few opportunities are planned for children to gain experience of moving over and under, climbing and balancing to improve large motor skills.

Pupils' attitudes, values and personal development

5. Pupils have very positive attitudes to school. These have been maintained well since the previous inspection. Pupils are keen and eager as they arrive at the beginning of the school day. They are

generally punctual and settle down to work quickly at the start of lessons. Lessons begin promptly, with no time slippage. Throughout the school, pupils have settled into daily routines and are comfortable with staff and visitors alike.

6. Pupils generally demonstrate very good attitudes to learning and to many other aspects of school life. The large majority take an interest in their work, are generally well motivated and are keen to contribute. Most pupils listen attentively to their teachers and respond appropriately to the instructions they are given. In different group situations, most pupils are able to work well together and take a pride in their achievements. However, the concentration span of a small minority of pupils is short and they quickly go off task. This sometimes has a negative effect on the rest of the class, causing disruption to pupils who are otherwise appropriately engaged with their work. Pupils are generally courteous to adults and respectful to one another, although at play times a few pupils are rather boisterous. The behaviour policy is being applied consistently, but the school is aware that a more rigorous attitude to the challenging behaviour of a few pupils is required and is presently reviewing the situation.
7. Pupils' personal development is good. Pupils handle equipment and resources with care and show respect for the property of others. In most instances, they co-operate well with each other and mix easily. In small groups, they assist one another if required so that a sense of the importance of considering the feelings of others is beginning to develop. Opportunities to undertake small responsibilities are provided with, for instance, a regular timetable of weekly class helpers.
8. Relationships between the pupils are very good. In all the lessons observed there was a strong rapport between pupils and staff. This has a direct bearing on the resulting good work and high standards of the school. Both good work and good behaviour are formally acknowledged in a recognised system of rewards and sanctions. Most pupils are sensitive to the needs of others and show respect for their teachers and for other adults who visit the school. The whole site is free from litter and graffiti, showing care for property and the environment. As part of the school's personal and social education programme, pupils benefit from the use of circle time where they are encouraged to express their views in a more sensitive context. The school supports a strong sense of social inclusion so that all pupils integrate well.
9. Pupils' attendance at school is very good. The level of attendance is above the national average and this has a positive impact on pupils' learning. There are no unauthorised absences.

HOW WELL ARE PUPILS TAUGHT?

10. Teaching is good overall throughout the school. In almost all lessons observed, 93 per cent, teaching was at least good. In almost one fifth of the lessons observed teaching was very good or better. One lesson was excellent and one was satisfactory. This represents an improvement overall on the standards found in the last inspection. Pupils are taught well and this leads to good progress in lessons. There are a significant number of strengths in the teaching. Teachers have a good knowledge of the subjects they teach. They attend training regularly to update and extend their skills. Planning is thorough. Long-term planning is detailed and effectively translated into weekly planning. Appropriately challenging activities for the ages and abilities of the pupils are planned. For example, in an English lesson, older pupils were challenged to produce written instructions from a set of pictorial instructions for a model. This enables pupils to make very good gains in knowledge and skills. Planning shows clearly where support staff will be allocated. This ensures that teachers are well-prepared for lessons and that best use is made of the skills of support staff.
11. Teachers use good methods to interest and motivate pupils. The introductions to lessons are effective, telling pupils what they will learn. Pupils quickly become interested and eager to participate when they understand what the lesson is about. Teachers recap previous learning

effectively to check understanding and hold pupils' interest. For example, in a design and technology lesson the teacher recapped the vocabulary for a lunchbox design, ensuring all pupils remembered 'hinge and fastener.' Questioning is used well during lessons. Teachers adapt questions skilfully to the abilities of their pupils. This ensures that all pupils can take an active part in the lesson. Teachers demonstrate and model the activities well for pupils. For example, they model writing very well, writing clearly so that pupils have a good example to follow and a clear understanding of the standards expected. Teachers keep lessons well-paced so that pupils maintain their interest and achieve well. Occasionally, the time planned for the lesson is too long and pupils become tired by the length of the lesson in one subject. Teachers monitor pupils' work effectively, moving around the classroom giving support and help where needed. This also encourages pupils to develop good concentration skills. Support staff provide positive help for pupils. They work well as part of the staff team and teachers ensure their skills are used effectively. They also ensure that parent helpers are actively engaged, giving valuable support to the pupils.

12. Pleasant and positive relationships encourage pupils to respond positively. Staff praise pupils for good behaviour, effort and achievement. This motivates pupils effectively. Teachers generally manage pupils well, resulting in good behaviour. This means that pupils can learn well. A small number of pupils, however, present more challenging behaviour. These pupils sometimes disrupt lessons, although teachers ensure that this causes minimum disruption to other pupils. However, the learning of this disruptive group of pupils is sometimes limited by their behaviour. Good use is made of the end of lessons to gather pupils together and reinforce the learning from the lesson. This gives teachers a good chance to check and assess pupils' understanding. Resources are generally used effectively to support pupils' learning. In history in the reception and Year 1 class, artefacts from Victorian times, including a wash board, dolly peg and flat irons, were used very well to show pupils how washing and ironing would be done in times gone by. Pupils really enjoyed the chance to 'wash' clothes, and this brought the subject to life effectively. Information and communication technology is not always used effectively to support pupils' learning, either by using it as a tool, such as for writing, or by introducing programs which reinforce skills from the lesson. Computers are often switched on, but not in use.
13. Homework is set regularly to extend pupils' learning. It is made clear what pupils should do and the time teachers take to include written instructions is effective in enabling parents to support their child in completing the set work at home. For example, younger pupils were asked to find items at home made from various materials such as metal and wood and to draw them in boxes, as an extension to science activities in the classroom.

