

INSPECTION REPORT

Irthlingborough Infant and Nursery

Irthlingborough Wellingborough

LEA area: Northamptonshire

Unique reference number: 121832

Headteacher: Mrs E Lovett

Reporting inspector: Mrs Mary McNaughton
1926

Dates of inspection: 10 - 13 March 2003

Inspection number: 248288

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Nursery
School category:	Community
Age range of pupils:	3 – 7 years
Gender of pupils:	Mixed
School address:	Scarborough Street Irthlingborough Wellingborough
Postcode:	NN9 5TT
Telephone number:	01933 654900
Fax number:	01933 654901
Appropriate authority:	The governing body
Name of chair of governors:	Mr A Brown
Date of previous inspection:	8 th December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1926	Mary McNaughton	Registered inspector	The Foundation Stage	What sort of school is it? How high are standards? <i>The school's results and achievements</i> How well are pupils taught?
13874	Jane Chesterfield	Lay inspector		How high are standards? <i>Pupils' attitudes, values and personal development</i> How well does the school care for its pupils? How well does the school work in partnership with parents?
16971	Roger Hardaker	Team inspector	Mathematics Art and design Design and technology Religious education Educational inclusion	How well is the school led and managed?
27777	Rob Greenall	Team inspector	English Information and communication technology Music Physical education English as an additional language	
24342	Denise Franklin	Team inspector	Science Geography History Special educational needs	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Wessex Education
3 Greenacres
Puddletown
Dorchester
DT2 8GF

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	13
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	18
PART C: SCHOOL DATA AND INDICATORS	19
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Irthlingborough is a large infant school with a nursery unit catering for 278 pupils aged 3 - 7 years. The majority of pupils come from Irthlingborough and some from nearby villages and private housing in the commuter belt. Pupils from an estate two-three miles away are transported to school by bus and a 'walking bus' initiative, run by parent volunteers, escorts both infant and junior pupils from the main car park in the town.

Seventy-eight children aged 3 - 4 years in the nursery attend part-time. The children are organised in three groups and taught by two teachers and a nursery nurse. There are three classes in each year group for children aged 5 - 7 years. Pupils come from a wide range of socio-economic backgrounds but the area served by the school is economically disadvantaged. Closure of local industry affects some families who sometimes move from the area. The number of pupils who enter or leave the school each year is above average. The proportion of pupils eligible for free school meals at 13 percent is broadly average, but is slowly rising.

The majority of pupils are of White UK heritage; there are five children of Mixed, Black, or Asian heritage whose mother tongue is not English. These pupils are competent and confident in speaking English.

The proportion of pupils with special educational needs (22.6 percent), including two pupils with a statement of special educational need, is broadly average. The range of special needs includes severe learning, emotional and behavioural and physical and medical difficulties. On entry to the nursery children's attainment is below average. A new headteacher was appointed in September 2001 and the deputy headteacher in January 2002.

HOW GOOD THE SCHOOL IS

This is a good school with many strengths. It is improving rapidly under the excellent leadership of the headteacher. Standards in reading and writing are above average and the pupils make good progress in mathematics, information and communication technology (ICT) and art and design. Nursery children settle very well and make good progress. Teaching is good and at times very good and excellent. The management of the school is very good with a whole school commitment to improvement. The school gives good value for money.

What the school does well

- Pupils achieve well in English, mathematics and art. They make good progress in ICT, design and technology and religious education
- Children in nursery and reception classes achieve well through the exciting play activities
- Pupils with special educational needs make very good progress because of the support they receive
- Children are cared for in secure daily routines that help them enjoy learning
- The curriculum is interesting with very good visits, visitors and after-school activities
- Strong relationships help children develop good social and moral behaviour
- The school is effectively led by the headteacher, senior staff and governors
- The partnership with parents is very strong

What could be improved

- Standards in science for higher attaining pupils
- The checks on pupils' progress in all subjects

