

# INSPECTION REPORT

## **GEDDINGTON C. OF E. PRIMARY SCHOOL**

Geddington, Kettering

LEA area: Northamptonshire

Unique reference number: 121972

Headteacher: Mrs S. Spooner

Reporting inspector: Brian Aldridge  
17454

Dates of inspection: 4<sup>th</sup> to 7<sup>th</sup> February 2002

Inspection number: 242978

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Wood Street Geddington Kettering Northamptonshire
Postcode:	NN14 1BG
Telephone number:	01536 742201
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs P. Lockwood
Date of previous inspection:	22nd September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17454	Brian Aldridge	Registered inspector	Special Educational Needs Mathematics Information and communication technology Design and technology Music Equal Opportunities	What should the school do to improve further The school's results and achievements How well are pupils taught How well is the school led and managed
14178	Pat Willman	Lay inspector		How well does the school care for its pupils Pupils' attitudes, values and personal development How well does the school work in partnership with parents
23566	John Iles	Team inspector	English as an additional language Science Geography History Physical education	How good are curricular and other opportunities offered to pupils
2818	Graham Warner	Team inspector	Foundation Stage English Art and design Religious education	

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Geddington CE Primary School educates four to eleven-year-old children drawn from a wide range of social backgrounds in the vicinity of the school. With 148 pupils (69 boys and 79 girls) it is smaller than average. There are 22 children in the reception class. There are no pupils of minority ethnic heritage; three pupils speak English as their second language, all of whom speak English fluently. Of the 21 pupils on the school's register for special educational needs, one has a statement. Both of these proportions are below average. The proportion of pupils eligible for free school meals is below the national average. This year when pupils entered the reception class attainment was about average but the attainment of each year group varies a great deal. In addition, many pupils who have special educational needs join the school after Year 2. Two of the three temporary teachers are part-time; the full-time temporary teacher was ill at the time of the inspection.

### **HOW GOOD THE SCHOOL IS**

This is a good school that is very well run by an energetic and inspirational headteacher. Although there have been difficulties in recruiting teaching staff lately, standards are above average and teaching is of good quality. Both are improving because of the positive impact of recent additions to the teaching staff. Governors, staff and parents support the school very well and it values its position at the heart of the village community. The school provides good value for money.

#### **What the school does well**

- Standards in most subjects, including English, mathematics and science, are above average.
- The school is very well led and managed by the headteacher, staff and governors.
- The quality of teaching is good with some very good and excellent features.
- Pupils take great pleasure in their work and in working together.
- Pupils have lots of interesting learning opportunities.
- Parents think highly of the school.

#### **What could be improved**

- The attitudes and behaviour of some pupils in one class.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Since the school was last inspected in September 1997 the issues identified for improvement have been tackled well and the school has improved its provision in most areas of its work. The learning experiences for the youngest children have improved a great deal and are now very good. The leadership and management techniques of the headteacher remain strong and co-ordinators are good leaders and managers. Attendance procedures are now good. Standards are higher at seven but lower at eleven. Although there have been some considerable changes to the staffing structure, the quality of teaching has improved and is now better than at the last inspection. Learning opportunities, including those for the development of spiritual, moral, social and cultural development, have improved. The relationship with parents is much stronger than it was at the time of the last inspection; the correct information is supplied to them and the quality of it is very good. The school is well placed to improve further.

## STANDARDS

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

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The school sets itself challenging targets and but did not achieve those targets last year. The trend of the school's results is below that of all schools. The school's very good assessment systems show that there has been very considerable variation from year to year in the quality and size of the cohorts but that the majority of pupils make the expected progress and some make very good strides in their learning. The Year 6 group tested last year changed considerably over the four years from Year 3 to Year 6. Pupils with special educational needs joined the school and teachers made very accurate predictions about the levels that would be achieved. The school provided extra tuition after school and weekends with the result that, of the pupils who had been in the school from Year 2 to Year 6, twice as many achieved the higher level in Year 6. The inspection team's judgement supports the view that children and pupils make good progress in each stage of the school.

Pupils in the current Year 2 and Year 6 achieve above average standards in English, mathematics and science and standards are high enough in these important subjects. Pupils achieve the expected standards in information and communication technology in Year 2 but fall below those standards in Year 6 although younger pupils are making very good progress as they learn new skills. Standards in religious education at eleven are above the levels set out in the locally agreed syllabus. Pupils do well in geography and history, exceeding expected levels in Year 2 and 6. In art and design, design and technology, music and physical education, standards are as expected in Years 2 and 6. Children in the reception class achieve well and most will achieve above the early learning goals by the time they join Year 1 of the National Curriculum. There are no differences between the achievements of boys and girls.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children and pupils have very positive attitudes towards school.
Behaviour, in and out of classrooms	Most pupils behave very well; however, a small group of pupils in the middle years of Key Stage 2 do not behave well.
Personal development and relationships	Pupils help each other a great deal; older pupils look after youngsters in the dining hall and at play. Relationships are generally very good although in the middle class in Key Stage 2 relationships between pupils are just satisfactory.
Attendance	Attendance is good and pupils like coming to school.

Pupils know that if bullying occurs they tell their teachers who will quickly and effectively deal with the situation.





## TEACHING AND LEARNING

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

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

The quality of teaching is good overall. The school has found it difficult to appoint a temporary teacher for one class to cover until a deputy headteacher is appointed. However, recent changes to the teaching staff are having a positive effect on the quality of teaching. The teaching in English and mathematics lessons is never less than good and is often very good, the basic skills of speaking, reading, writing and number are taught very well and there are lots of opportunities for pupils to use these skills in other subjects. Teachers have good subject knowledge which they use to pose searching questions to all groups of pupils. Teachers are skilled at planning different levels of work so that all pupils, however quickly they learn, make good progress and pupils who find it difficult to learn make very good progress. In the class which has experienced changes of teacher, pupils with emotional and behavioural difficulties have not had their needs met well until recently. The lack of the consistent and insistent application of the behaviour policy has caused some unacceptable behaviour. In turn this has caused a slowing of the rate of learning in this class. However, the lessons seen by the inspection team show that behaviour can be managed and a positive learning atmosphere can be achieved.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good overall and is very good in the Foundation Stage, a marked improvement since the last inspection.
Provision for pupils with special educational needs	The provision for pupils with learning difficulties is very good but it is only just satisfactory for pupils with emotional and behavioural difficulties.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision is very good and has improved significantly since the last inspection.
How well the school cares for its pupils	The school cares very well for every pupil.

The needs of pupils with emotional and behavioural difficulties have not been resolved as swiftly as they might have been. The partnership with parents is very good; parents think very well of the school and they make a highly significant contribution to their children's learning at home and school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is an energetic and inspirational leader who manages the school very well. Staff with roles of responsibility work very hard and effectively.
How well the governors fulfil their responsibilities	The governing body carries out its duties very well.
The school's evaluation of its performance	The school gathers information and plans the future of the school very well.
The strategic use of resources	The school uses its financial resources very well.

The school applies the principles of best value very well. The school has experienced some difficulty in covering a temporary teaching vacancy. The school is well maintained and well resourced; there have been substantial improvements to the facilities, most notably in the provision for information and communication technology.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like coming to school.</li> <li>• Children receive the right amount of work, are expected to work hard and are helped to become mature.</li> <li>• Teaching is good, children make good progress</li> <li>• They are kept well informed about their children's progress.</li> <li>• The school works closely with parents and they feel comfortable about approaching the school.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• A significant proportion of parents expressed concern about the behaviour of pupils in one class.</li> </ul>

Inspectors agree with parents' views. The governors are working as quickly as possible to appoint a full time member of staff.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS**

#### **The school's results and pupils' achievements**

1. In the National Curriculum tests last year seven-year-olds achieved well above average standards in reading and writing and average standards in mathematics. Compared to similar schools, standards in reading were above average, in writing were well above average and in mathematics were below average. Teacher assessments in science show an above average performance. In reading, mathematics and science an above average proportion of pupils gained the higher levels of the National Curriculum. In mathematics the proportion was average. Over the last four years standards of reading have improved and in writing have been maintained at well above average standards. This is due to a number of factors. In the first instance, the school has taken great pains to concentrate on the basic skills of speaking, listening, reading and writing as a focus for improving overall attainment. This has successfully improved the standards seven-year-olds achieve. Standards in mathematics have not been so easy to improve as pupils tend to enter the school with attainment in communication and literacy above that in mathematics. However, there are now signs that as the school has increased the opportunities for pupils to apply their mathematics skills and knowledge in practical applications, so achievement is rising. This is also coupled with the improvement in the quality of teaching since the last inspection and an improvement within the current school year. Standards seen in this year's Year 2 are above average in reading, writing and mathematics.
2. Last year the results in the national tests for eleven-year-olds were below average in English, well below the average in mathematics and average in science. Compared to the results of similar schools, based on the uptake of free school meals, results were well below average in English, very low in mathematics and below average in science. The National Curriculum test results indicate a decline in standards since the last inspection as the school's trend is below that of all the schools in the country. However, recent year groups have differed widely in both makeup and size with the consequence that results have varied from year to year. An analysis of the results of pupils who stayed in the school for four years after their Year 2 tests shows that they make at least satisfactory and often good progress and achieved an improvement year on year. Of the pupils in last year's Year 6 who had also taken the national tests at the end of Year 2, twice as many achieved higher levels at eleven than at seven. A high proportion of pupils who join the school after Year 2 have special educational needs.
3. The rate of achievement has picked up in this key stage in recent years for a number of reasons. Firstly, the quality of teaching has improved considerably. At the time of the last inspection a significant number of lessons in the upper part of the school were judged to be unsatisfactory due to poor management of behaviour and low expectations. These weaknesses have been eradicated and now teaching is strong, expectations are high and all groups of pupils, whether they have special educational needs or are fast learners, have lots of challenging work to complete. Secondly, the use of sets this year has helped to encourage a much brisker rate of learning than was noted in the last inspection. In almost all of the lessons seen, learning was at least good and often very good; at the last inspection progress was mostly sound. This increase is building up in Key Stage 2 and is most noticeable in those classes with permanent teachers. A third, and very important aspect of this rise in the rates of achievement, is the improvement in the quality of use of assessment information. At the last inspection there was no systematic approach to monitoring pupils' progress. Now these procedures are very good and teachers put this information to very good use as they identify what needs to

be improved and set targets for each pupil. This means that not only is the rate of progress tracked but also pupils are involved in their own learning and see each target as a challenge to be met and exceeded.