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

14. Provision for children in the Foundation Stage has been recently reviewed to ensure that they have suitable opportunities to achieve the early learning goals in their reception year. The curriculum is planned well and covers all areas of learning. Overall it provides a good foundation for children's later learning in the National Curriculum, and maintains the quality outlined in the previous inspection.
15. The curriculum for pupils of statutory school age is broad and includes all the subjects of the National Curriculum. There is provision for personal, social and health education, including appropriate sex and drugs education. This maintains the quality found in the last inspection. The curriculum is also sufficiently balanced so that all pupils have access to all subjects and this is a strength for a small school. The school has introduced the National Literacy Strategy successfully and indications are that the teaching of literacy is having a beneficial effect on pupils' learning. The National Numeracy Strategy has also been implemented well. The allocation of teaching time at both key stages is satisfactory overall for all subjects. During the time of the inspection there were no lessons in physical education. It is evident from the planning and from photographic

evidence that sufficient provision is made. However, it is clear the absence of a main hall and the need to use one classroom for physical education places restrictions on the pupils' participation in this subject during the winter, when outdoor facilities are not convenient or appropriate. Although there is a relevant policy based on the most recent guidelines for the teaching of information and communication technology the school recognises the need to implement the provision more effectively to support the long-term development of pupils' skills in the subject. Policies and schemes of work are in place for all subject areas, though many are at present under review in the light of recent National Curriculum initiatives. Overall, the curriculum is planned well to provide a wide range of educational experiences for pupils.

16. All pupils have equal opportunity to participate in the curriculum provided. Good management in one lesson, for instance, ensured pupils withdrawn for violin tuition, received the introductory session for a literacy lesson during the lunchtime session. Provision for pupils with special educational needs is very good and the Code of Practice is followed carefully. There is a whole school policy to guide teachers' planning to ensure continuity and progression in each subject. In most lessons the day-to-day planning is good with learning objectives clearly identified. Baseline assessment procedures to identify children's attainment on entry are also well established. Throughout their school career a separate 'Special Book' is then maintained for each pupil as a portfolio of annotated samples of their work to indicate the progress they are making. Teachers maintain ongoing records of pupils' reading and spelling progress and a reading diary ensures good links with parents in this area of learning. A suitable range of extra-curricular activities is provided including sport and musical activities and the school makes appropriate use of peripatetic music teachers.
17. The school has developed strong links with the community. Road Safety awareness is promoted by the local police, parents and friends help with training the Road Safety programme which is called "Footsteps". The school nurse contributes to the pupils' health education. Very good relationships have been fostered with the local pre-school to assist the children's first admission to school. Sports coaching is offered after school and the pupils are involved in a variety of visits including participation in special church services. This small school is to be commended on the range of opportunities it provides, which make a significant contribution to the pupils' learning.
18. Provision for pupils' spiritual development is very good, an improvement since the last inspection. Assemblies and Acts of Collective Worship take place daily and meet statutory requirements. They make a significant contribution to pupils' spiritual development, through the use of music and regular chances for pupils to reflect on the stories and parables told. The overall assembly programme includes special features, such as regular visits from the local vicar, and the pupils' participation in the Millennium Service. The programme for religious education also makes a valuable contribution to the pupils' spiritual development, for example, it encourages pupils to think about and reflect on their own beliefs and those of others. It is also evident that staff take opportunities in a more informal manner, in lessons, to enable pupils to reflect on their experiences and develop an appreciation of values and beliefs, such as in music.
19. Provision for pupils' moral development is very good. Pupils are aware of the rewards and sanctions policy introduced in the school and the large majority respond very well. They generally behave very well and clearly recognise the difference between right and wrong. Their moral development is well catered for through the consistent approach adopted by teachers throughout the day. Pupils support charities regularly, raising their awareness of the needs of others. Pupils are presently collecting toys for the 'shoe boxes' to be sent to Eastern Europe. They are becoming aware of children less fortunate than themselves, often through their assembly programme.
20. Provision for pupils' social development is very good. Staff provide very good role models of courtesy and respect, which pupils respond to well. There are opportunities for pupils to undertake responsibility for particular tasks in the classroom and around the school. For example,

older pupils help younger ones, both in classrooms and at play times. The school also provides a wide range of social events, along with extra-curricular activities, in which the pupils participate, giving them further opportunities to improve their social skills.

21. Provision for the pupils' cultural development is good which is an improvement on the findings of the previous inspection. More multi-cultural material is provided in the school library so pupils become aware of the range of cultures in society in which they live, and further afield. Instruments from other cultures provide a good opportunity to explore how other people live. Pupils benefit from specific projects such as 'Ghana week' where visitors gave pupils a wealth of knowledge into another culture, including music and dance. For example, pupils learned by demonstration how small children are carried in a long piece of cloth, intricately tied around the mother. In history pupils learn about cultures from long ago, and other subjects, particularly art and music contribute equally well. For example, 'composer of the week' gives pupils chances to hear a broad range of classical music from different ages at assembly and other times.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