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1997. Improvement was slow initially due to the absence of a permanent headteacher and deputy head. Progress is very good in the last eighteen months because of excellent leadership by the headteacher with good support from the new senior management team and governors. The school has made rapid improvement in the standards achieved in 2002, which are better than at the last inspection. Higher attaining pupils now achieve the higher levels in reading, writing and mathematics, but not yet in science. Standards in art and design are above average. The quality of teaching has improved. No teaching is unsatisfactory and there is a higher proportion of very good and excellent teaching. The curriculum is effectively planned and in the reception classes there has been vast improvement in planning the six areas of learning. Assessment procedures have improved in English and mathematics and in areas of learning for children in the nursery and reception classes, but not yet in other subjects. Teachers make clear what pupils are to learn and plan work that is challenging and matched to pupils' needs. There are better opportunities for pupils to work independently, solve problems, investigate and take responsibility. Improvement in the organisation of the indoor and outdoor provision in nursery and reception classes is ensuring effective learning through play.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
reading	E	D	B	B	well above average A above average B average C below average D well below average E
writing	E	D	B	A	
mathematics	E	C	C	C	

The low standards in 2000 and 2001 resulted from a lack of leadership due to prolonged absence of the previous headteacher and deputy head. The school made a very good recovery in the 2002 national tests to achieve above average standards in reading and writing and maintained average standards in mathematics. Compared to schools in similar contexts¹, the school does better in writing and reading and as well as similar schools in mathematics. These results are now within the top 40 percent of schools across the country. The school set and exceeded the very challenging targets for 2002. Results were very good, particularly in the proportion of pupils reaching the higher levels. Challenging targets are also set for 2003.

Inspection findings reflect the test results. The majority of pupils in Year 2 are already working at average levels. A significant number are attaining higher levels in reading and writing, but fewer do so in mathematics, indicating that performance in national tests is likely to be similar to that of last year. Standards in science are average but few pupils attain above average levels. Not enough lessons were seen in physical education (PE) to make a judgement on standards by the age of seven. Standards in art and design are above average. In all other subjects standards are at least in line with expectations. Pupils with special educational needs achieve well and often reach nationally expected standards because of the support they receive. The few pupils from ethnic minority backgrounds achieve as well as other pupils.

¹ Schools who have a similar percentage of free school meals

Children achieve well in the nursery. Children in the reception classes achieve levels expected for their age at the end of the year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and work hard.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons. Behaviour is very good in the playground because of well organised activities.
Personal development and relationships	Good. Pupils work well together. They are keen to take responsibility. Opportunities for older pupils to use their initiative in organising tasks are not always taken up. Relationships in the school are very good.
Attendance	Good. Attendance is above the national average. Punctuality at the start of the day is better and so lessons can begin on time.

The school has successfully maintained the high standards in this area of its work.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2
Quality of teaching	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 overall quality of teaching is good. In nursery and reception classes more than three quarters of lessons are good or very good. There are strengths in the teaching of knowledge and understanding of the world and mathematical development. In Years 1 and 2 teaching is predominantly good with one fifth of lessons being very good or excellent. There are instances of very good and excellent teaching in English, mathematics, ICT, geography and PE. Teaching in science, geography and history is satisfactory overall.

English and mathematics are taught well in Years 1 and 2 and teachers make good use of the guidance in the national literacy and numeracy strategies to support their planning and to ensure effective teaching.

Children make good progress in learning because of the very good relationships they have with their teachers. Teachers use questions skillfully and make good use of resources to demonstrate new skills to be learned. However in some lessons when time is not used well, pupils do not achieve as much as they could. Teaching for pupils with special educational needs is very good. Support staff are knowledgeable and give good help to pupils with specific needs. Pupils with English as an additional language have work appropriately planned and so learn well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for nursery and reception children is very good. For pupils in Years 1 and 2 it is good, broad and well balanced.
Provision for pupils with special educational needs	Very good. The school's commitment to inclusion is evident. A specialist teacher and support staff ensure individual needs are effectively met.
Provision for pupils with English as an additional	Good. Pupils' needs are well catered for in lessons enabling them to

language	achieve well.
----------	---------------

Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for social and moral development is very good and is a strength of the school. Spiritual and cultural development is good. Pupils have a good understanding of the rich diversity of cultures in Britain today.
How well the school cares for its pupils	The school gives its pupils good pastoral care and the daily routines, particularly at lunchtime, run very smoothly. There are good assessment procedures in English and mathematics but not all subjects have comprehensive records to show if children are achieving enough.