4. The improvements outlined above and the significant differences between year groups account for the difference between standards in the tests last year and the standards inspectors found in the present Year 6 which are above average in English, mathematics and science. The school has followed pupils in both Year 2 and 6 closely and the inspection findings confirm the good achievement of these pupils. There are no significant differences between the performances of boys and girls. The tracking used by the school identifies differences but often year groups are too small for apparently large variations to be significant.
5. Pupils with special educational learning needs make very good progress towards the targets set out in their education plans. All individual education plans are carefully drawn up and have very clear targets and provision set out. Learning support assistants deal very well with these targets and frequent checks and discussions between teachers and learning support assistant ensure that targets increased where necessary. Pupils with emotional and behavioural difficulties make satisfactory progress but often they disrupt their own learning, even when they are working by themselves and being supported by a learning support assistant. The learning support assistants employed by the school successfully support pupils with emotional and behavioural difficulties. They are kind but firm and insist that work is completed satisfactorily. Often achievement is higher when pupils with emotional and behavioural difficulties and learning support assistant work separately from the class, rejoining for the last session of each lesson. Pupils who learn quickly make good progress. The use of groups in classes at Key Stage 1 and sets at Key Stage 2 makes sure that all pupils are given work that provides challenge and a brisk, stimulating working atmosphere. This ensures that pupils can work at a rate that suits them with constant monitoring by teachers pulling up the rates of learning in each lesson. Achievement is also improving as the curriculum ensures a varied practical range of learning experiences. In subjects such as science, geography and design and technology pupils are given tasks in which they have to use their previous learning.
6. There has been significant improvement in the quality of the curriculum, provision and teaching in the Foundation Stage since the last inspection. Children enter the reception class attaining average levels in all areas of learning. The careful assessments of progress that the school keeps begin in this stage and inspection findings confirm teachers' records. By the time children enter Year 1 of the National Curriculum, most of them will achieve the Early Learning Goals in all the areas of learning and some will exceed these goals. Children are keen to learn and work confidently with each other and their adult helpers. They behave well and work together cooperatively in groups. In all areas of their work they show good levels of concentration and effort. Children learn the letters of the alphabet and, as their teacher told of the ducks quacking, they quickly pick up the shape and sound of the letter 'q'. They form their letters carefully and listen with pleasure to stories. They understand that the order of words and sentences is important and begin to love reading and stories generally.
7. Children use number and estimation in their mathematical development. Quicker learners work with numbers up to 20 and, as in most lessons seen in the school, children are asked to report back what they have learned to their friends. Children make good gains as they learn about the world and use their village as a starting point. They use computers to develop their language and mathematical skills and take up different roles as they play together. Children make good progress in the development of their physical skills. They grow in confidence as they move around the large play equipment and

develop their finer physical skills of using pencils, brushes, scissors and other tools such as rolling pins. Overall, pupils achieve well in this stage. The new curriculum based on the areas of learning for children in nursery and reception and the improvements in the teaching and resources have all helped to increase the rate of achievement.

8. Standards in English are above average in Year 2 and Year 6. Pupils speak clearly and with conviction when they feed back the results of their work to their classes. In Year 2 pupils talked well about *A Day In London*, a book they had read in a literacy lesson. Pupils in Year 3 gave accurate information about the results of their science experiments and pupils in Year 6 were encouraged to give succinct and accurate oral descriptions of two-dimensional shapes. Standards in reading are above average throughout the school. Pupils read a great deal at home and this helps them to develop into accurate and reflective readers. They develop their skills from simple word level work until at the age they are competent readers who use their skills to find information from a variety of sources including the Internet and CD-ROMs. They have a good working knowledge of library systems and older pupils use techniques such as skimming and scanning text to help them deal quickly with their tasks. Standards of writing are above average throughout the school. Spelling is accurate and younger pupils often attempt words using a good knowledge of letter sounds and how they combine to form words. Work is neatly presented and pupils take pride in ensuring their handwriting is neat and fits the task at hand. Notes will be made quickly but legibly with work for display of high quality.
9. Standards in mathematics in the present Year 2 and Year 6 are above average. Pupils deal with problems well; they have a good working knowledge of the four rules of number and calculate mentally to an above average level. They have a particular good knowledge of two and three-dimensional shapes. This is an improvement in the position seen at the last inspection when this area was judged to be relatively weak. Pupils enjoy solving problems with money and measures and use their mathematical knowledge and skills in other subjects such as science and design and technology. Pupils draw graphs to display information they collect and by the time pupils reach Year 6 lower attaining pupils and those with special educational needs work at the average level seen in most schools. The school has predicted this improvement in mathematics as pupils' progress is tracked.
10. Standards in science are above average. Pupils work in experimental and investigative science is of particular note. Pupils are given real and exciting tasks to investigate and are required to use the skills they learn in other subjects. They understand how to make a test fair by controlling what is being measured and observed; the same gradient to roll cars and exactly the same amount of force to stretch an elastic band. Pupils gain a good knowledge of plants and animals and know how materials behave under certain conditions. The very practical nature of the science work ensures that pupils achieve well and that their interest is maintained.
11. Pupils use their ICT skills in a good range of lessons. The rate of progress is picking up. Standards in Year 2 are at expected levels but in Year 6 are at below expected levels, largely because recent improvements in provision have had a more rapid impact on the standards in the lower part of the school. However, all pupils have a reasonable working knowledge of computers and how they can be used to help them in their learning. They understand how to use computers to present their work; for example, how to make graphs of their results in their science, how to use a publishing package to work on the school newspaper and how to use the illustration capabilities in art and design and technology. There is a weakness in the area of control and measurement but the school has good plans to quickly address this gap.

12. In religious education standards are at the expected level at seven and above the expected level at eleven, an improvement on the findings of the last inspection. Pupils have good levels of knowledge of places of worship, including the village church and those of other faiths. They understand the main themes of each religion and see the common goals and aims of each. They develop an empathy with and good levels of understanding of the world's major religions as they study Christianity in depth.
13. Standards in art and design, design and technology, music and physical education are at expected levels in Years 2 and 6. In geography and history standards are above average and the teaching in these subjects is particularly strong. Teachers plan these subjects so that pupils see the links between areas of learning. There are plenty of opportunities for pupils to use their skills of English, mathematics and information and communication technology in geography and history.

### **Pupils' attitudes, values and personal development**

14. The majority of pupils, including many of those with special educational needs, have very good attitudes to school. Their behaviour in lessons and around the school is, with a few exceptions, good overall and sometimes excellent. Most of the pupils respond very well to the Christian values promoted by the school and their personal development and the relationships they have with each other, with their teachers and with other members of staff are mostly very good. A number of parents expressed concern about behaviour in one class and inspection evidence supports these concerns. There are a few pupils in the middle of Key Stage 2 who lack self-discipline and have little regard for the feelings of their classmates. This not only limits the progress the pupils in this class make but also has a negative impact on the happy and purposeful atmosphere that permeates the rest of the school. However, the very positive response of most pupils to these aspects of their development creates a very happy and friendly community in which each individual feels valued. Most pupils enjoy coming to school and the level of attendance is good. During their time in school most pupils develop an awareness of the purpose and value of education and become increasingly mature individuals with a strong sense of responsibility towards the school community. This has a significant impact on the standards they achieve.
15. The children in the Foundation Stage enjoy their time at school and have very good relationships with their teachers, with each other and with other adults who work with them. They arrive at school in good time and settle happily into the day. They take part in the many varied and interesting activities with enthusiasm, responding well to instructions and listening carefully to each other and to their teacher. They move in and out of unsupervised activities easily and naturally, making sensible choices, taking turns and chatting sociably to each other. They understand the routines of the classroom and tidy up carefully and quickly. They help each other and clearly know the difference between right and wrong and how they are expected to behave.
16. Most pupils participate in all aspects of school life with great enthusiasm and interest. The majority of parents who expressed an opinion prior to and during the inspection agree that their children like school and the pupils confirmed this during discussions. Many participate in the after school clubs and enjoy the good range of day and residential visits. Most work hard in lessons, becoming involved in and sometimes excited by what they are learning. In some lessons, high levels of interest and motivation resulted from exciting and challenging teaching and the pupils made excellent progress. This was exemplified in a Year 3 mathematics lesson when the fast paced and imaginative

introduction to the lesson captured pupils' interest. The response of most pupils to the structure and challenge of the literacy and numeracy sessions is very positive and this has a significant impact on the progress they make in these subjects. They enjoy the challenge of mental arithmetic and contribute thoughtfully to the group discussion sessions offering a range of interesting ideas and suggestions. Because pupils are involved in regular self-assessment, they have a clear understanding of their own strengths and weaknesses. As a result, they are well motivated to succeed and the majority are prepared to work hard to do so.

17. The behaviour of most pupils in lessons, around the school and in the playground is very good. They respond positively to the school's high expectations of their behaviour and have a clear understanding of what constitutes acceptable and unacceptable behaviour within the school community. They disapprove strongly of the way in which a small number of pupils in the middle of Key Stage 2 behave. Although many are tolerant of this behaviour, the classmates of those involved do not enjoy their lessons as much as they should. This has an adverse impact on the progress these pupils make. Since the beginning of the current school year, one pupil has been excluded four times for a total of nine days. This was a result of aggressive and abusive behaviour towards both staff and other pupils.
18. Many aspects of pupils' personal development are very good. The strong and supportive relationships most have with each other and with their teachers provide the foundation for a happy and mutually supportive community in which each individual feels special. Pupils generally co-operate well in lessons, sharing ideas and improving their work as a result. Most pupils respect the school and playground rules and follow instructions willingly. They move about the school purposefully and sensibly and, although playtimes are boisterous and exuberant, no unkindness was observed. Pupils talk of bullying and of their confidence that the school handles any such occurrences very quickly and effectively. They clearly understand the need to tell someone if they are unhappy. A few pupils in the middle of Key Stage 2, however, show little regard for the feelings of their teachers and their peers. Their immaturity and inability to control their behaviour dominates some lessons and is beginning to have a detrimental influence on others. During the mid-day break many of the older pupils take care of and play with the younger children. A Year 6 boy, for example, spent much of his time with a group of Year 1/2 pupils, playing hide and chase games in the playground amidst lots of happy laughter. The members of the Eco Committee make a significant contribution to both school and village life. They are well organised and committed.
19. Pupils show very good levels of initiative in the way in which they do their jobs around the school. Year 6 have many important responsibilities which they carry out conscientiously. For example, two pupils come in early every morning to help teachers prepare for the day's lessons. A small group has started to compile a school newspaper and spend the mid-day break setting this up on a computer. Pupils take part in fund raising activities for local, national and international charities and develop compassion for those less fortunate than themselves. They are involved in many community activities and represent their school with pride, developing confident and mature social skills. Most pupils are friendly and polite to adults. They can express their opinions logically about aspects of school life. They listen quietly to each other and take differing viewpoints into account in their discussions. Most pupils can successfully organise their own work and make independent choices. They respond well to the discipline of homework and most complete their assignments on time. Even though some of the younger pupils would rather not have to do homework, they understand that it will help them to learn more.

20. Pupils' good attendance has been maintained well since the last inspection and this has a significant impact on the good progress they make. Parents take their responsibility to advise the school of reasons for absence seriously and there is very little unauthorised absence. Most pupils enjoy coming to school and the majority arrive punctually. There are a small number of pupils who are persistently a little late despite the school's efforts to impress upon those parents involved the importance of arriving on time. Registration is quick and efficient and pupils settle quickly to their lessons.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT

21. The quality of teaching is good generally. In nine of every ten lessons observed the quality of teaching was at least good, and in over four in every ten it was very good with examples of excellent teaching. One unsatisfactory lesson was seen in the middle class of Key Stage 2 but, as the temporary teacher settled the class, the quality and rate of learning improved. The consistently good quality of teaching means that pupils learn well, are interested and curious and want to make progress as their teachers set demanding targets. This applies to all pupils, whether they learn quickly or not, or whether they have special educational needs or are high attainers. There are several common characteristics of almost all of the lessons in which pupils make at least good progress:
- regular marking and assessment in all classes keep pupils' needs constantly under review
  - pupils are set challenging targets and asked to regularly assess their own progress
  - pupils are encouraged to work very hard and produce a very good amount of work
  - teachers devise practical situations in which pupils can apply their skills and knowledge.
22. Teaching has improved since the last inspection, a much smaller proportion is unsatisfactory and more lessons were seen in this inspection in which the quality of teaching was good or better. This improvement is substantially due to the impact of the observations carried out by the headteacher and the rigorous feedback provided for each teacher. Targets are set for teachers and very good support and encouragement are used to help them improve. Governors are aware of the strengths and weaknesses in teaching and keep a careful check on the improvements being made.
23. Teaching in the Foundation Stage is good. Careful planning, based on the areas of learning for young children, is a hallmark of lessons in this stage. The teacher has developed the use of the Stepping Stones and Early Learning Goals<sup>1</sup> and the orderly and imaginative lessons are planned on the basis of these guidelines
24. At all stages careful attention is paid to the development of the basic skills of speaking, listening, reading, writing and number. In the Foundation Stage games, songs and active practical activities form the basis of this work. In one game children worked towards an understanding of zero. Letter sounds are learned well and due consideration was given to the letter 'q' and, because the teacher taught the children in an interesting way, they continued to concentrate very well over a considerable period of time. At the other end of the age range, Year 6 pupils used their knowledge of note taking in a geography lesson to identify the strengths and weaknesses of the Welsh tourist industry. Teachers

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<sup>1</sup> Early Learning Goals – these final Stepping Stones set out what children are expected to know by the time they start Year 1 of the National Curriculum.



plan opportunities for pupils to present findings and are required to use good quality spoken English as well as listening carefully to one another.