22. The school provides good care for its pupils. This is a similar picture to the last inspection. Pupils are cared for well during their time in school. They are keen to attend, and are happy and secure. Staff are very caring and committed. They are good role models and know their pupils well.
23. The school works hard to ensure that good arrangements are in place for pupils health and safety. The site is clean, well maintained and there are no health and safety hazards. Regular fire drills and risk assessments take place. There are sufficient, trained First Aiders and parents are contacted immediately if there are concerns. Effective procedures are in place for handling Child Protection issues should they arise, and all staff are vigilant.
24. Good arrangements are in place to monitor pupils' academic and personal development. Academic performance is monitored through weekly assessments in English, mathematics and science. Records of pupils' progress in all subjects are carefully kept throughout the school. These are clearly annotated with comments from staff, giving valuable information about pupils' achievements. Where there is cause for concern the school provides pupils with additional support and individual programmes of work, and involves the professional agencies for advice if necessary. This is a particularly good feature of the school. Pupils with identified Special Educational Needs receive good quality support.
25. Very good levels of attendance are promoted. There is no unauthorised absence. The levels of attendance are above the national average and this has a positive effect on standards and attainment. Punctuality to school is good and lessons start on time.
26. Procedures have been put in place for improving and monitoring behaviour. Rewards and sanctions are known and the discipline policy clear. 'Smiley faces' and stickers are keenly sought by pupils, with good work and behaviour celebrated weekly in assemblies; names are recorded in the 'Gold book.' There are, however, a small number of pupils who show challenging behaviour both in lessons and at break-times. Their actions can adversely affect the enjoyment and concentration of others. There have been no exclusions and all pupils are well integrated into school.
27. Great care is taken at the end of the day to ensure pupils are safely taken home. There is a family atmosphere with parents and staff chatting informally. Good arrangements are in place for pre-school pupils to visit prior to their start to ensure confidence and to allay fears. The school has established a good relationship with the local pre-school group, which many children attend prior to coming to school. An effective programme is in place involving visits and information for parents and pupils before pupils transfer to their next school. Liaison is good and ensures a smooth transition.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

28. The school works well with parents, thus maintaining the standards found in the last inspection. Good quality information is provided for parents. The school strives hard to involve parents and to keep them informed about the curriculum and planned events through newsletters, and an information board. Parents have regular opportunities on a fortnightly basis to come into school and view their child's work or discuss concerns. Staff are friendly and approachable. Parents are welcome to chat informally about their concerns and were observed doing so during the inspection. Additionally, two parents' evenings each year provide further more formal opportunities to review their child's progress with the class teachers. This helps parents to support their children appropriately at home.
29. Most parents are supportive of the school and pleased with the progress their children are making, although a minority of parents are concerned about the standard of behaviour of a few children. The school acknowledges these concerns and is taking steps to address the issues. Responses from parents, both at the meeting prior to the inspection and from questionnaires, were supportive and positive.
30. The standard of annual reports to parents is satisfactory. They comply with legal requirements. However, reports, although identifying individual targets, do not consistently inform parents of their child's progress in all subjects. They are often descriptive, particularly in foundation subjects. Parents of pupils with Special Educational Needs are fully involved in the regular review process, which assesses the progress of their child.
31. Many parents, grandparents and local people are actively involved in pupils' learning, through providing general class support and hearing readers. This has a positive impact on pupils' learning. The majority of parents have signed the home/school agreement, and willingly support their child's learning at home. Pupils benefit considerably from the funds raised by the 'Friends of Stoke Goldington' who successfully host a wide range of social and fund-raising events that are very well supported. Money raised has recently been used to fund the 'Trim Trail', an outdoor playhouse and valuable equipment, thus adding enjoyment and new experiences for all pupils. Several parents willingly help with the maintenance and decoration of the site.

HOW WELL IS THE SCHOOL LED AND MANAGED?

32. The school is well-led by a dedicated and very hard working headteacher, supported by an equally dedicated and committed staff. Strong leadership from the headteacher ensures that there is a vision for future development, and that the aims of the school are met effectively. There is a positive ethos, good morale and high expectations of pupils. All staff, including teachers, support staff and the headteacher, undertake numerous and multiple responsibilities in order to cover the needs of the curriculum and other provision for the pupils. The staff work well together as a team and share a strong commitment to improvement in order to provide the best education they can for the pupils. This is effective.
33. The school improvement plan is a detailed, well-organised and carefully managed document. It is well-referenced to current national initiatives and prioritises the improvement of standards. The plan is carefully evaluated and provides an effective tool for the improvement of the school. As a result, standards have improved since the last inspection.
34. The governing body has a thorough understanding of the needs of the school. It is ably led and members are very active and supportive of the school. The governing body is well focused on the school's needs and uses the available finances well to address priorities for improvement in order to provide the best education for the pupils. Good spending decisions, including grants and specific funding, mean that pupils' needs are addressed well. The governing body is developing a useful

long-term strategy, which is looking carefully at the needs of the school in the future. For example, future pupil numbers have been checked and a survey carried out among the local population to determine the views of the community of the school. Some action has already been taken as a result of the survey. This work enables the governing body to take a positive and informed approach to issues and initiatives affecting the school.

35. Staffing ratios are good. There are good numbers of both teachers and support staff for the numbers of pupils. The recent appointment of a new member of the teaching staff allows two classes to be maintained both morning and afternoon, an improvement on the previous arrangement where the pupils were grouped together in the afternoons in one class. Staff subject specialisms are used effectively to teach some subjects such as teach music, art and design technology, giving pupils a high quality introduction to these subjects. This is effective, shown by the high standards pupils reach. Support staff play a vital role in the school, giving high quality support to pupils, and fulfilling a number of other functions, such as administrative and supervisory roles, capably and effectively.
36. There are suitable induction arrangements for new members of staff and appropriate performance management systems are currently being implemented according to national initiatives. This enables staff to have access to good professional development. Some monitoring of the quality of teaching is undertaken by the headteacher and this is appropriately focused on literacy and numeracy. The headteacher, staff and governors recognise the possible limitations and difficulties imposed by the small size of the school, as does the local education authority. This is counteracted successfully, as far as possible, by well-established and developed links with other local schools, both for courses and moderating work, and by links with other head teachers for debating management issues.
37. Accommodation and resources are used well. The classrooms are bright and welcoming, with colourful displays and artefacts which provide a stimulating environment for pupils. Indoor accommodation is used resourcefully, with most rooms being multi-purpose. The larger classroom is used each week for physical education, which involves all furniture being moved and a range of equipment for physical education being brought out. However, this is inevitably limited by virtue of the time taken to organise it. For younger children in the foundation stage, the provision is only just adequate to develop large motor skills. Outdoor facilities are well-developed. The new 'Trim Trail' in the field is a good investment and provides suitable facilities for physical development. The hard surface playground is small, but has sufficient room for games lessons.
38. The headteacher is very well supported by the staff and the governing body at the school. The administration work is successfully managed by staff who combine roles to provide a very successful service. However there are few opportunities to delegate responsibilities in this small school, as the headteacher is the only full-time member of the teaching staff. This means that a significant burden falls on the headteacher, apart from leading the school, for the co-ordination and responsibility for several National Curriculum subjects, almost full-time class teaching and for the daily management and administration of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