The school works very successfully in partnership with parents. Information to help them to support their children's learning at home is very good. Exciting practical learning experiences linked to role play help pupils' learning across the curriculum. The school has a very good range of after school clubs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher gives excellent leadership and clear direction that is rapidly improving the work of the school. She is supported very well by the deputy and other staff in striving for excellence.
How well the governors fulfil their responsibilities	Good. The governors are very actively involved and well informed and effectively contribute to the school's improvement. There are some omissions in the prospectus and the governors' annual report to parents. The policy for race equality is yet to be agreed.
The school's evaluation of its performance	Good use is made of information from national tests to evaluate strengths and weaknesses in English and mathematics. This is not yet in place in all subjects.
The strategic use of resources	Very good. Funding is targeted at key areas of need and expenditure is carefully planned to ensure best value.

There is a satisfactory level of staffing. Learning support staff are deployed effectively and contribute well to the achievement of pupils. Accommodation is very good and used to full advantage. Resources for learning are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress • Teaching is good; children are expected to behave well, work hard and are helped to become mature • The school is well led 	<p>A small minority would like;</p> <ul style="list-style-type: none"> • to know more about how well their child is doing • the school to work more closely with parents • more activities out side lessons

The inspection team is happy to support parents' positive view of the school, their praise for what it provides is justified. The slight concerns about working closely with parents and the range of activities are not supported. The range of clubs, visits and visitors is very good for an infant school. Reports on progress are good overall but do not say how well children do for their age.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Since the appointment of the new headteacher and deputy head, the effective in-service training for literacy and numeracy and stable staffing appointments, standards have risen rapidly and continue to improve. Inspection findings reflect the most recent national test results. Standards are above average in reading and writing and average in mathematics. This is a significant improvement since the last inspection. Test results show no significant differences between the attainment of boys and girls. The schools' strategy for additional support for boys and lower attaining pupils has improved these test results.
2. Teacher assessments in science in 2002 indicated that the majority of pupils attained average levels but the proportion attaining the higher levels was below the national average. Inspection findings reflect these results. There was insufficient evidence to make a judgement on standards in physical education (PE). Standards in art and design are above average. In all other subjects pupils attain at least expected levels at the age of seven.
3. On entry to the nursery, children's skills and understanding are below average. A high proportion of children have poor language skills. Children achieve well, and they make good progress. Almost all reach the goals set for children at the start of Year 1 in literacy and numeracy.
4. Subsequently pupils make good progress overall to reach the above average levels in English and mathematics at the age of seven. The rate of progress is never less than satisfactory. In Year 2 learning moves on rapidly, enabling good achievement by the time pupils leave the school. By this stage, pupils have a good base of skills in literacy and numeracy and use these effectively across the curriculum. The children's early difficulties with speaking clearly improve. However, by the age of seven, spoken language is not sufficiently well developed for pupils to achieve above average standards. Opportunities for pupils to develop good oral language vary between classes. They read with accuracy and understanding and can find information from reference books. Skills in writing are used in subjects such as geography, where pupils plan a journey from Irthlingborough to the Isle of Struay. However worksheets in history, limit the progress of higher attaining pupils who are capable of writing independently. In numeracy, the majority of pupils are proficient in working with numbers to 100 in addition and subtraction sums. They use their skills in organising data in graphs, for example, when deciding on favourite foods. Pupils make good progress in their computer skills in information and communication technology (ICT).
5. Pupils with special educational needs achieve very well in relation to their learning difficulties and often reach nationally expected standards as a result of the very good support they receive. The few pupils from minority ethnic backgrounds, including the very small number who enter school at an early stage of learning English, achieve as well as other pupils.