25. As the teachers' confidence grows in using the newly established computer suite, so pupils are offered more opportunities to use information and communication technology (ICT) to support their learning. Pupils in Year 3 used the Internet to research playground designs to suggest improvements to their local environment. Older pupils are using computers to design and publish a magazine. A Year 2 African Alphabet involved the use of computers to identify elements of African life that could be used in the display.
26. Teachers give pupils challenging activities, some of which go beyond the scope of the immediate lesson, often requiring pupils to complete tasks by combining knowledge and understanding they learn in a range of subjects. For example, in a very good lesson in Year 1 the teacher asked an average attaining pupil to define determination, 'doing something because you're desperate to do it' was the response. In Year 2 pupils could have used pencil and paper methods to calculate when adding two, two-digit numbers together, but used their mental arithmetic skills. In a Year 3 science lesson pupils were required to measure very accurately the distances moved by blocks. In the same year group in design and technology, pupils used their knowledge of the properties of three-dimensional shapes to design and make packaging for pencils.
27. Teachers manage behaviour very well almost all of the time. There are excellent features throughout the school; for example, in Year 6 pupils are encouraged to act responsibly by deciding themselves when it is appropriate for them to leave their work to go to assembly, play or lunch. This helps to create a pleasant atmosphere and a mature and grow-up working environment. However, the lack of a consistent framework for behaviour in the middle class in Key Stage 2, caused by the succession of temporary teachers, provides an exception. During the inspection behaviour improved in this class as the teacher covering for absence insisted that all pupils should behave properly and respect the other pupils who wished to learn.
28. The quality of most marking is very good and has some excellent features in English and mathematics. Teachers mark pupils' work on the basis of the targets that are regularly set to promote good rates of learning. These targets are progressive and ask more and more of pupils. Pupils find their targets challenging and something to celebrate when they have succeeded in meeting them. Coupled with this are the very good quality assessment arrangements. During lessons teachers keep a careful eye on how well pupils are doing and when it is appropriate they move them on to the next stage of learning. This regular checking is also seen when learning support assistants work with individual and groups of pupils. Pupils are asked to regularly self-assess so that they better appreciate what they can do and what they have to do to improve.
29. For the great majority of the time, support assistants are well deployed and know just how much help to give. In a Year 3 design and technology lesson, for example, the learning support assistant kept asking pupils keen questions to encourage pupils to think of their own solutions, rather than give them an easy way out of their problems. Assistants who are employed by the school and who work with pupils with emotional and behavioural difficulties also provide high quality support. They are firm and consistent in their work and require pupils to behave well at all times; they are unwilling to accept behaviour that adversely affects the learning environment of other pupils.
30. The good quality learning seen in lessons is partly due to teachers' good subject knowledge linked to astute planning. Because they know what needs to be taught next, lessons are brisk, have a good structure and capture pupils' imagination. Pupils find the

work challenging and often concentrate for considerable periods of time. Homework is used well by all teachers. Careful follow-up activities are planned to support the learning that has taken place in class and at times, teachers 'feel a homework challenge coming on' when pupils may be asked to find out something which has cropped up in the current lesson.

31. Teachers are constantly encouraging pupils to do better and the headteacher sets a demanding example. A very good teacher herself, pupils in her sets for English and mathematics are asked not to accept second best and to continually strive to improve their own performance as well as value the work of others. The good rates of pupils' progress inspectors saw are a direct consequence of improvements to the quality of teaching and the work of the headteacher has been fundamental in securing these improvements.

### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS**

32. The school provides a curriculum that is broad, balanced and relevant to the ages, needs and interests of the pupils. It includes all subjects in the National Curriculum and religious education and complies with all statutory and local requirements.
33. At the time of the last inspection, weaknesses were identified in the curriculum of the Foundation Stage and the report was also critical of the lack of opportunities for play for these pupils. The weaknesses have been addressed very thoroughly and provision is now very good in the Foundation Stage.
34. The school organisation includes mixed year classes. Great care has been taken to ensure that pupils do not repeat work. For example, high achieving pupils who spend two years in the same class have a programme of study in history which focuses on the Aztec civilisation. Meanwhile, the rest of the Year 6 pupils and the high achieving Year 5 pupils learn about the contribution of the early Egyptians. This ensures that the appropriate skills are developed and that pupils' interests and aptitudes are promoted.
35. The national strategies for literacy and numeracy have been implemented very well. Inspection evidence shows that the current staff have a good knowledge of the strategies. The current Year 6 pupils are likely to achieve more highly and have benefited from the structures of the strategies and the current good quality of teaching. Teaching in sets in Years 3 to 6 helps teachers plan thoroughly and to meet the needs of all pupils more effectively.
36. There is good evidence that the development of basic skills in English and mathematics are well linked to planning in other subjects. For example, there are many varied opportunities for pupils to develop their speaking and listening skills in history and science. In Year 1 pupils brought books to school about Queen Victoria which the teacher shares with the class. Pupils are asked to talk about their books and explain what they have learned at home. Year 3 pupils make articulate presentations in geography of ways to improve the environment. In science pupils have regular opportunities to work practically and independently through investigations. For example, in a science lesson in Year 3 pupils learned about the effect of stretching elastic bands by different amounts. Their investigations about the distance an object was propelled using elastic band power were closely linked to work in mathematics on measurement. High achieving pupils in Year 2 recorded their results of the distance cars travelled down ramps using block graphs. Information and communication technology (ICT) is

beginning to be used to support the curriculum and links are in the process of being established. For example, literacy and numeracy lessons are held in the ICT suite and pupils use computers for research.

37. Pupils with special educational needs and those with English as an additional language have equal access to the full curriculum. The school prepares very good quality reports of the progress made by pupils. Individual education plans identify achievable targets which precisely address the needs of pupils. The work for pupils with learning difficulties is particularly strong. The provision for pupils with emotional and behavioural difficulties is satisfactory. The school ensures that individual education plans, reviews and meetings with parents are of very good quality and well organised. However, at times the needs of pupils with emotional and behavioural difficulties have not been met as swiftly as they might; a flexible response to inappropriate behaviour was successful. For example, working with pupils with emotional and behavioural difficulties outside of the class and rejoining for the last few minutes was beneficial to the class and the individuals concerned. Where pupils with emotional and behavioural difficulties were kept within the class regardless of inappropriate behaviour, learning was not effective for all pupils.
38. Provision for pupils' personal, social and health education is given a high priority. Circle time is used to discuss issues that enable pupils, particularly those in the juniors, to develop a sensitive understanding of the needs of others and to respect differences in opinions and cultures. The caring nature of the school supports very well the inclusion of all pupils in discussions and promotes values that emphasise the need to trust and respect others. The school council is considering ways in which the school's playground can be improved as well as how behaviour generally can be improved. The school promotes the importance of citizenship well through opportunities for pupils to take part in activities within the community such as promoting environmental issues through their 'Green Eco' project and developing sensible car parking practices by parents collecting pupils from school. The school nurse contributes effectively to the teaching of sex education and drugs awareness is taught by teachers.
39. The provision for pupils' spiritual, moral, social and cultural development is very good and has improved since the last inspection. Excellent links with the church through the regular attendance of the vicar ensures lively, interesting and thought provoking assemblies which contribute well to pupils' spiritual development and provision in this aspect is very good. The vicar, headteacher, teachers and members of the local community play important roles in developing this aspect of pupils' school life. They respond positively to the thanks they receive and the celebrations of their contributions. The provision for social and moral development is very good. School rules, founded on strong Christian principles, form a secure framework for behaviour. Pupils usually abide by these rules and show concern when a very small number of their peers fail to maintain the school's friendly and caring ethos. Parents support the school in developing a clear understanding of right and wrong. Pupils' personal development is enhanced by regular opportunities to help teachers prepare classrooms for work and through supporting younger pupils at break times. The provision for pupils' cultural development is very good. Through history pupils learn about the past and how life has changed over time. Work in geography gives pupils an insight into contrasting cultures, for example, in Kenya. Resources for pupils to extend their knowledge of other cultures are good and enable pupils to learn about the lives of people who live in other countries. Overall, the school's provision for spiritual, moral, social and cultural education is very good and has improved significantly since the last inspection.

40. Links with the secondary school to which most pupils transfer are very good. High quality liaison prepares pupils for a smooth transfer to their new school. There is a very good range of clubs for pupils to enjoy after school. The school offers a wide range of sports, dance, drama and music activities. Parents make a good contribution to after school clubs. Pupils are enthusiastic and take good advantage of these opportunities which enhance their learning and social development. The school receives excellent support from the community. The school's new computer suite provides opportunities for members of the community to develop their ICT skills. In this school children grow to see themselves as important members of the village and their school as a thriving centre of learning.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS**

41. All pupils, including those with special educational needs, are well cared for. The welfare of each pupil is the first priority of all who work in the school and this has created a warm and caring family atmosphere in which pupils thrive. Parents trust the school to take care of their children. The procedures for monitoring academic performance and personal development are very good and provide a high level of educational and personal support and guidance for each individual. The strong relationships between most pupils, their teachers and other members of staff are a major factor in the continuity of care provided for the pupils. The school has taken steps to rectify the criticism from the last inspection concerning registration procedures and, whilst there are still some minor inconsistencies in record keeping, legal requirements are met. The quality of the care provided for pupils has improved overall since the last inspection.
42. The school has good procedures and established practices to govern health and safety and child protection. The governors fulfil their responsibility concerning risk assessment and the staff health and safety co-ordinator, with the support of the caretaker and other members of staff, maintains a safe and healthy environment. The provision for first aid is good and emergency evacuation is practised each term. The child protection co-ordinator has attended appropriate training courses and the dedication and commitment of staff ensure that there is a good awareness of this duty of care. Teachers ensure that pupils understand how to use resources safely and the importance of good hygiene and diet. Pupils receive appropriate information about sex and drugs through the personal, social and health education programme and visitors come to school to talk to pupils about issues of personal safety. Supervision during playtimes and lunchtimes is good.
43. Because of the very good relationships that teachers have with most of the pupils, the formal and informal procedures for monitoring personal development are very good. As a result, pupils receive a very good level of individual support and their progress through the school is recorded well in their records of achievement. There are effective systems to monitor and promote pupils' attendance. Class teachers alert the headteacher to any concerns over individual attendance, and the school secretary records all those who arrive late. Some inconsistencies in record keeping still exist, but these mostly relate to the class which had a series of different teachers last term. Each term individuals and classes who achieve the best overall attendance and punctuality are recognised for their achievement. Morning and afternoon registration procedures comply with legal requirements, an improvement since the last inspection.
44. A particular strength in monitoring and promoting good behaviour in the school is the consistency and fairness with which permanent staff members apply the procedures. All staff, including the mid-day supervisors, have benefited from training in behaviour management, and this has effectively ensured the consistent approach. However,

because of staffing problems, there has been a lack of firm and consistent discipline in one class in the middle of Key Stage 2. A few pupils have taken advantage of this situation and often behave badly disrupting some lessons and causing problems at playtimes. Because the school has a strong commitment to inclusion, the headteacher has sought the co-operation of parents and other agencies in efforts to modify the disruptive behaviour for the benefit primarily of the other pupils in the class. The staffing situation was resolved at the beginning of this term and parents report that the situation improved. However, because of staff absence, the disruptive element in this class still exists. During the inspection, however, it was noted that when the school's procedures were consistently and firmly followed in this class, these pupils settle to their work and make good progress. The recently redrafted behaviour policy incorporates many of the parents' views expressed at a well attended meeting in November. Most pupils understand what is expected of them and trust the staff to handle any unkind behaviour effectively. The rewards for kind and caring behaviour are sought after and valued and pupils enjoy the whole school recognition of their achievement.