39. To improve standards further the headteacher, staff and governing body should:-
 1. Improve the provision of structured work to support the development of information and communication technology skills throughout the school by:-
 - a) increasing teachers knowledge and confidence in both planning and teaching;
 - b) implementing the new revised curriculum policy;
 - c) monitoring the progress pupils make;
 - d) ensuring the resources, such as computers, are used effectively in classrooms.

2. Develop effective strategies for managing the incidents of disruptive behaviour by a small number of pupils and ensure that everyone knows, and staff implement them consistently.
3. Improve the provision for physical development for children in the foundation stage to enable them to participate in more regular sessions to develop physical skills by:-
 - a) reviewing timetables to enable pupils to have more regular lessons each week;
 - b) investigating the possibilities of using alternative local facilities, such as the village hall.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	15
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	2	11	1	0	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	Nursery	YR-Y3
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	31
Number of full-time pupils eligible for free school meals	N/A	0

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y3
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	7

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	4
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	3.3
National comparative data	

Unauthorised absence

	%
School data	0
National comparative data	

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	3	4	7

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	4	4	4
	Total	7	7	7
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	78 (82)	83 (83)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	3	3
	Girls	4	4	4
	Total	7	7	7
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	30
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y3

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	16.5
Average class size	17

Education support staff: YR – Y3

Total number of education support staff	3
Total aggregate hours worked per week	41

Exclusions in the last school year

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

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

Financial information

Financial year	1999-2000
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	£
Total income	89 122
Total expenditure	87 757
Expenditure per pupil	2 660
Balance brought forward from previous year	3 795
Balance carried forward to next year	5 160

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	28
Number of questionnaires returned	14

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	7	6	1	0	0
My child is making good progress in school.	8	6	0	0	0
Behaviour in the school is good.	5	4	2	1	2
My child gets the right amount of work to do at home.	9	5	0	0	0
The teaching is good.	10	4	0	0	0
I am kept well informed about how my child is getting on.	4	8	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	7	6	1	0	0
The school expects my child to work hard and achieve his or her best.	9	4	1	0	0
The school works closely with parents.	5	8	0	1	0
The school is well led and managed.	8	5	1	0	0
The school is helping my child become mature and responsible.	4	8	1	0	1
The school provides an interesting range of activities outside lessons.	5	5	2	1	1

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

40. Standards of attainment of the majority of children on entry are mainly above the national average. In the reception class children make good progress overall and most have exceeded the Early Learning Goals by the time they enter Key Stage 1. This is an aspect which was not reported on in the last inspection. Suitable baseline assessments are made on entry and the information is used effectively to inform future planning. Day-to-day assessment is used well and support staff are deployed effectively to promote children's learning.
41. Children are admitted to school in the term in which they are five in line with the agreed procedure of the local education authority. They are taught together with the pupils in Year 1 Lesson planning has, therefore, to cater for the Early Learning Goals at the foundation stage and the National Curriculum at Key Stage 1. Appropriate work to match the needs of the different stages is well-planned by the class teacher. The quality of teaching is good overall. However there are restricted opportunities for children to achieve certain goals in physical development because of the limited accommodation. Parents receive helpful information from the school and support children's learning by ensuring homework, such as letter recognition and reading skills, are practised.

Personal, social and emotional development

42. The large majority of children enter the school with well-developed personal, social and emotional skills and are in line to exceed the Early Learning goals by the time they enter Year 1. The quality of teaching is good overall and this enables children to build effectively on the good skills they already have. Children settle well into daily routines and benefit from mixing with the older pupils. The class teacher and support staff provide good role models and the children confidently engage fellow pupil, staff and visitors in conversation. Children co-operate well with each other, taking turns in sharing apparatus to make a number line.

Communications, language and literacy

43. Due to good quality teaching, children make good progress in speaking and listening, reading and writing skills. They are in line to exceed the early learning goals in speaking and listening, reading and some aspects of writing when they enter Key Stage 1. Evidence from hearing children read during the inspection supports the baseline assessment that children enter the school with above average reading skills. They benefit from lessons related to the National Literacy Strategy and are able to recognise and trace over individual letters. They know that print conveys ideas, not only in books, but also, for instance, on written notices about the room. They listen with enjoyment to stories read to them as well as using language confidently to describe their own news. In simple sentences they are beginning to copy their news from the board, adding to their understanding of writing carrying meaning.

Mathematical development

44. Children make good progress. Teaching is good and this enables children to apply themselves well to their work. The majority of children count to twenty and above and match objects to numbers competently. By the end of the Foundation stage most children recognise and repeat the days of the week. In role play, activities are planned for them to use coins in shopping at the garden centre. From a work scrutiny it is clear the majority of children have attained their early learning goals and are working towards Level 1 in the National Curriculum.

Knowledge and understanding of the world

45. Due to good quality teaching children's knowledge and understanding of the world develops well and they make good progress overall. They are encouraged to explore with their senses as they find out what plants need to grow. Children learn about the environment around them. They

begin to learn about time, such as making lists comparing what is old with what is new. Planned use is made of computer programs to reinforce basic literacy and numeracy skills and children are beginning to use the mouse confidently.