Pupils' attitudes, values and personal development

6. The school has successfully maintained high standards in this area of its work since the time of the last inspection. Pupils have good attitudes to the school and to their learning. In lessons they concentrate on their work and try hard to do their best. They are happy to be at school and proud to make a contribution to the community. Lunchtime monitors, for example, were eager to explain their duties and show what needed to be done.
7. Behaviour is good. Pupils do as they are asked in lessons so that teachers rarely have to waste time calling them to order. In the playground, behaviour is very good. This is partly because the pupils have lots of different activities to keep them busy. They share these amicably and take turns on the play equipment without fuss. Bullying and other unacceptable behaviour are rare and are handled firmly by the school. There have been no exclusions since the last inspection.
8. Relationships are very good. Boys and girls work and play happily together, and older pupils keep an eye out for younger ones. The few pupils from ethnic minorities are very well integrated. During lessons, pupils are ready to discuss their ideas with one another, knowing their classmates will be supportive. In a Year 1 drama lesson, for example, all pupils worked hard in mixed groups to agree on imaginative ways of depicting phrases such as 'wiggly green grass'. Outside, all pupils have the confidence to make the most of the playground facilities because no particular groups or games dominate the space available.
9. Pupils respond well to the school's good provision for their personal development. They are very keen to take on responsibility in class and around the school. Year 2 pupils, for example, look after reception class children at lunchtime. They help them to open packets and cartons and escort them out into the playground. They take this very seriously and the younger pupils appreciate their help. In class, pupils sort out resources for one another and carry out tasks for their teacher sensibly. The youngest children show good independent skills. Older pupils though, still do not have a great deal of opportunity to use their initiative in organising tasks. Pupils are sensitive to and supportive of others. In the celebration assembly held during the inspection, they were very pleased to see their classmates receive awards and very interested in what other children had achieved.
10. Attendance is good. It is above the national average. Pupils enjoy coming to school and their parents make sure that they do not miss it. Most absence is caused by illness and term-time holidays are not a significant issue, as they were at the time of the last inspection. Unauthorised absence is now slightly below the national average, because the school is strict about authorising absence only for acceptable reasons. Punctuality is now good. This is an improvement since the last inspection. Pupils are brought to school promptly each day so that the morning session can begin on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

11. The quality of teaching overall is good. All teaching is at least satisfactory a significant improvement from the last inspection. In more than three-quarters of lessons in nursery and reception classes teaching is good or very good. In Years 1 and 2 teaching is predominantly good with one fifth of lessons being very good or excellent. The weaknesses found at the last inspection have been successfully addressed. This is largely due to:

- the recent in-service training particularly in literacy and numeracy that has increased teachers' subject knowledge and confidence;
 - the improved planning in all subjects that takes account of the needs of pupils of different levels of attainment;
 - higher expectations of pupils and the planned provision of work to extend their learning;
 - better day to day assessment of what pupils know understand and can do in Years 1 and 2;
 - the implementation of a national project 'Effective Early Learning'² in the nursery and reception classes that assesses children's achievements through detailed observation;
 - effective leadership from the headteacher and co-ordinators together with the local advisory service working alongside teachers.
12. In the areas of learning for children in nursery and reception (the Foundation Stage) teaching in knowledge and understanding of the world is a strength with some very good teaching in mathematical development. It is good in the other areas of learning. The teaching of literacy in reception classes is satisfactory. This is because teachers tend to dominate the talk so that children do not use a wide range of vocabulary or develop their ideas fully to improve what they have done. Good resources such as large books are used well to reinforce the teaching of sounds. Particular emphasis on the use of the review session in the literacy lesson is an effective strategy used in other areas of learning. Children are appropriately introduced to elements of the literacy and numeracy lessons in specific group times each day in reception classes.
13. In Years 1 and 2 teaching is good in most subjects; in science, geography and history it is satisfactory overall. There are instances of very good and outstanding teaching in English, mathematics, ICT, geography and PE. The school has successfully addressed the issue in the previous report of insufficient opportunities for investigative and problem solving activities, particularly in science and mathematics.
14. The basic skills of literacy and numeracy are well taught. In Years 1 and 2, guidance from the literacy and numeracy strategies is used effectively to focus planning. As a result, pupils of all levels of attainment make good progress. Literacy and numeracy skills are used appropriately in other subjects of the curriculum. For example, Year 2 pupils write instructions for making clay sculptures; in food technology Year 1 pupils weigh and measure their ingredients and record their work in writing or simple diagrams. When pupils with special educational needs in Year 2 are withdrawn for literacy and numeracy lessons the teaching is very good. Planning reflects that for the rest of the year group. The activities are more practical and match the specific needs of these pupils very well. Teachers know their pupils well. The work planned for pupils with English as an additional language successfully meets their needs.
15. Lessons are generally well managed and organised. However, in satisfactory lessons and some of those judged to be good, time-management is not appropriate. This results in overlong introductions, insufficient time for individual or group work and a slowing of pace and loss of concentration. This reduces the amount of progress that could be made in the lesson. The tasks planned for higher attaining pupils' are sometimes too easy and the task is not developed. Opportunities are missed for pupils to evaluate their work, restricting the rate of progress they could make.