45. Assessment procedures are very good. From the time children start school their achievements and progress are monitored carefully. Baseline assessment is used to identify children who have particular needs and those who are more able. This enables teachers to plan work that is well matched to the children's needs and consequently they make good progress during their reception year. The careful tracking of progress, particularly in English and mathematics, is maintained throughout the school. Teachers ensure pupils have good knowledge of their learning. They set achievable targets, which are communicated clearly to pupils. Discussions with pupils help them to know when they have been achieved and what they need to do next. Targets are changed regularly and pupils benefit from this rigorous and thorough approach. Teachers' marking is of good quality, clear comments help pupils to know when they have achieved the expectations made of them. Good use is made of test results. Teachers analyse these carefully and adjust their lessons and plans to challenge pupils appropriately.
46. Test results are used to monitor the progress of individuals and year groups. They are also used to set school targets. The school's analysis of data is well developed and teachers know the strengths and weaknesses of provision. This information is used to improve teaching and learning to increase the school's effectiveness.
47. Assessment in other subjects is organised through the outcomes of learning in each unit of study. Pupils have targets so they know what they need to do to improve. In some cases target language could be more child-friendly. Individual pupil's targets are now set each term and reviewed with both pupil and parents. This is an improvement since the last inspection.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS**

48. The school has a very strong, supportive and constructive partnership with parents and this has a positive impact on the work of the school and on the progress the children make. The very good quality of this partnership has been maintained well since the last inspection and the school has rectified the minor criticisms concerning the information provided. Many parents are involved in school life and in their children's learning and value highly the range of opportunities provided. Most parents are fully committed to and supportive of the work of the school and appreciate the good educational opportunities provided by the headteacher, governors and teaching staff. This is reflected in the very positive views about the school expressed by the majority of parents prior to and during the inspection.
49. The quality of information provided for parents about the school and about their children's progress is practical, comprehensive and informative. Both the prospectus and the governors' annual report for parents contain a wealth of useful information about the school and its achievements. The quality of the children's annual reports has improved since the last inspection and they are very good. They give a clear indication of attainment and specific targets for improvement are identified. Each term parents receive a brief outline of what their children will be learning and several parents commented that this was particularly useful. Not all parents, however, have received this information primarily because of staffing changes. There are three formal consultation opportunities during the year and an open day when parents, relatives and friends can visit the school to see the children working. At regular intervals parents are also invited into the classroom at the end of the day to see their children's books and talk to the class teacher. Throughout the year parents can speak to the headteacher or class teachers if they have any concerns about the progress of their child. Regular newsletters and letters are sent to parents to keep them up-to-date with activities taking place in school. Parents of pupils with special educational needs are fully involved in the decision making process and are kept well-informed about the needs of their children.
50. The school is fully committed to involving parents in their children's learning and in the life of the school. The parent governors make a significant contribution to the decision making process. There is a clear policy on homework provision and the majority of parents willingly and effectively help their children at home. This has a very positive impact on their learning. Several parents help regularly in classrooms with reading and practical activities and volunteer to accompany the children on visits. This active involvement by parents has a good impact on individual attainment and personal development. Formal consultation with parents was carried out about eighteen months ago, and changes made as a result. The meeting with parents last term concerning the deteriorating standards of behaviour in one class resulted in a useful exchange of ideas and mutual support in the school's endeavours to find a solution. Informal consultation takes place on a daily basis between parents, the headteacher and class teachers and parents are confident in approaching the school about any concerns, secure in the knowledge that the school will tell them should there be any cause for worry. Parents have signed the home/school agreement and most fulfil their responsibilities under this agreement. The parents' association is very active and extremely successful, both as a social forum and a fund raising organisation. The amount of money raised on a regular basis is quite outstanding and epitomises the enthusiasm and commitment of the parents to extending the opportunities for their children.

## **HOW WELL IS THE SCHOOL LED AND MANAGED**

51. The headteacher is a very good leader and manager. Her boundless enthusiasm and energy mask the great deal of work she has taken on until the governing body appoint a deputy headteacher. She is managing the provision for two core subjects, two foundation subjects and special educational needs as well as having general oversight of the curriculum and the analysis of assessment information. She has managed the difficult task of appointing temporary teachers as well as could be expected and throughout has shown great care and attention to her duties towards individual pupils. It is in the resolution of priorities between pupil's needs where difficult decisions have not been made as swiftly as they might have been. As a result of a succession of temporary teachers, behaviour in one class has deteriorated to the extent that the very good learning atmosphere that prevails in most classes has slipped. Recently there have been signs of improvement and, as pupils in the middle class in Key Stage 2 are set firm guidelines for their behaviour, their rate of learning has improved. During the week of the inspection there were noticeable improvements in the provision in this class. The task remains to carry on these improvements with temporary staff until a permanent appointment can be made.
52. The management of subjects has improved since the last inspection; sharper job descriptions, a clear focus on what needs to be improved in each subject and regular checking on pupils' achievements in each year group have helped coordinators develop a clear picture of priorities. The positive and supportive relationship between the governing body, parents and teachers is a key element in the improving provision in the school. All groups share a wish to see the school improve and their work reflects the agreed aims of the school. The governing body has a very good understanding of the school's strengths and weaknesses because they are provided with very good information by the headteacher and coordinators and because they collect information themselves by visiting the school and asking key questions when decisions are being made. They then use this information to set targets for the headteacher.
53. The headteacher and coordinators check on pupils' work in their subjects and on the quality of teaching and learning. They carry out these functions very well and base improvement plans on the analysis of the assessment data. In the past year very pointed targets have been set for teachers that have brought about improvements in the quality of teaching. The assessment information has also affected the curriculum and teaching, and challenging targets for pupils are set in motion which helps increase the rate of progress.
54. The school makes very good use of its resources. The building has been upgraded in an impressive way with the help and support of parents and the local community. Very good quality administrative support ensures the school runs smoothly on a day-to-day basis and that the governors and managers are kept well informed about financial matters. As governors and members of staff were developing the information and communication technology (ICT) suite careful consideration was given to how to achieve best value in the project. Careful financial planning supports the very clear objectives of the governing body to develop the school premises and maintain a high quality teaching and support staff. A substantial carry forward was used to fund the improvements to the building and resources with the help of a very generous donation from parents and support from the Diocese. Plans are already under discussion to meet the needs of the proposed housing expansion in the village. The school makes very good use of ICT to plan ahead.
55. The staff is appropriately qualified and experienced. Very good relationships between teachers and learning support assistants ensure that pupils are very well supported. Learning resources are plentiful and of good quality. The library and computer suite are

rightly placed at the heart of the school and there is now a very good range of provision for children in the reception class. The school hall is small and at times physical education lessons are difficult to manage, more notably for older pupils.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER**

56. The governors, headteacher and staff should:

- Improve the attitudes and behaviour of some pupils in the middle Key Stage 2 by:
  - intervening at the earliest possible stage if the standards of behaviour become unacceptable;
  - agreeing with parents and children a step-by-step procedure for dealing with unacceptable behaviour;
  - taking immediate action to establish consistent working routines.

*[Paragraphs – 5, 14-20, 27, 29, 37, 44, 51, 89, 98]*



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	31

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	19	22	5	1	0	0
Percentage	6	38	44	10	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		148
Number of full-time pupils known to be eligible for free school meals		3

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		20

#### 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	10
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

%
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#### Unauthorised absence

%
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School data	4.0
National comparative data	5.6

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.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	10	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	21	22	21
	Total	31	32	32
Percentage of pupils at NC level 2 or above	School	97 (91)	100 (91)	97 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	21	19	21
	Total	32	29	31
Percentage of pupils at NC level 2 or above	School	97 (91)	91 (100)	97 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	10	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	11	18
Percentage of pupils at NC level 4 or above	School	57 (85)	52 (78)	86 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	11	16
Percentage of pupils at NC level 4 or above	School	57 (81)	52 (81)	76 (85)
	National	72 (70)	74 (72)	82 (79)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	124
Any other minority ethnic group	2

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	21.1
Average class size	24.6

#### **Education support staff: YR – Y6**

Total number of education support staff	7
Total aggregate hours worked per week	157

*FTE means full-time equivalent*

### ***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	4	0
Other minority ethnic groups	0	0

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

### ***Financial information***

Financial year	2000-2001
	£
Total income	374,638
Total expenditure	330,038
Expenditure per pupil	2,038
Balance brought forward from previous year	37,450
Balance carried forward to next year	82,050

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	148
Number of questionnaires returned	70

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	30	6	0	0
My child is making good progress in school.	53	40	4	1	1
Behaviour in the school is good.	29	41	24	2	1
My child gets the right amount of work to do at home.	37	53	6	3	1
The teaching is good.	67	29	1	3	0
I am kept well informed about how my child is getting on.	44	37	14	4	0
I would feel comfortable about approaching the school with questions or a problem.	64	27	4	3	1
The school expects my child to work hard and achieve his or her best.	64	27	6	1	1
The school works closely with parents.	41	37	17	1	3
The school is well led and managed.	54	34	6	1	4
The school is helping my child become mature and responsible.	59	30	9	1	1
The school provides an interesting range of activities outside lessons.	37	49	6	3	6