Creative development

46. The quality of teaching is good. A broad range of opportunities is provided for the children's creative development and they make good progress. They experiment with colours by mixing paints and make bold pictures. A wide range of natural materials are collected to use in collage work. Using a range of commercial apparatus, children develop their model making skills well, creating see-saws and other apparatus for their imaginary playground. There are planned sessions for all children to join in singing choruses, which they enjoy, and they have opportunities to explore sound through playing instruments, such as matching different sounds to their respective instrument. A 'home' corner helps children to use their imaginations in role play, as does the new outdoor play house which children use enthusiastically.

Physical development

47. The quality of teaching is generally sound and progress in children's physical development is satisfactory overall. There are planned sessions to use small equipment, such as balls and bean bags, as well as listen and move to music, which help children develop an appropriate awareness of space and others around them as well as improving body control. Children develop their manipulative skills well, using paintbrushes to experiment in colour mixing as well as scissors, spatulas, tools and building equipment. There are planned sessions where children improve large motor skills by practising large scale movements such as climbing and balancing, and moving through, over and under large equipment. The limitations imposed by the indoor accommodation, and the need for more frequent provision, as there is no main hall, are recognised in the school's development plan. However, currently, too few lessons are planned for children to practise these skills. Children have good opportunities to make use of outdoor provision in good weather, for physical development, with the play house and 'Trim Trail,' both recent additions to the school's facilities.

ENGLISH

48. Pupils' attainment in National Curriculum Tests at the end of Key Stage 1 is well above national averages. The current test results show that standards this year are very high in reading, which is an improvement from the last inspection, and remain well above national averages in writing, also an improvement from the last inspection. Pupils achieve very highly overall in reading compared to similar schools, with attainments in writing being above that of similar schools but not as high as reading. This is a result of the slightly lower proportion of pupils achieving the higher Level 3 in the National Curriculum Tests in writing. The school recognises this as an area where improvements could be made.
49. Standards observed in school during the inspection show that, overall, pupils are achieving highly in English. Pupils have good levels of skills in speaking and listening, reading and writing, indicating that by the end of the year standards at the end of Key Stage 1 will be well above average, thus showing an improvement on standards found in the previous inspection.
50. Pupils have very good speaking skills and they listen well. Pupils are confident in giving their opinions and they contribute well to discussions in class, assembly and with staff and visitors. For example, a pupil in Year 1 confidently described patchwork as being 'lots of different materials in squares,' as the class prepared to listen to the story of 'The Patchwork Quilt'. Plenty of chances to speak are built into a range of subject lessons and pupils learn well, building up skills and confidence. Pupils listen well, particularly to stories, such as 'Stig of the Dump' which older pupils enjoy. Sometimes pupils' enthusiasm leads them to shout out with their comments, rather than putting up their hands and waiting their turn, which can interrupt the flow of lessons.

51. Pupils read very well by the end of Key Stage 1. Daily phonics lessons in the younger aged class ensure that pupils build up a good knowledge of sounds and letter recognition. They learn a range of skills for reading, including sounding out words and using picture and context clues. Well-organised displays include stories and poetry and have clear captions and titles so pupils have a good literary environment. Pupils read with understanding and comment in detail on what they read. Older pupils have read a good range of books and have a broad knowledge of authors. Pupils have detailed reading records and they take books home regularly to read with parents. This valuable support gives pupils extra practice, helps pupils to gain confidence in their reading and to learn well. The library is well-stocked and pupils make good use of the range of fiction and factual books there to read for interest and enjoyment. Many pupils belong to libraries and talk confidently about the books they like to read, and authors whose work they enjoy.
52. Pupils write well for a broad range of purposes. In the Year 1 and reception class pupils write about 'What did you lose?' and clearly describe an occasion when they lost something. Pupils write lists of equipment they will need for design and technology projects and shopping lists of food for a party. They write simple instructions, such as for making a drink. The good progress which pupils make is clearly seen in a similar piece of work where older, higher attaining pupils in the Year 2 and 3 class complete a challenging task to write instructions for constructing a model. This involved careful thinking about the wording, description of the parts and the order of the instructions. Poetry writing is good. Pupils have developed good skills in using words sparingly and successfully to convey meaning. Younger pupils begin to use full stops to demarcate their sentences successfully and older pupils write clear sentences appropriately punctuated by capital letters and full stops. Pupils practise handwriting skills regularly in order to improve, and begin to join their writing in the Year 2 and 3 class. Most pupils successfully produce tidy and neat work, although some are still trying to present their work neatly. Pupils make suitable use of the computer when opportunities occur to produce word processed written work, although their skills are at a basic level.
53. Pupils enter Key Stage 1 with good standards in language and literacy and they make good progress throughout the school in both key stages. Pupils, when they leave at the end of Year 3, are in line to achieve highly at the end of Key Stage 2. Good and very good teaching enables pupils to learn well. Teachers plan well for the range of abilities in the class and they organise challenging activities which stimulate pupils' thinking. They stimulate pupils' interest with good questioning and imaginative activities. Teachers monitor pupils well, moving around the classroom, providing support and encouragement. Teachers model writing well, which gives pupils good examples to follow. This is effective. Teachers have good relationships with the class and know pupils well. They show interest in pupils' views and respond positively to them. This encourages pupils to communicate well.