² A programme of observation and assessment of children's learning

16. Teachers are skilled in the effective use of questioning. Probing questions and good demonstration are features in many lessons. In an RE lesson in Year 2, for example, in response to the question 'how would God want a Christian to live his life?' pupils develop their ideas about the characteristics of a Christian. In an ICT lesson, the teacher demonstrated how to save and print work so that the pupils extended their existing skills and were able to be more independent. The use of questions to assess what pupils remember and know from previous work is very good.
17. A significant factor in the progress pupils make is the very good relationship teachers and support assistants have with pupils. Support staff are knowledgeable and have a key role in helping individual and small groups of pupils, often with specific needs. Their skills are used very effectively in following teachers' planning to practice literacy and numeracy skills. Their interaction with pupils in other subjects improves concentration and keeps their interest in the tasks. The management of practical activities by support staff in shared indoor and outside areas is excellent. This makes a considerable contribution to the smooth day to day organisation in the school.

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

18. The quality and range of learning opportunities provided for the pupils are good. The curriculum meets statutory requirements and includes all subjects of the National Curriculum together with religious education. There is a strong sense of entitlement and all pupils have good access to a broad and balanced curriculum.
19. Curriculum planning has improved. It is comprehensive and learning objectives for each subject are clearly identified. A good mix of commercial schemes of work and national guidelines have been adapted to meet the needs of the school. As a result the curriculum is well planned and matched to pupils' different levels of attainment. The school has appropriately identified the planning of extension work for higher attaining pupils, particularly in science, as the next development. Very good use is made of the shared areas outside the classroom for well planned practical learning experiences such as 'Barnaby Bear's Time Machine'. Here pupils have many opportunities to experience very good cross-curricular linked role-play activities. Teachers' half-term evaluations, for each subject are supporting the development of the curriculum well.
20. The curriculum for the Foundation Stage is very good. There is a vast improvement since the last inspection in the continuity of experiences between nursery and reception classes Children have a good range of indoor and outdoor activities that enable them to achieve appropriately for their age.
21. The curricular provision for pupils with special educational needs is very good. The school's full commitment to inclusion is evident in the high priority placed on meeting the individual needs of all pupils. These pupils experience the same curriculum as the rest of the class at a suitable level. In Year 2 some lower attaining pupils have their own literacy and numeracy lessons with a specialist teacher. Flexibility within the groups allows for pupils who may be struggling to have well focussed attention in a small group. This strategy is raising attainment very effectively.
22. The school is now using the literacy and numeracy strategies well and recent government initiatives such as the early literacy support³ are in place. These

³ Early literacy support is a programme for pupils in Year 1 to help them attain average levels in national tests

initiatives are having a positive impact on pupils' learning. Pupils apply their literacy and numeracy skills well in subjects such as art and design, science, design and technology.