## **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**

57. The school has improved the provision for the youngest pupils since the last inspection and is well placed to continue to do so in the future. Progress was reported to be good in the area of language and literacy but only sound in other areas of learning. It is now good in all areas of learning and occasionally it is better than this. Provision for all children is now good. The provision for children with special educational needs is very good as they receive high quality support. All staff members focus well on developing children's personal skills and all basic skills. Consequently, children are achieving high standards in communication, language and literacy. This is particularly true of speaking and listening skills, which are effectively encouraged at every opportunity. The outdoor play provision is now established and well resourced.
58. Provision for children in the Foundation Stage is made in the school's reception class, as it has no nursery. Most of the children who come into the reception class have already attended one of two playgroups situated in, or near, the village of Geddington. Presently there are twenty-two children in the reception class. They have all started school at the beginning of the school year in which they become five years old. Consequently, a small number will not become five years old until next term. The reception class teacher is the Foundation Stage co-ordinator and has worked hard to update policy and practice. This now meets the requirements of the curriculum guidance for the Foundation Stage. The co-ordinator has worked equally hard and successfully to form good relationships with the playgroups so that children's earliest experiences are effectively built upon.
59. The ratio of adults to children is favourable. This is partly because there is regular support given by a group of parent volunteers. They readily give their support because of the good relationships that have also been formed with them by the co-ordinator and headteacher. They are all as well briefed as the support assistant who completes an effective teaching team.
60. The school's assessment of the children's attainment on entry to the nursery is based upon its own and the local authority's systems. They provide the school with a well-structured set of information that confirms that the children are average in all areas of learning. By the time that the children finish the Foundation Stage and transfer into Year 1, most children achieve the Early Learning Goals in all areas of learning as set out in the curriculum guidance. Some exceed them successfully. The children make good progress in this first stage of their education. This is largely because of the very imaginative way that tasks are presented to the children. Good teaching also assures that children make good gains in their learning.
61. Teaching in the Foundation Stage is good overall. The best teaching is seen in all areas of learning. The teacher and support staff make learning fun and exciting for children whilst maintaining high expectations. They have worked hard together to implement the new Foundation Stage curriculum. The teacher has a very good grasp of the curriculum's requirements and a very clear understanding of how young children learn. She is an effective leader because she ensures that all adults working with the children do so from an informed basis. Everyone is well briefed and knows exactly what children should be getting from their learning. The focus is on high expectations, which are subsequently invariably met because everyone works as part of a team. The Foundation Stage stepping stones are understood and followed appropriately by both teacher and

support assistant and they ensure that voluntary support personnel are equally well informed. Planning is clearly set out so that all can refer to it and have a clear knowledge of what they should do. This is the major reason that the school gives its youngest children a very good start to their learning.

### **Personal, social and emotional development**

62. Provision for the children's personal, social and emotional development is very good and as a result they make good gains in their learning. Much of the provision is part of other areas of learning but specific emphasis is also effectively given at certain times in the school week. One of these times is at the start of the school day. Most of the children come into school with parents or carers, including older brothers and sisters. All are welcomed by staff who act as good role models for children by the way that they greet everyone. Another time is when they sit in a circle at snack time. They have happy conversations with one another. They help to prepare fruit and biscuits and give them out to one another remembering to say "Thank you" at adults prompting. They are prepared to share well with one another because they are very secure in their relationships.
63. The children are keen and enthusiastic learners. They confidently go about their classroom and outside play areas because staff have provided an interesting range of activities for them to choose from. When they are developing their speaking and listening skills they have supported and independent activities. In their independent activities they form letters correctly and confirm that they are all able to write their own name. They are proud of the fact that others can do this as well as themselves. They are well-behaved and responsive children when they are working in small groups. As a whole class group they show high levels of confidence when they change details in a story so that sad parts become happy ones instead. The story of "The go-cart" is made more meaningful for them because a real go-cart has been made for them. They use this in their outdoor play. They work in small groups and enjoy riding on it whilst finding out about which is the best direction at the same time. They play together amicably as they share and use their imagination. The children sustain their level of concentration well. The thoughtful way in which they sit and listen and share one another's successes is a true reflection of their maturity and the very good quality of relationships.

### **Communication, language and literacy**

64. When the children start school they have average skills in this area of learning. The methods used by the teacher and support staff maintain the children's interest constructively. Opportunities are created to work as a whole class and in pairs or smaller groups. As a whole class they work on initial sounds in words. They make actions as they say the sounds, making their learning fun and meaningful. The children were observed learning about the letter "q"; an imaginative story told by the teacher ensured that miming the quacking of the ducks helped to stimulate memories and gave lots of fun. From this imaginative presentation the children move from being whole class learners into smaller groups. In their groups they form the letters carefully and find other words that begin with the same letter as they talk to adults.
65. The children listen with pleasure to stories. They are able to change the focus of a story because they listen intently. The fighting in the story of "The go-cart" is turned into the characters co-operating happily with one another. The children efficiently sequence the sentences that the teacher has provided in a mixed up order. They are able to do this one hundred per cent accurately. Their confidence is confirmed by the way that they individually read them. Reading is already given a high priority as a developing skill. A love of reading is being appropriately generated with the children as a result of the joint



work of home and school. Children are already becoming skilful as well as enthusiastic readers. Basic skills are being taught systematically. The big book is used by the teacher as good preparation for the children's full participation in the literacy hour in Year 1. They are being well prepared for their work there because of the whole staff's wish to make learning a progressive experience for the children. Children are confident learners who are at least reaching the Early Learning Goals in this area of learning.

### **Mathematical development**

66. Children begin school with an average level of skills in their mathematical development. Every opportunity is taken by staff to develop the skills through a range of activities. When the children are exploring the way that different sized bottles hold different amounts of water in their water play they are learning about capacity effectively. When they are responding to their teacher calling the register they skilfully add up the number present and take that away from the number that could be present. These more informal ways of learning are developing mathematical language accurately.
67. On other occasions mathematical skills are developed more formally. These learning opportunities are equally well planned. The range of interesting activities engage the children effectively because they are being well supported by the adults working with them. When they are finding out about numbers the children work as a whole class and in smaller groups. The smaller groups ensure that they are working at an appropriate level to develop their skills according to their abilities. As a whole class they play an enjoyable game of musical bags. The bag was passed around a circle and when the music stopped whoever had the bag took out the number, added to it and took away from it by one. Numbers were also added together as the bag moved on. Children loved the excitement of this but also grew in visible understanding of how numbers could be used in different ways. In smaller groups they estimated with skill the number of buttons and beads concealed in tins. Higher attaining children worked with numbers up to and beyond 20 with accuracy. Children with less mathematical ability were matching objects to numbers up to ten. They then led the session where learning was brought together and very proudly told other children about the numbers they had made up accurately. The activities are preparing the children well for work in Year 1 as they are confidently achieving the Early Learning Goals in this area of learning.

### **Knowledge and understanding of the world**

68. Many children in the reception class have a good general knowledge, which supports them well as they begin to find out about the world around them. They have average skills on entry to the school. Children are encouraged to bring their knowledge of their area to everyone's beneficial attention. The village is central to their learning as they explore its buildings, including the church. The outlying farm areas are known to some of them who have attended one of the playgroups based at a farm.
69. The breadth of the experiences helps children cover a wide range of areas of learning. The teacher keeps a very careful track of the children's involvement in this range of exciting activities. These are planned thoroughly and resourced effectively. Adults work as a cohesive team to draw out the best possible responses from children. Some activities are giving children chances to explore on their own or in pairs and small groups. These activities are still being carefully monitored by the teacher. The activities that are being more closely supported by adults include a focus on finding out how to go through the whole process of making successful rock cakes. In the meantime the children discover some of the properties of what floats and sinks in their water play. This is then followed up systematically at another time when the children record their findings

with the help of the learning support assistant. Other properties of water are discovered at the same time as children make jellies with support from a parent helper in dealing with hot water safely.

70. Children interact confidently with the computer as they use a program to support developing knowledge of their reading books. They build blocks into an imaginative rocket in the outdoor covered play area. Their skills in handling these blocks are higher than could normally be expected for young children. The children also find out about direction and movement as they use their go-cart in the larger outdoor space. The small group of children carrying out this activity constantly changes so that all have the chance to be actively involved. They estimate reasonably accurately and record their findings in a tally form that they clearly understand. Imaginative play in the shoe shop that has been set up in the classroom develops their interpersonal skills. At the same time they successfully find out about playing different roles as shopkeeper and customer. The good opportunities children have to explore their world ensure that they at least achieve the Early Learning Goals by the time they are ready to enter the Year 1 class.

### **Physical development**

71. Careful planning goes in to providing activities that will stretch the more physically capable whilst giving others appropriate opportunities to develop well. The finer physical skills are developed in the classroom and the outdoor play area. In the classroom they successfully mix the contents of rock cakes together under the watchful eye of the learning support assistant. They use rolling pins and tools skilfully as they made a house in clay.
72. The larger physical skills are also being equally well developed in the larger space of the playground and hall. In the playground the children move with control as they play the traffic lights game. They change direction and methods of moving with aplomb. The class teacher gives clear instructions to help them to do this so well. Even here the finer physical skills are being thoughtfully developed, as the children have to pass a beanbag around their body with care. When less skill is applied by children as they then flick the beanbag the teacher ensures that performance is improved as the children watch those who have done it well before they try again. This strategy ensures that improvement does take place. The children also learn to catch and throw with accuracy. They meet the challenge in the activity as they are asked to continually move further away from the hoops into which the beanbag is being thrown. The physical skills are being very well served as the children are being well prepared for the Year 1 class by meeting the Early Learning Goals before they transfer.

### **Creative development**

73. Children have average skills in this area of learning when they come into the reception class. They quickly become absorbed in the practical nature of many of the activities as they increase their skills rapidly. They manipulate fine tools with alacrity as they make house plaques out of clay. They use their imagination as they paint things that are familiar to them in primary colours. They talk about what they are doing in an informed way about how they are combine colours. Apart from this individual work they have joined their painting talents together to create the effective background of the class shoe shop.
74. Musical skills are being well honed as they have opportunities to create sounds to a pattern. They make sounds using voices and instruments. They confirm their understanding of high and low sounds as they sing whilst touching their head when the

sound is high and the floor when it is low. They are keen to volunteer to be musicians when they use the xylophone to produce high and low sounds. They play the xylophone with speed and accuracy to produce pleasing rhythms. The understanding of the importance of scales in music making is being firmly embedded in their learning. Both pitch and duration are then successfully developed in their singing. This level of competence is repeated in their singing when they join in the singing in the assemblies in the school hall. The children are moving well along the Stepping Stones and are at least achieving the Early Learning Goals before they move into the Year 1 class.

## ENGLISH

75. Standards in English in last year's national tests for seven-year-olds were well above average in writing and above average in reading. Standards in the national tests for eleven-year-olds were below the national average in English. There has been a decline in standards at eleven that have previously been well above average. The variability of the intakes has had a substantial impact on the pattern of the test results. The school recognised the significant amount of special need in last year's cohort and put in extra support to ensure the best possible results. In a fairly small cohort a significant number of pupils had learning difficulties and were unsettled in their learning.
76. Inspection evidence indicates that the present Year 2 pupils are working at standards similar to those of last year's tests and that pupils in Year 6 are working at an above average level of attainment. Pupils are making good progress. There is no significant difference in the standards achieved by boys and girls.
77. The school analyses the test results thoroughly. It also has a very good system for tracking pupils' progress that begins in the Foundation Stage and continues through the school. This assures the seamless nature of the attention that is paid to the development of all aspects of English. The system clearly identifies the needs of the above average, average and below average pupils as well as those with special educational needs. Individual targets are set as part of the tracking system and they work effectively to raise standards. They are regularly reviewed and new targets set. The targets are tied in to the marking system which is very carefully followed by staff and clearly identifies for pupils what they need to do next in order to improve their work. It was as a result of this first rate system that the needs of last year's pupils were so accurately known by the school. In the current Year 6 class a significant number of pupils are in the above average group. They are taught in a top set by the headteacher as the English co-ordinator. This augurs well for this year's test performance.
78. Listening and speaking skills are above average in Years 1 and 2. In a whole class discussion in Year 1 the focus is on a big book called "Amazing Grace." Pupils make good contributions to one another's understanding as they speak about the appearance, behaviour and key qualities of the main character. The pupils' confidence in making these contributions is well supported by the good teaching of English. In Year 2 the pupils continue their focus on listening with care to one another as well as adults. They successfully describe a character that they have read about in the big book "Wishbones." Both of these texts have been carefully chosen to support pupils' knowledge of books with characters from different cultural backgrounds. This raises interest in the books and gives pupils plenty to talk about. Above average standards are maintained in Key Stage 2 classes. In Year 3 pupils listen carefully to a rap poem that stimulates their imagination so that they explore characterisation and setting in a detailed discussion. In Year 4/5 they investigate how writers create imaginary creatures in an imaginary world. Lots of teacher support produced a good number of interesting

descriptions. In the higher and middle attainers groups, mainly made up of Year 6 pupils, the headteacher and class teacher make sure that pupils make significant contributions to discussions as they identify and develop understanding of key features in literacy texts that excite them. They listen with care, carry out research independently and make considered contributions to discussions.