MATHEMATICS

54. Standards in mathematics are currently above national expectations at Key Stage 1, indicating that by the end of the year standards will be well above average, thus showing an improvement on standards found in the previous inspection. These levels of attainment are reflected in the most recent results gained in the National Curriculum assessments administered by the school. The improvement is attributable to the high level of input into the subject as part of the implementation of the Numeracy Strategy, as well as the good leadership of the subject co-ordinator.
55. Overall, throughout Key Stage 1, pupils are making good progress. In Year 1 most pupils add on using a number line and add two numbers together using either their fingers or small apparatus. Many are beginning to recognise the relationship between simple addition and subtraction. They

count competently to twenty forwards and backwards and complete missing numbers in a series. Higher attaining pupils identify accurately the difference between odd and even numbers. They record different number pairs to ten accurately without assistance. Lower attaining pupils count to ten on a one-to-one basis, but require assistance with simple addition. In Year 2, the majority of pupils add and subtract numbers up to 30 mentally. They can develop number patterns correctly, adding or subtracting numbers in sequence from a hundred. They are beginning to show a clear understanding of place value. They sequence numbers competently, such as an odd and even, and explain their reasoning confidently in plenary sessions. Higher attaining pupils in work on fractions correctly complete table grids of halves, quarters and thirds up to one hundred. In sequencing a range of fractions they can identify numerator and denominator appropriately and use them to explain their findings. The majority of pupils recognise and sequence competently halves and quarters of whole numbers. By the end of the key stage most pupils are developing a secure grasp of number bonds which enables them to use mental strategies effectively to solve simple mathematical problems.

56. In Year 3, standards of attainment are above national expectations and pupils continue to make good progress. Most pupils extend their knowledge of number using suitable multiplication tables to work out simple problems. They recognise multiples on a hundred number square and are beginning to identify related patterns. In their work on Shape and Space they recognise the properties of lines of symmetry suitably and in Time are competent in converting analogue and digital forms.
57. The quality of teaching and learning is good. In all lessons observed teachers have developed positive relationships with their pupils. Their lessons are well managed and proceed with pace and rigour, with deadlines set for the completion of activities. A range of activities differentiated to meet the wide range of ability of pupils is provided and teachers planning contain specific learning objectives. Effective use is made of the plenary session to encourage pupils to discuss their work. Most pupils are enthusiastic about their work and appear to enjoy their lessons. Generally they co-operate well and share resources sensibly. They answer questions willingly and contribute their ideas confidently when encouraged to do so. However, in most lessons there are small groups of pupils who appear restless and inattentive and at times disrupt the overall progress.
58. The school has prepared well for the implementation of the numeracy strategy and there is evidence of clear improvement since the last inspection. There is some evidence of the curriculum being supported by information and communication technology, though it is recognised by the school that this could be developed further. Appropriate use is made of the relatively new range of resources in numeracy to support the staff in their planning to ensure continuity and progression in pupils' learning. Assessment procedures based on analysis of results are used well to identify target setting for groups and individual pupils.

SCIENCE

59. By the end of Key Stage 1 and in Y3 the standards of attainment reached by the majority of pupils are above national expectations. Throughout the school inspection evidence agrees with the teacher assessments for the subject. In comparison with national averages and in comparison with schools in similar contexts, the performance of pupils is above the national average. Pupils are making good progress throughout the key stage because of the high teacher expectations and well structured lessons related to the new scheme of work. There has been an improvement since the previous inspection in the increased focus upon experimental and investigative work in lessons. However, pupils' progress in lessons is sometimes slowed by lessons which are too long.
60. Most pupils, by the end of Key Stage 1, are familiar with the principle of fair testing applied to physical processes. They recognise that there are variables in an experiment in, for example, comparing the rate of water absorption using a range of different materials. The majority of pupils

can identify correctly the need to have the same containers, amount of water and time allocated to make a fair test, for example, with the different soil types. In discussions, it is clear they are able to recognise and point out when an experiment is deliberately carried out in an “unfair” manner. Pupils are familiar with preparing their own planning sheets and record both questions and answers competently. By the end of the key stage the majority of pupils are able to predict, carry out simple experiments and record their results appropriately.

61. Pupils in Year 3 continue to make good progress. They develop their investigative and observational skills through heating and cooling a variety of substances ranging from ice to chocolate. Most pupils are able to make sensible predictions about results and record their findings appropriately in chart form. The most recent National Curriculum Test results, in 2000, indicate standards of attainment have marginally improved and evidence from the inspection confirms that pupils are continuing to make good progress through the key stage.
62. The quality of teaching is good. Teachers have high expectations and insist on pupils persevering with their work. Lessons are well planned and all resources appropriate for an experiment are readily available. Teachers use good methods which help pupils to develop the skills they need such as prediction, investigation and recording. A brisk pace is maintained and lessons conclude with an effective plenary session to assess the pupils’ findings. Pupils respond well to the imaginative teaching and appear absorbed when they are actively participating in experimental projects. They clearly enjoy their science lessons and always show interest and enthusiasm. The majority of pupils work well together, listen carefully to instructions and remain on task. They can discuss their activities confidently with visitors and demonstrate understanding of the practical work they are doing. Most pupils are eager to record their results as accurately as possible and take a pride in their well presented work. They make good use of both literacy and numeracy skills in their science lessons, although information and communication technology is not always used effectively to support pupils’ learning. They show suitable respect for the different resources and distribute and collect the apparatus sensibly. However, a few pupils are at times inattentive and disrupt the progress of other pupils. When lessons are over long, their inattention increases, which can create class management difficulties.
63. The curriculum is suitably broad and balanced and meets statutory requirements. However it is acknowledged that the policy needs to be reviewed in the light of new guidelines. In recent years there has been only minimal staff training in the subject. Teachers’ planning covers all the appropriate programmes of study and assessment procedures are in place to inform curriculum planning. The level of presentation of work is good, pupils’ work is marked frequently and annotated samples of work are maintained for each pupil throughout their school career.