23. The range of extra-curricular activities is very good. There is a very well attended ICT lunchtime club and library club. The folk dance, contemporary dance clubs and football coaching sessions with Year 3 pupils provided by a local professional football club help with a smooth transition to the junior school. Good use is made of the local area for visits, for instance, Year 1 pupils visit the library and look at sculpture around the town. Visitors to the school are welcomed regularly to participate in acts of collective worship or to share their particular customs and practices such as how their family celebrates Chinese New Year. The contribution of the community to pupils' learning is good. The headteacher regularly writes an article in a local paper describing events taking place in the school and, as a result, the school often receives help from volunteers in the community.
24. The school makes good provision for personal, social and health education. For example, pupils learn about 'stranger danger' and other aspects of personal safety. In topic work about 'growing', mums bring their babies to school and pupils learn about the need to keep clean and healthy. Planned times, when pupils sit in a circle and discuss issues, are used well to promote personal, social and health education.
25. There are very good links with partner institutions, the local schools' cluster, the secondary school and in particular the junior school. The formal and informal opportunities for co-ordinators to meet for training, planning and policy writing have improved teachers' expertise and the development of the curriculum from Year 2 to Year 3.
26. The overall provision for pupils' spiritual, moral, social and cultural development is good. It permeates through the whole atmosphere of the school, which is one of mutual trust and respect by all. Opportunities for spiritual awareness are good and pupils have time to reflect during acts of collective worship for example, when asked to think about how they look after others. In lessons, pupils celebrate success, share feelings, emotions and show care for each other. Visiting religious leaders, make good contributions to pupils' spiritual development.
27. The provision for pupils' moral and social development is very good and this is a strength of the school. At the start of each year pupils decide the school's 'Golden Rules'. These rules are clearly displayed in all classrooms and parents are asked to sign a home-school agreement positively reinforcing expectations. Careful discussions take place to ensure that pupils understand the difference between right and wrong and how they are expected to behave in and around school. Moral and social issues are regularly discussed during acts of collective worship and at times when pupils talk together while sitting in a circle. Social skills are developed very successfully in lessons when pupils are asked to work together. One excellent example of this was observed during a drama lesson when pupils were asked to solve problems by teamwork. Pupils across the school are encouraged to take responsibility for small jobs in their classroom and older pupils, in Year 2 have additional responsibilities around the school, which they take very seriously. One example is delivering milk to each class. Pupils are also keen to take part in events to raise money for charities such as 'Red Nose Day'. These initiatives make a valuable contribution to pupils' moral and social development.

28. Provision for pupils' cultural development is good. There are frequent visitors to support them in understanding the range of cultures represented in modern British society. For example, pupils and parents share their celebrations of Chinese New Year and Divali with other pupils and the school makes sure that these are special occasions for the children. The curriculum is well planned for multicultural and multi-faith experiences through music, religious education and art and design. The good history curriculum enables pupils to have lots of opportunities to experience life in the past. For example, all members of the school community took part in a Victorian Day. These activities support pupils' cultural development well and have a positive impact on their learning.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. The school has maintained high standards of care for its pupils since the time of the last inspection. Pupils are well looked after and the school's daily routines run very smoothly indeed. Lunchtimes in particular are very well organised and supervised. There is an excellent range of activities for pupils to choose from in the playground, and midday supervisors lead games and join in with the children. This means that all the pupils are able to find something they enjoy doing so that lunchtime is a happy and positive experience for everyone. Arrangements for first aid are good, and pupils are tended competently and with care if they are injured or ill.
30. The school has appropriate procedures for child protection. The headteacher is responsible for this, and there is now a policy to guide staff on how to deal with concerns. Pupils are taught about keeping safe through the visits of the community police officer. The school has a suitable policy for Internet safety.
31. Systems for monitoring attendance and chasing up absence are good, and as a result the school is able to sustain good rates of attendance. The registers are consistently well kept by staff and the headteacher monitors them on a weekly basis and explores any patterns of absence. Parents support the school well by ensuring that their children only miss school when absolutely necessary and by informing the school of the reasons for their absence.
32. Teachers manage behaviour well in class and on local visits. Straightforward systems for rewards and sanctions help to promote good behaviour. Pupils understand the school's high expectations for behaviour and are happy to be recognised for their achievements at the school's weekly celebration assembly. Any instances of bullying or other unacceptable behaviour are taken seriously and dealt with appropriately.
33. The school has satisfactory and improving systems for gathering and using information about how well pupils are doing academically. Through analyses of national test results, it identifies areas of provision that need strengthening to help pupils to do better in English and mathematics. This has led to some well-planned developments and higher standards in the last two years. The school is developing new procedures to make assessment more effective. On the basis of detailed assessments of each pupil's attainment at the end of the reception year, targets are set for the end of Year 2. These include particularly ambitious targets for pupils who can handle higher levels of challenge. Teachers build detailed records of individual progress through Years 1 and 2. Teachers of classes in the same year regularly share this information to form a view of strengths and weaknesses across the year. They use their findings to identify areas of underachievement and to adjust their