79. Standards in reading are above average throughout the school. Good teaching and careful tracking of reading development ensures that pupils achieve well. The very good relationships between home and school supports pupils well, including those with special educational needs, to achieve in their reading. Pupils in Year 1 and 2 have a clear understanding of letter sounds. They are able to combine them together in order to help them to read unfamiliar words. All pupils use this strategy effectively. They also use picture clues that give them further support in building their word knowledge. Teachers identify accurate reading levels through their careful tracking system. The higher attainers are well challenged by their reading books. In Key Stage 2 classes the emphasis of lessons moved from fluency of reading to encouraging pupils to understand meaning. Pupils are then able to talk with enjoyment about events and characters in their reading books. They are so engrossed in their books that they often do not want to know about the outcomes of stories but are happy to apply their imagination to some of the possibilities. All pupils take reading diaries home so that parents and carers can give support too. Most have a clear idea about how to use a library. They are well supported in this respect by the school library, which is appropriately stocked and classified accurately. By Year 6, pupils often bring books from home because the love of reading has been so well embedded by the school and parents that they have a good supply of books at home too.
80. Standards in writing are above average. In Years 1 and 2 pupils build their confidence in being able to write very carefully. They are well supported by teachers and support staff. In Year 2 most pupils are able to write an effective character study of the main character of a book set in another country. Yeh Tsien is the main character in the book "Wishbones." The teacher, comparing her with Cinderella, builds up a profile of Yeh Tsien. This immediate point of contact for the pupils makes them aware of characteristics having similarities even though they are in different countries. In consequence pupils write their own profiles with confidence. By the time that they are in Year 6 pupils in the all groups are writing with power and imagination. This is well fuelled by the enthusiasm and love of words that all teachers implant into their work with pupils. Teachers introduce very good texts such as "Tom's Midnight Garden" and "The Silver Sword" to pupils to fire their imagination. This is extremely successful. The consistency of a high standard of marking from Year 3 onwards gives extra vital support to the good standards achieved in writing at this key stage.
81. Standards in handwriting are good. Pupils in Year 1 and 2 benefit from regular practice in their handwriting books. The benefits accrue from the carefully supportive marking of their efforts by teachers who want to ensure that pupils are working to high standards. This is well maintained in Key Stage 2 classes where the quest for more imagination in pupils' writing is not achieved at the expense of presenting work with care. Spelling is good throughout the school. Regular attention is given to it through spelling lists in Years 1 and 2. In Key Stage 2 classes, particularly in Years 3 and 6, pupils' imagination is effectively caught by the way in which teachers approach the development of word attack skills. They build on a word wall in Year 3 and are suitably challenged to use them accurately in sentences. The level of challenge is retained throughout this key stage. In Year 6 they choose words that have been misspelled in their writing and look for patterns in their spellings. They automatically use dictionary and thesaurus to support their learning.

82. In all lessons teaching is good and often very good where the teaching of basic skills and the management of pupils are concerned. Where it is best teachers plan thoughtfully. This is an improvement upon the findings of the last inspection. The improvements have been plainly brought about by the effective adoption and adaptation of the structure of the literacy hour. Teachers plan with consistency and imagination that is reciprocated in the imagination that the pupils bring to their English work. Teachers have analysed the needs of their pupils with care and match the work to the needs of pupils very effectively. Marking is rigorous.
83. Support staff are generally well deployed and give effective support. However, occasionally they are not fully employed in the opening discussions that form such an important part of setting the scene for developing work appropriately. Support for pupils with special educational need is given because they have individual education plans that are well focused upon supporting their learning in English.
84. The focus given in the literacy hour is firmly embedded in the school's practice. It is widely transferred across the curriculum. This is having a beneficial effect in other subjects such as religious education and history. There is too little use of ICT in English other than through the use of the computer as a word processor.
85. The subject is extremely well led by the headteacher. There has been a very good analysis of pupils' performance in national and internal tests. A useful policy and a scheme of work are well based upon the national guidance but enhanced by imaginative adaptation. Good resources have been provided. The headteacher is passionate about English becoming a central factor in the further raising of standards consistently in all classes.

## **MATHEMATICS**

86. Standards in the present Year 2 and Year 6 are above average and confirm the meticulous records and systems that the school uses to track pupils' learning. Pupils do particularly well in solving problems and applying their learning in new situations and in their work about shape, space and measures. The standards achieved by pupils in the last set of National Curriculum tests for Year 6 were well below average and in the lowest 5% of similar schools. However, this was expected by the school, which uses very careful recording to show that all pupils in this year group made at least satisfactory progress and some made very good progress. It is not possible to predict smooth trends in attainment because each year group is relatively small, often around 20, and they differ in their makeup. There are no significant differences between the achievements of boys or girls. Pupils with special educational needs and those who learn at different rates have their needs addressed very well at Key Stage 1 and well at Key Stage 2. Some pupils with emotional and behavioural difficulties in the middle class of Key Stage 2 make satisfactory progress but at times their need for a positive learning atmosphere has not been met.
87. By the time they are seven pupils have a good grasp of mental arithmetic. They add and subtract two, two-digit numbers accurately and quickly. They show great enthusiasm for the games and exercises planned for them. As their teacher held open her fingers to represent a crocodile's mouth, pupils quickly and accurately turned over their flipbooks to reveal their answers, before the 'crocodile's jaws' snapped shut. Pupils measure accurately in centimetres and above average pupils understand millimetres and how to weigh objects in grams after making accurate estimations. By Year 6 Pupils find the

percentage of amounts expressed in millimetres, grams and money. They calculate the area of rectangles and in work that offers them plenty of challenges, solve problems using negative numbers. They have a good understanding of the properties of two and three-dimensional shapes; for example, higher attaining pupils referred accurately to the properties of a circle and use the correct terms to describe how the circumference, diameter and radius are related. Pupils in the lower set of Years 4, 5 and 6 work in four quadrants accurately. Pupils have very positive attitudes towards mathematics and there was an impressive amount of work completed.

88. The quality of learning matches the quality of teaching and, while in general teaching is good, there are examples of very good teaching in all parts of the school. Pupils take great care of their work and in all classes mathematics books are neat, with well set out calculations. Teachers plan activities for pupils that require them to solve problems and use their existing knowledge, and regularly set difficult work to make pupils think. In the top set in Year 6, above average pupils work from the Year 7 programme of the National Curriculum. Pupils learn effectively because their teachers plan work that is pitched just right for smaller groups in each class. Then, as the lessons proceed, teachers keep a watchful eye on each pupil's progress and if necessary move them on to more difficult work or ask them to recap elements of their learning. This helps pupils identify their own errors and see what they have to do to work accurately. This sort of careful monitoring was seen in Year 2 where pupils used pencil and paper methods to subtract two digit numbers in a shopping exercise.
89. In the lower set of ability groupings for numeracy at Key Stage 2, pupils with special educational needs made good progress as they added 45 and 46 which they could do mentally because they understood that these numbers are near doubles. In this lesson there was no evidence of the lax attitudes that could be identified in the analysis of pupils' books. This was because the teacher offered the pupils straightforward guidelines about their behaviour and they reacted well to the practical nature of the task and the brisk pace of the lesson. In Year 3 pupils had to explain 'frequency' to an alien and then construct and interpret their own frequency tables. In this lesson and in the others observed there was just the right balance between learning new information and practising and applying what pupils already know.
90. The computer suite is being used in mathematics lessons with increasing frequency and the coordinators for mathematics and ICT work well together to plan further use of this important resource. Teachers plan their work based on regular and systematic assessments of pupils' learning. A particular feature of this work is the targets that are set to encourage pupils to move on to the next stage. Pupils have a good understanding of their targets; this promotes brisk rates of progress and excitement when targets are achieved. These assessments are focused, well marked, wide ranging and challenging. Pupils use their mathematical knowledge in science, for example when they draw graphs of the results of their experiments.
91. The school has improved well since the last inspection. The national strategy for numeracy has been introduced and has bedded down very effectively. The quality of teaching is better and the management of the subject has improved. This is a considerable achievement in itself as the coordinator has many areas of responsibility and works extremely hard to support the development of the subject.

## **SCIENCE**

92. Standards in the 2001 national tests for pupils aged eleven were average but below those of similar schools. The proportion of pupils achieving the higher level 5 was above average. The current pupils in Year 6 are attaining above average standards. At age seven pupils' performance in 2001 as assessed by the school, was above average and the proportion of pupils achieving the higher level was also above average. In the work seen in the current Year 2, pupils are continuing to attain above average standards. Overall standards for both age groups have been maintained. Fluctuations for older pupils in the juniors have been due to staff changes and differences in the strengths of different cohorts. However, there has been a steady upward trend since 1999 and there is no significant difference between the performance of boys and girls. The investigative aspects of science continue to be a strength.
93. Learning through investigation underpins teaching and learning in science. All aspects of the subject are well covered and pupils make good progress which supports their transition from primary to secondary school. A major factor contributing to the good progress is the systematic teaching of the subject.
94. The quality of teaching is good overall with examples of excellence. Teachers plan lessons carefully with the emphasis placed on learning through investigation. Thorough assessment strategies measure pupils' understanding of work at the end of each unit of work and this supports their learning well. The quality of marking is good, and indicates to pupils ways in which they can improve their work further. Pupils thoroughly enjoy science and are keen to develop their knowledge and skills because teachers motivate them and they find their lessons interesting.
95. Pupils in the infants cover a significant amount of work, particularly in materials and their properties and physical processes. Pupils in Year 2 investigated forces working with model cars and newly prepared ramps. They were immediately interested and devised activities using the objects, many of which involved rolling the cars down gradients. After a short period of independent investigation the teacher brought the pupils together to focus upon an activity that channelled their activity into structured learning through enquiry. The immediate priority was to identify the task. The teacher used carefully framed questions to lead pupils to recognise the purpose of the investigation, for example; "If the ramp is raised higher, do the cars travel faster?" Pupils worked in pairs and considered the nature of the enquiry and how the tasks should be shared, for example from which points on the ramp should the cars be released and how should distances be measured? Throughout these important negotiations the teacher moved around the pairs offering guidance and advice as necessary. Through sensitive and well structured interaction almost all pupils understand the principles of fair testing and improved their standards of reliability in testing. The teacher took note of pupils' responses and used the information as assessments of the work. She later shared this information with the pupils to encourage better practice and improve further the pupils' rates of learning.
96. Very good progress in Year 3 is due to the very good teaching of the coordinator. In their investigations of materials and forces pupils predicted the effect of stretching elastic bands by different amounts. Pupils were expected to make predictions supported with reasons. The articulate discussions that followed added significantly to the quality of learning generated by this work. Before investigations were set up the teacher reviewed previous work on forces to prepare pupils to extend their understanding. Reminders were given about the need for safety when using elastic bands. Pupils, who maintained a very good level of concentration on their task, took cautionary words seriously. The teacher had considered the different needs of pupils in the class and with the good support of the teaching assistant and parents, groups of pupils received appropriate

levels of additional support. Pupils were urged to be methodical in their work, for example, when stretching the elastic bands pupils were encouraged to increase the distances progressively. A very good plenary session focused upon the assessment of the outcomes of pupils' investigations.