ART AND DESIGN

64. Pupils make good progress in art and design, enjoying a broad range of experiences in two and three dimensions. Standards at the end of Key Stage 1 are above those expected nationally. Pupils in Key Stage 2 continue to make good progress. This represents an improvement on the standards found in the last inspection.
65. Pupils learn a broad range of skills, particularly in observational drawing. They draw still life fruit and vegetables in the reception and Year 1 class, then refine their skills in Years 2 and 3 with careful and detailed drawings of a bowl of fruit, for example, using light and shade exceptionally well for pupils this age. The same subject is given different treatments such as the pineapple, drawn with pencil, then using black paint. Different materials are used to extend pupils’ experiences well. They print onto black paper as well as white. The pupils enjoy three-dimensional work, experimenting with weaving techniques in the reception and Year 1 class, using wheels, including a bicycle wheel to weave on. They make large masks, using paper curling techniques effectively in the Year 2 and 3 class. They learn a broad range of techniques through

being taught the skills they need rather than simply using art to illustrate other subjects.

66. Pupils experiment with a wide range of media. They use charcoal to draw self-portraits and pastels to draw fruit. Younger pupils use paint for bold and colourful paintings. Pupils use shiny paper when experimenting with Anglo-Saxon jewellery designs.
67. Teaching is good. Teachers have good subject knowledge and expertise. The use of specialist expertise on the staff helps all pupils to have a very positive experience in art, and makes a positive contribution to pupils' cultural development. Teachers prepare well and organise practical lessons effectively. This ensures that pupils are quickly absorbed in the activity. They monitor well, moving around the class praising pupils for their efforts, and giving support and help to all pupils. This keeps pupils motivated and keen to complete their work. Work is displayed attractively throughout the school, enhancing and valuing the work pupils do.

DESIGN AND TECHNOLOGY

68. Pupils make good progress in design and technology and achieve standards above those expected nationally, maintaining the standards found in the last inspection. Pupils experience a well-planned and varied curriculum. They gain knowledge through designing on paper, and then make their designs into actual models. Younger pupils in the reception and Year 1 class make lunchboxes. They learn new vocabulary, such as 'hinges' and 'fasteners', and remember these well, answering enthusiastically in class. Older pupils in Years 2 and 3 design and make kitchen utensils using construction materials, and they evaluate their designs thoroughly, considering how to improve them. This enables pupils to learn from their experiences well. Some pupils have carefully drawn their designs in detail, for a blender for example, neatly labelling all the parts. Good use is made of both numeracy and literacy skills in the recording and evaluating designs, although little use of is made of information technology skills.
69. Teachers' planning and photographic evidence show that pupils have worked at a variety of tasks. Older pupils investigate textiles, designing and making glove puppets and using various materials, such as cotton and felt. They have worked well together to make a model of a lighthouse, using various designs and including an electric circuit. Pupils are proud of their models. Younger pupils have investigated packaging. They looked at cereal packaging carefully and designed new cereal boxes. Older pupils investigated packaging around Easter Eggs and evaluated the designs well, coming up with ideas such as, 'it is big packaging to help sell the egg'.
70. Pupils gain from a well-organised curriculum which gives them a broad experience. Teaching is very good. The use of staff's specialist teaching expertise adds considerably to the experiences pupils have. Teaching is well organised and prepared. Good subject knowledge is evident in the way pupils are extended in their work. Teachers give clear explanations and demonstrations of the lesson. They teach new vocabulary and ensure that pupils remember it. Praise is used well, giving pupils further incentives to complete their work to a high standard.

GEOGRAPHY

71. At the end of Key Stage 1 pupils attain standards which are in line with national expectations. Pupils with special educational needs are well supported and make satisfactory progress. This is similar to the judgement made in the previous inspection. During the inspection, because of the timetable, no lessons were observed. Appropriate evidence was obtained from a detailed scrutiny of pupils' work, displays and photographic evidence of past activities, discussions with both pupils and staff and an overview of teachers' planning. It is evident that the quality of teaching is sound

and this enables pupils to make satisfactory progress in their learning.

72. At Key Stage 1, pupils draw simple pictorial maps based on the local neighbourhood. They recognise features, such as houses and roads, and trace an appropriate route to school. They also make simple sketch maps of the school building, the grounds and of the immediate neighbourhood. Older pupils are familiar with comparing and contrasting different areas using their holiday destinations. They produce effective charts of variations in the weather, contrasting Stoke Goldington with the South of France. Other pupils write independently about North America and The Rockies. Good use is made of ICT as pupils in Year 3 develop their knowledge further by using the internet to discover the range of temperatures between a variety of countries. In discussion older pupils use a world map competently to identify continents and oceans. They can speak confidently about their school work and are knowledgeable about the capitals of European countries.
73. From the scrutinised work it is evident the pupils' achievements are annotated regularly with a clear indication of what each pupil has attained. There is a suitable policy and a scheme of work to support the teachers' planning, with appropriate coverage of the programmes of study based on block sessions in different terms.

HISTORY

74. Pupils make satisfactory progress and by the end of Key Stage 1 reach the standards expected for pupils of this age. Pupils in Key Stage 2 continue to make satisfactory progress. Younger pupils in the Reception and Year 1 class learn about life in the past. They investigate life at home with domestic artefacts such as the wash tub and dolly peg. They learn about how irons were heated and used before electric irons were invented. Pupils compare these methods capably with washing techniques today. Older pupils in Year 2 and 3 have studied Anglo-Saxons, learning about their home life and how they invaded other countries. Pupils have undertaken valuable independent research, and found out lots about Anglo-Saxon homes and domestic life, such as what their clothes were made from. Pupils use their literacy skills well in recording their findings in history.
75. The quality of teaching is satisfactory. Teachers plan effectively and prepare for lessons well. Good resources are used effectively to inspire the pupils to learn. Work is displayed attractively, enabling pupils to extend their learning. Teachers usefully annotate pupils' work, which gives a good picture of what pupils understand. Little use is made of information and communication technology to support pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