planning. They also use this information and their thorough marking of pupils' work, to set individual targets and track progress towards them.

34. These are good procedures, but they are currently confined to mathematics, reading and writing. As yet, there are no similar procedures for assessing progress in speaking and listening, science or ICT. In other subjects no comprehensive records are kept to show whether different groups are achieving well enough. The good systems should be extended in consistent and manageable ways. The information about pupils' strengths and weaknesses should be used to plan effectively for higher achievement. It should also be shared with pupils and parents to help raise pupils' attainment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

35. The school has been very successful in maintaining and building upon its very strong relationships with its parent community since the time of the last inspection. Parents are pleased with the school and with what it offers their children. There were many parents around the school during the inspection, helping and supporting the school's daily work. They were all very positive in their views of the school, full of praise for what it provides and enthusiastic about doing their bit to help.
36. The school's links with parents are very good. The school has a specific approach of contacting families, via the local health visitor, as soon as a new baby is born, and providing activities for them from birth to nursery. Parents can take advantage of baby massage classes and carer and toddler sessions run at the school, giving both adult and child the chance to mix with others and to get to know the school surroundings. There are some very good initiatives designed to help parents support their children's learning. Parents have the opportunity to borrow a selection of beautifully resourced storyboxes to share with their children. The school's 'open door' policy works very effectively in practice and staff are happy to chat to parents at the end of the day.
37. Information for parents is good. Curriculum information is particularly well conveyed through the headteacher's newsletters, planning sheets and the parents' noticeboards. This means that parents are given plenty of ideas on how to support their children's learning at home. The prospectus is well produced and helpful for reference, but it does not contain all the details required by law. There are also minor omissions from the governors' annual report to parents. Reports to parents on their children's progress focus well on what pupils can do and what they need to do to improve further. However, they do not give parents a clear picture of how well their children are doing for their age. Some reports contain only details of what the children have covered in some subjects and this impersonal approach can be off-putting for parents.
38. The contribution of parents to the work of the school is very good. Many parents are willing and able to commit a lot of time and energy to help the daily work of the school. The thriving home-school association, the walking bus and the toddler group, for example, all rely on the dedication of parents to make them so successful. Parents are very supportive of their children's learning, hearing them read regularly, ensuring they complete their homework and attending parent-teacher consultations.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The overall quality of leadership and management has improved considerably since the present headteacher was appointed eighteen months ago and is now very good.

Under her excellent leadership the school is improving at a rapid rate. Most of the weaknesses identified in the last report have now been successfully addressed. The school's highly effective system for the performance management of teachers aids the setting of school and individual targets for improvement. It incorporates very good procedures for monitoring and improving teaching. Teachers receive detailed evaluations of their teaching and very good support through advice and training to enable them to improve their practice. As a result of quality training, lesson planning has considerably improved throughout the school and a consequence of this is that all pupils are now being better challenged in lessons. Higher attainers particularly are benefiting, with the result that more pupils are now attaining above average levels in the national English and mathematics tests at the end of Year 2.