97. A feature of the work in science is the cross curricular links that are made. For example, results of investigations are recorded in graphical form, sometimes using computer programmes. The high quality of speaking and listening opportunities enhances standards of literacy.
98. Progress slows in a mixed Year 4 and 5 class. This is due to the frequent changes of teachers that the class has experienced. The majority of the pupils in the class were keen learners. In a well planned lesson which described how muscles work they showed keen interest. Practical activities, for example, making models of muscles working in pairs, contributed to pupils' understanding. The teaching was unsatisfactory despite these strengths because the behaviour of a very small number of pupils was not well managed and interrupted the pace of learning. This challenging behaviour has not been sufficiently addressed by the school through insistent and consistent application of the school's behaviour policy.
99. In a mixed Year 5 and 6 class progress accelerates. Pupils have opportunities to research the life cycles and habitats of plants and animals using a range of materials including reference books and internet facilities. Teaching is very good and pupils are expected to make presentations based on their research. For example, they explain where plants and animals are found and how they adapt to different environments. Pupils work in mixed ability groups. They share materials very well and collaborate to complete their tasks, each member of the group taking on a specific role. Pupils are focused and keen to make good quality presentations. The strength of the teaching was the very good support given to each group. The teacher made suggestions of how the work could be better managed and acted as a consultant. As a result, pupils are developing increasing confidence of working independently. Presentations are delivered with confidence and with increased experience their techniques will improve further. For example, the pupils need to plan how and when to use illustrations and photographs more effectively in their delivery.
100. The coordinator is a very enthusiastic teacher. She provides a very good role model for other teachers of science. She has appropriate plans to further improve teaching and learning opportunities in the drive to raise standards.

## **ART AND DESIGN**

101. It was only possible to observe one art and design lesson during the inspection week due to last minute timetable changes. Judgements are made on the basis of analysis of work produced and on display as well as discussion with a group of Year 6 pupils. It is not possible to make a judgement upon the overall quality of teaching although in the one lesson observed in Year 3 it was good. From evidence obtained it is clear that all pupils, including those with special educational needs, enjoy art and design and make good progress. This is an improvement on the level of progress found at the last inspection. Standards at the end of Key Stage 1 and 2 are at the level expected which maintains the standards found at the last inspection.
102. The pupils clearly have a systematic range of activities in their successful making of art. In Years 1 and 2 they often use their understanding of the skills and techniques of



making art in illustrating work in other subjects. Although developed in this way it does not mean that the discrete aspects of making art are diffused. By the end of Year 2 they mix paint and materials together effectively as they illustrate Joseph's coat. They obtain subtle shading in paint as they mix colours together well to produce a display of poppies. They use the computer to produce prints of Joseph's coat to confirm their secure understanding of the use of different media.

103. In Years 3 to 6 the good progress is maintained. In Year 3 they layer papers skilfully to create an underwater scene. In the lesson observed in Year 3 the pupils went through the design process of preparing stencils and potatoes before they also design their pattern to be printed. The colourful outcomes indicate clearly that previous learning has been skilfully and successfully built upon. Pupils consider artists such as Picasso in Year 4/5 before they make self-portraits of themselves that confirm their ability to shade carefully with pastels and paint. They use block printing successfully to illustrate the village church on a large scale. Wire figures covered with newspaper ensure that skills are always being well developed through the use of a good variety of media. Year 6 pupils have a good recall of their experiences of making art. Their enjoyment and pleasure in making this recall confirm their good attitudes to the subject. They are able to recall their work in two dimensions as they created textiles of figures and objects in materials. There is little evidence of three-dimensional work being completed in the school.

104. The headteacher, who has a multiplicity of responsibilities, is satisfactorily leading the subject. She has provided a secure understanding of the need to develop skills and techniques through the policy which is linked to the national guidelines. Resources are plentiful and of good quality.

## **DESIGN AND TECHNOLOGY**

105. As they were at the time of the last inspection, standards are at expected levels in Years 2 and 6. However, the skills of evaluating how well pupils' final work matches the initial designs have improved. Pupils have a thorough understanding of the design, make and evaluate process and talk knowledgeably about their products and how they would improve them. There is a weakness in pupils' skills of making products from materials such as paper, card and wood. Pupils' work in textiles and food is good and the displays and lessons show that pupils improve their skills when they work in these areas. The new computer suite is not yet equipped so that pupils can learn about how to control mechanisms but the coordinator is aware of this and has plans to develop this area of the curriculum.

106. Pupils are interested in learning because teachers plan work for them that captures their imaginations. In Year 1 pupils used tri-fold books to show how the purpose of their designs, the materials to be used and the design itself. Pupils applied themselves well in this lesson and took great care to ensure their drawings were neat, well set out and showed imagination as they designed their structures. The teacher helped pupils to evaluate their work, looking sharply at their finished buildings. Pupils' excellent attitudes and very good levels of independence helped them complete their work well. In a very good example of cooperation between year groups, a pupil from the Year 4/5 class helped a Year 1 pupil produce a flashing light for the lighthouse which had been built. Pupils concentrated very well and worked very hard for an hour and a half, a considerable time for pupils of this age. In Year 2 pupils discussed the merits of a fixed and free axle as they designed a wheeled vehicle. Their chassis were of good quality

and the construction of the wheels and axles ensured that their vehicles moved smoothly.

107. In Year 3 pupils learned well as they made cartons to transport the pencils produced by Sharp Pencils Ltd. The managing director of the firm, Mr I M Blunt, had written to the class asking for their help. His company had developed a new product range but needed help with marketing and packaging. Pupils saw this as an exciting and real task. Pupils used their mathematical knowledge of how to construct three-dimensional shapes to produce nets of the packaging. Pupils showed average attainment as they scored and shaped their cardboard boxes. Skills in making are generally below average and this was the case in a Year 4/5 lesson but pupils show good levels of understanding about how to design and evaluate their work. They have good problem solving skills, so that when pupils had to alter the models of their fantasy animals, they understood that giving the animal a tail or altering the shape of the feet, would help their model to stay upright.
108. A real strength of all design and technology lessons is the opportunities pupils have to discuss and negotiate the features of their work with their manufacturing group. This was demonstrated by Year 6 pupils who talked about how they had set up a production run to develop and make their biscuits. Groups had to design and make a range of biscuits from one basic recipe. During the inspection this work was continued when a member of the community brought in homemade biscuits and scones as variations on the same recipe the class had used. During the lesson pupils had to design a biscuit for a special person. The teacher took the opportunity to reinforce other areas of development by confirming that the best of all reasons to make anything for someone is simply because you love them.
109. Teaching was never less than good in all lessons and pupils approached their learning with enthusiasm and dedication. Their concentration levels are very good and teachers are skilled at planning lessons so learning from other subjects, such as mathematics, can be used. Teachers monitor work carefully and they work well with learning support assistant to ensure that those who need support, including pupils with special educational needs, receive just the right amount. A very good example of this was seen in Year 3 when the learning support assistant asked pupils questions about how they could improve an idea or technique. This encouraged pupils to think of solutions rather than be given them by an adult. The subject is managed well and has developed well since the last inspection. The plans the coordinator has for improvements in the subjects are of good quality.

## **GEOGRAPHY**

110. At ages seven and eleven, standards are above those expected for pupils of these ages and they have improved since the previous inspection. This is due to the improvement in the quality of teaching, which is now good. All pupils, including those with special educational needs make good progress. Pupils develop above average skills by sharing ideas and opinions through the presentations they make to their class.
111. By the age of seven pupils draw plans of the classroom and of places outside the school. They recognise that the countryside is drawn to plans when they are introduced to maps. As pupils move through the school they are taught the language and symbols to help them interpret maps. The study of the area around the school and the village provides a wealth of source materials for pupils to extend their knowledge. Studies of contrasting environments enable pupils to consider similarities and differences between

where they live and places further afield. Pupils in the juniors extend their mapping skills by drawing routes to nearby towns. They include relevant information for the map to be a useful aid to travellers. Land use and the occupations of local people provide starting points for investigative work within the community. By the age of eleven pupils have good knowledge of physical geography and can name the highest mountains in Great Britain and make comparisons with those in other continents. Opportunities are provided to make learning relevant. For example, teachers linked their work on mountains to the current disaster caused by the volcanic eruptions in Goma.

112. In the three lessons observed the quality of teaching was good in two lessons and very good in the third. In a lesson in Year 2 the teacher skilfully used a range of resources well to maintain the pupils' interest. Very good questioning techniques encouraged pupils to compare amenities in Kenya with those of Geddington. Many pupils expressed surprise that children in some villages in Kenya have to walk to collect water and are expected to help with farming duties. In Year 3, pupils worked in groups to present ideas of how the local environment could be improved. Within the groups pupils accepted responsibilities for the collection and recording of information and choosing the best way to present their ideas. Their research work was of good quality and indicated that pupils had used a wide range of sources to gain information. Pupils were keen to share their findings which were presented very clearly using precise language and often illustrated their ideas with pictures, sketches and photographs. Opportunities to develop speaking and listening skills were exploited very well. In the very good quality lesson, pupils in Year 6 generated very good ideas about the advantages and disadvantages of tourism in Snowdonia. The teacher sensitively managed the debate, quietly encouraging perceptive responses from pupils with wide ranging ability levels. Pupils supported their views with facts from a range of sources. A feature of the teaching is the high level of interest that is maintained by always making pupils think about their tasks.
113. Pupils thoroughly enjoy the challenges set for them. They listen carefully to points of views expressed by class members and maintain good manners throughout discussions. Research is enjoyed by all pupils as they use a wide variety of sources, including the school's Internet facilities. Pupils present their work neatly. Handwriting and sketches are of good quality and indicate pupils' pride in their work.
114. Resources are adequate. The coordinator provides leadership of good quality. She is aware of the need to develop monitoring further and to review assessment procedures.

## **HISTORY**

115. Standards are above average for seven and eleven-year-olds and are better than those described at the time of the last report. No lessons were observed in Years 1 and 2 and judgements about standards have been made based on discussions with pupils and teachers and the review of pupils' work and teachers' planning.
116. The curriculum provides good coverage and work is of good quality. Pupils have a good understanding of how life was different in the past. For example, seven-year-olds understand the difficulties encountered by people living in Britain at the end of the Second World War. A visit to the village war memorial has helped them to understand how their village ancestors gave up their lives to defend their country. Pupils have written interesting, lively accounts of the impact of the war on the lives of children. Good links have been made to literacy in this way. In Year 3 pupils' work focussed on the life of the Ancient Greeks. The visit of an archaeologist brought relevance to their exploration of the

past and the use of artefacts also helped them to compare and contrast the similarities and differences between everyday objects and lifestyles between the past and present.