76. The progress made by the majority of pupils in Key Stage 1 is unsatisfactory and the standards of attainment are below national expectations, which is lower than the standards found at the last inspection. Overall there has been insufficient opportunity provided for pupils to develop their skills, knowledge and understanding at appropriate levels across the full programmes of study. In most lessons during the inspection computers were switched on but rarely used. Although in certain areas, such as word processing, there is evidence of some expertise, the majority of pupils have had insufficient opportunities to develop an appropriate range of skills to enable them to work with any real confidence. However, since the previous inspection there has been some improvement with internet access installed and the provision of updated resources and further staff development.
77. In Key Stage 1, computer programs are being used appropriately to support different areas of the curriculum. In Year 1, for example, most pupils use a mouse competently to follow a literacy

programme related to their reading scheme. There is evidence of word processing being taught, with a few pupils beginning to transfer simple sentences from their news books to the computer screen. The use made of other appropriate equipment, such as a programmable toy, to develop pupils understanding of the subject, is planned for the Spring term.

78. In Year 3, most pupils follow through pre-loaded programmes using keyboard and mouse appropriately, though some lower attaining pupils need regular support with their set programmes. With the support of an adult, they can use the mouse to click on the appropriate icons and follow simple instructions. Pupils are beginning to mix basic text and graphics to create a simple illustration. In mathematics, they use tiling effectively to show differing forms of fractions. The majority are not familiar with saving or retrieving their work. Overall, pupils receive some brief instruction from adult helpers in using programmes, but not all pupils demonstrate sufficient confidence in using the packages and, in many instances, rely upon other pupils to help them. A few older pupils are making satisfactory progress in word processing, suitably extending their previous knowledge and skills. However, the majority of pupils are unfamiliar with the basic techniques of retrieving information, changing the existing font and cutting and pasting text. Most pupils recognise how to highlight a word or passage but lack confidence in what to do next. They demonstrate very limited keyboard skills and are hesitant using a mouse to click on an appropriate icon. Apart from the recent introduction to the internet, there are very few opportunities provided to develop pupils' skills in control, monitoring or modelling.
79. When the opportunities are provided, pupils' response to the work is enthusiastic. They are willing to learn and, when guidance is offered, are eager to practise and try to improve the presentation of their work. When working together with a partner, pupils collaborate well and remain on task even when there is only minimum supervision. In interviews with a range of pupils it is clear a small minority have gained expertise from outside the school. Although the majority have very limited experience, they are keen to learn.
80. In the few sessions observed, the quality of teaching was satisfactory. However, because the school is not implementing fully the recently reviewed scheme of work and is failing to build up pupils' knowledge and understanding of the subject, the quality of teaching is unsatisfactory overall. The school has identified the subject as a priority area for development to ensure the systematic development of concepts, skills and understanding of the pupils.

MUSIC

81. Standards in music at the end of Key Stage 1 are above those expected for pupils of this age. Pupils make good progress throughout the key stage and at Key Stage 2. This is particularly evident in pupils' compositions. They follow a range of musical scores, telling stories with percussion instruments. Pupils learn about different composers such as Chopin and Beethoven. During the inspection music by Brahms was played in assemblies, following which pupils answered a good range of questions about his life and work.
82. Pupils enjoy singing. They know a broad range of songs and hymns well, and sing enthusiastically in assemblies and lessons. Pupils develop good listening skills. They can explain clearly why they have chosen instruments for particular sounds. One pupil explained that the guiro makes a 'bumpy' sound so he chose it to represent light rain. Pupils use their good speaking skills in evaluating their work and suggesting improvements. For example, a pupil suggested changing bells for cymbals when representing an alarm clock 'because it's louder'. Others suggest using a triangle to make a 'longer sound.'
83. Teaching is of a high standard. The lesson observed in the inspection was excellent. Teachers

have good relationships and encourage their pupils to participate well. The planning is detailed, reflecting very good subject knowledge and understanding of the curriculum. Lessons are well-prepared. Good routines are established so pupils understand how to get resources out, such as musical instruments. This ensures the practical aspects of the lesson run smoothly and time is not wasted. Very good use is made of familiar books to make sound stories, such as 'Peace at Last'. Pupils appreciate the story and work hard to make suitable sounds to illustrate it effectively. The pace of lessons is brisk so pupils are well-motivated to learn, and teachers adopt a very confident approach which makes lessons interesting for pupils.

PHYSICAL EDUCATION

84. No lessons were observed in physical education, but from teachers' planning and photographic evidence it is clear that all aspects of the curriculum are taught. Due to limitations in the accommodation, physical education lessons take place in the larger classroom and teachers work hard to overcome the difficulties this involves. Games lessons are provided in the school playground. Pupils' skills are further developed through appropriate extra-curricular activities, for example football coaching, and standards overall are in line with national expectations.

RELIGIOUS EDUCATION

85. The quality of teaching is satisfactory and standards in religious education at the end of Key Stage 1 reach those expected in the locally agreed syllabus. Pupils make satisfactory progress in both key stages. The school has adopted the nationally produced scheme of work to provide guidance for teachers and this is successful. Assemblies and acts of collective worship make a very valuable contribution to the pupils' knowledge in religious education. Teachers' planning is detailed and makes good use of resources, such as the Jewish artefacts on loan to the school.
86. Pupils demonstrate a good understanding of the Christian stories from the Bible. They record these well in written forms, making good use of English skills. Pupils in Year 2 retell the story of Moses in the bulrushes using speech bubbles to describe the story. Older pupils in Year 3 describe the Torah in detail and why it is sacred to Jewish people. They compare this with something which is special to them. This develops pupils' spiritual awareness, giving them opportunities to reflect on other beliefs and values. Pupils demonstrate their knowledge in their eagerness to answer questions and give opinions in assemblies.