117. This approach to teaching history is successful because it brings history to life for the pupils and motivates them to research information and discover facts for themselves. In a topic on the Victorians pupils in Year 1 talked enthusiastically about family life, following a visit to 'The Manor House Museum'. Through a range of practical activities they developed understanding of lifestyles, making scones and sandwiches, doileys, and singing the song 'Dashing away with the smoothing iron'. They learned of the hard lives of working children and were able to make distinct contrasts between life in this period and the present day. Good links have been made to other subjects such as music and food technology, enabling pupils to use the skills and knowledge they have learned in a range of new and exciting situations. This makes learning fun.
118. Year 6 pupils build well on these skills in their study of the Ancient Egyptians. Teachers plan effectively to challenge pupils. For example, higher achieving pupils who were in the Year 6 class last year have different work to cover which requires them to apply the research skills and knowledge from previous studies to an independent study of 'The Aztecs'.
119. In the two lessons observed pupils enjoyed their learning and made good progress because the quality of teaching was good in one lesson and very good in the other. The structured approach to historical enquiry encourages independent research and the development of hypotheses based on enquiry and the use of both primary and secondary evidence. Because the curriculum is well structured and resourced the pupils use a good range of evidence and become skilled in accessing new information and checking out their ideas. They use books effectively and ask relevant questions that enable them to make the best use of visitors and educational visits. In a well planned lesson in Year 3 the pupils compared Celtic houses to their own, materials were well prepared and books, pictures and model making supported their understanding of differences between the designs, structure and materials used. Good links were made to design and technology. Pupils are encouraged to question, to give their opinions and to support them using their own research. They listen to others and use this information to develop further their own thinking.
120. Well-planned study units encourage a love of history. Pupils look forward to their lessons, enjoy role-play and the broad range of practical activities that bring history to life for them. The headteacher coordinates the subject and her personal enthusiasm inspires teachers and pupils and promotes teaching and learning of good quality.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

121. Standards in ICT are at expected levels for seven-year olds in most areas of the curriculum and below expected levels at eleven. Pupils learn well in lessons. In Years 1 and 2 pupils are making especially good progress in their weekly sessions in the newly established computer suite. Literacy and numeracy lessons in the suite are particularly beneficial. Very few opportunities are missed to use the suite or the class based computers. Pupils' confidence grows as they use the computers during playtime and lunchtimes. Older pupils increasingly see computers as a tool for learning and frequently use computers and the Internet for research. They practise their skills, editing the newspaper as members of the computer club.

122. Two full lessons and parts of several other lessons were observed. The ICT suite and library are part of the new complex completed within the last few months. So as not to disturb work in the library, many lessons are started in the classrooms. In Year 2 pupils were well prepared by the teacher as portraits by famous artists were scrutinised. The teacher asked pupils to look carefully at the proportions of the faces and by careful use of diagrams built up pupils' knowledge of how the ears, eyes and noses are placed in relation to one another. When pupils began work on the computers they used this knowledge to good effect, using an illustration program to draw and colour a human face. Pupils showed good knowledge of the tools in this program and used symmetry and the other capabilities of the software to produce faces. As their work progressed they were confident enough to alter their designs, helped by their teacher and learning support assistant who showed good levels of subject knowledge. In Year 6 pupils used a spreadsheet to plan a party including the food and drink they intended to buy for their guests. Pupils label cells, enter their data and use the spreadsheet to calculate totals. In a very good lesson in this year group, the classteacher used the remote tutor to demonstrate what they had to do and pupils learned how to change the format of the cells; for example, to display their answers as pounds and pence. This lesson was very well prepared with different levels of work for pupils who learn at different rates. Generally pupils use the facilities of word processing, cutting, pasting and altering their work for presentation. They have a good understanding of the keyboard and good control of the mouse. Even young pupils know how to log on to their work, load it and save it when finished.
123. Teaching in the lessons seen was at least of good quality. Teachers' confidence is rising and they use the large display board and projector to good effect, often asking the learning support assistant to monitor pupils' understanding as they talk about the work ahead. They react well to pupils' needs and in the Year 6 lesson pupils with special educational needs were encouraged to work by themselves, bypassing the work that their teacher had prepared, if they thought they could complete the main task. This was effective because teachers watch carefully to see how pupils are managing and, if learning effectively, they are swiftly moved to the next stage.
124. The coordinator, headteacher and governors have worked hard to establish the new computer suite and this very good facility is beginning to pay dividends as the rate of pupils' learning gathers pace. Training has taken place and the confidence of teachers and learning support assistants is rising. Standards have remained at about the same levels seen at the last inspection, although some aspects of the curriculum, control in particular, still needs to be developed. However, progress is improving and will no longer be uneven and dependent upon teachers' subject knowledge as it was at the time of the last inspection. As teachers' expectations are now based on good quality curriculum plans and their records of pupils' progress, learning in lessons for all pupils, including those with special educational needs, is effective.

## **MUSIC**

125. Standards are at expected levels at the ages of seven and eleven and all pupils, including those with special educational needs, make satisfactory progress. Pupils have a wide range of musical experiences and this is an improvement on the position seen at the last inspection when teachers' plans lacked certain elements of the curriculum. Now pupils listen and think about a range of music, perform and compose.
126. In the lessons seen pupils showed a great deal of confidence as they handled and played tuned and untuned percussion instruments. Young pupils remembered the

marching rhythms from the last lesson and tried hard to use a different pulse. Pupils' skills were used to good effect as examples of how to tap rhythms on a tambourine and the pulse can be maintained. Pupils in both the assemblies sing well. They show obvious enjoyment and are tuneful and melodic. Older pupils in Key Stage 2 listened carefully to a choir and highlighted the fact that, at one point in the song, two parts were used to enhance the performance. Carefully their teacher taught how these parts are built up and how some notes sound pleasant when played together. Pupils defined the term pitch and all pupils, including those with special educational needs, worked well in this lesson. For example, pupils with special educational needs identified where harmonies occurred in the choir's piece and gave the bar numbers as they followed the music. In this lesson, and in all the excerpts of music seen, teachers showed great enthusiasm. In Year 6 the teacher talked about how thirds of a scale can be combined to form chords and carefully built a performance to include most of the class. Pupils followed their teacher's conducting to play a smooth series of notes and then a chord. Pupils were very appreciative of each other's skills and spontaneously applauded.

127. The quality of teaching has improved and is now good, with most teachers playing musical instruments. There are higher rates of confidence and the use of the scheme of work, which had only just been started at the last inspection, now provides a firm foundation for development. The choir and recorders supplement the music in lessons and individual violin tuition. Pupils' progress is recorded by teachers using the music scheme as a basis.

## **PHYSICAL EDUCATION**

128. Pupils' attainment in physical education is in line with the expectations of the National Curriculum at the ages of seven and eleven. Standards are similar to those described in the previous report. All strands of physical education are taught and the curriculum is well planned to provide good guidance to staff. This effectively supports teaching and learning.

129. The need for safety is emphasised by teachers and pupils respond sensibly. Older pupils are reliable helpers; they set out and return apparatus used by younger ones. Due care and attention is given to carrying and lifting and the work is completed quickly and efficiently. Pupils are also aware of the need to prepare their bodies for exercise and to wind down on completion. Classes have devised some very interesting warming up activities with pupils leading. While there is a strong element of fun, the work is challenging, prepares pupils well for physical exercise and contributes to improving the self-esteem of all pupils, particularly those with special educational needs.

130. Pupils in Year 2 created imaginative twisting movements in the air as they moved around the hall. They showed good awareness of space and were careful not to collide with other class members. The teacher encouraged pupils to develop good finishing positions and the girls made particularly good progress pointing their hands and feet to add elegance to their movements. Pupils are keen to improve their performances and listen carefully to the comments made by their teacher to learn how to extend their skills. They apply their knowledge to challenging work on apparatus and demonstrate good control while maintaining twisting movements. Pupils know the difference between twists and turns. In Year 3 pupils explored a previously developed dance routine to improve their techniques by introducing gestures to their work. They demonstrated very good imagination using a range of amusing gestures as they responded to the music. The very good choice of music enthused the pupils. They applied themselves fully to the challenges and performed sequences of movements with expression. This lesson was

of very good quality because the teacher successfully engaged the pupils in relating their feelings and body movements to drama and music.

131. In an indoor games lesson, Year 6 pupils refined their volleyball skills. Despite the limited space available, pupils worked hard and enjoyed a very good session, working as a team. Emphasis was placed on ways in which the volley-ball could be propelled by the hand. A wide range of skills was evident and good progress was made in defence and attack techniques.
132. In the three lessons observed the quality of teaching was satisfactory in two lessons and very good in the third. Good preparation of lessons enabled teachers to provide appropriate structure, challenge and pace. The difference between the very good and satisfactory teaching was the confident level of subject expertise and high quality behaviour management that required pupils to listen very carefully and reduced the echo of noise in the hall. All lessons were well structured and teachers shared in the enjoyment of the activities, providing very good role models for the pupils and celebrating their successes. At present there is no coordinator to lead and guide staff to improve further their professional expertise. The scheme of work for physical education is due for review.
133. A very good range of extra-curricular activities supplements physical education. The major sports played by the pupils are all represented with teachers and parents giving time for these additional activities to take place and enable pupils to extend their skills further.

## **RELIGIOUS EDUCATION**

134. Standards in religious education are at expected levels by seven and above expected levels by eleven. This is an improvement on standards at eleven in the last inspection. Progress has been sustained, including that for pupils with special educational needs, as it remains good. This is mainly due to the consistently good quality of the teaching. Consequently, pupils have positive attitudes to learning in religious education.
135. In Key Stage 1 classes there is an emphasis upon learning about Christianity. The parable of the Good Samaritan is made more meaningful for Year 1 pupils as they either enact it or listen intently as the audience. They have simple costumes and props provided for them by the class teacher so that they are well involved in developing their roles. In Year 2 they visit the village church after the class teacher and vicar have prepared a good learning experience for pupils. Pupils have a well-sequenced opportunity to explore the church. Correct language is used by the teacher to describe the various parts of the church that are the focus of learning. Pupils listen carefully and confirm this by the sensible questions that they ask to expand their knowledge and understanding. This is the first of a sequence of lessons that will cover places of worship in other religions.
136. In Year 3 the focus on Jesus calling his disciples is used to get pupils to consider the qualities that they needed to have. Pupils confirm their learning from religion as they contribute words such as "considerate" and "thoughtful" in the whole class discussion. The Bible is used as a good primary source of learning as pupils follow up the discussion to clarify the roles played by the disciples. They are then able to take on the role of one of the disciples of their own choosing. Next they illustrate the disciple they have chosen and write about the qualities shown by him. In Year 6 they begin to make

mature comparisons of the Christian and Sikh religions as a focus of their learning. Pupils study the words of the Mool Mantar as the starting point of this comparison.

137. The good progress made by pupils is mainly the result of the good quality of teaching. Teachers pay good attention to the syllabus that is followed by local schools. They have also given clear consideration to the recently published national guidelines. They plan thoroughly with good use made of resources, including places of worship such as the village church. In well paced discussions teachers support pupils in clarifying their understanding of religions other than their own. Teachers arrange visits to places such as the Hindu temple in Wellingborough. The beliefs of others are valued as part of the caring and inclusive nature of the school.
138. Pupils demonstrate maturity in their studies of religions. They concentrate well and apply themselves with increasing confidence to considering the way that religion has an impact upon the way that people live in the world.
139. The subject is well led. All of the religions are resourced appropriately either within school or by loans from the local authority. The use of materials has been monitored to support the raising of standards but no direct observation of teaching and learning in classrooms has been possible.