40. The headteacher has a very clear vision of how she wants the school to develop. The school's aims and values are wholly appropriate reflecting both this vision and a strong commitment to equal opportunities. There were a significant number of areas that needed to be tackled. Her calm measured approach has taken everyone along with her. Governors and staff have a shared view about future priorities and how to achieve them and a very good commitment to striving for excellence. A knowledgeable, hardworking deputy and other members of the senior management team support the headteacher enthusiastically.
41. The provision for pupils with learning difficulties is well managed. Since the last inspection, systems have been updated to comply with new requirements. There is good liaison between the special needs co-ordinator (SENCO) and class teachers. These good communication systems keep all staff properly informed so that they can offer well-targeted support and monitoring for each pupil.
42. The headteacher provides governors with very good information about the school's performance. Many, including the chairperson, are frequent visitors to the school and regularly visit classrooms. All have a subject responsibility and liaise well with subject co-ordinators. As a result they have a good understanding of the school's strengths and weaknesses. This enables them to play a very effective part in strategic management. Governors are a committed and loyal team who give generously of their time and effectively support and contribute to the school's improvement. They are very well led by a well-informed chairperson. They largely fulfil their statutory duties. There are some gaps in the information given to parents and the school has yet to agree a written policy on race equality.
43. The quality of financial management is very good, with any additional funding, such as that for staff training and to support pupils with learning difficulties, used well. Governors are fully involved in budgeting and they carefully monitor spending. In managing the finances the headteacher and governors receive very good support from the school bursar. Effective use is made of computer technology to support the budgeting process. The school works hard to ensure that it gets the best value for money from the spending decisions it makes. The school's development plan is a very good working document to manage change and support improvement.
44. There is a satisfactory number of teachers and support staff to meet pupils' needs. Teachers are deployed well, according to their experience and strengths and developmental needs. Administrative staff provide a welcoming first contact for parents and visitors and good support for the smooth running of the school.
45. Resources to support learning are good overall and in a number of instances have improved since the last inspection. The accommodation is very good and is used to

full advantage. The caretaker and cleaning staff maintain the interior of the school to the highest standards. Displays of pupils' work help to provide a pleasant and stimulating learning environment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

46. In order to build on the existing good work and further raise standards the headteacher, staff and governors should:

- (1) Improve standards in science by increasing the level of work set for higher attaining pupils;
(Paragraphs 2 ,83, 85)
- (2) Extend the good assessment systems already in place for mathematics, writing and reading to speaking and listening, science, ICT and all other subjects by:
 - tracking and recording individual progress in a manageable and consistent way;
 - using the information to identify strengths and weaknesses to plan for improvement;
 - sharing the information with pupils and parents.
(Paragraphs 34 ,68, 86, 91, 97, 100, 104, 108, 109, 115)

Minor Issue

- Meet statutory requirements for agreeing a race equality policy and include all the required information in the prospectus and annual report to parents.
(Paragraphs 37, 42)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

65

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

21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
--	-----------	-----------	------	--------------	--------------------	------	-----------

Number	2	8	36	18	0	0	0
Percentage	3	13	56	28	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	39	239
Number of full-time pupils known to be eligible for free school meals	-	31

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	3	63

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence	%
School data	4.52
National comparative data	5.4

Unauthorised absence	%
School data	0.47
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
	2002	51	37	88

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	41	44	46
	Girls	32	34	36
	Total	73	78	82
Percentage of pupils at NC level 2 or above	School	83 (87)	89 (89)	93 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	44	46	46
	Girls	34	36	36
	Total	78	82	82
Percentage of pupils at NC level 2 or above	School	89 (84)	93 (85)	93 (94)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	176	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	1	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	9.4
Number of pupils per qualified teacher	24:1
Average class size	27

Education support staff: YR – Y2

Total number of education support staff	10
Total aggregate hours worked per week	188

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	20:1
Total number of education support staff	1
Total aggregate hours worked per week	35
Number of pupils per FTE adult	13:1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3.4
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
£	
Total income	651570
Total expenditure	64912
Expenditure per pupil	2231
Balance brought forward from previous year	21000
Balance carried forward to next year	23450

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	319
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	31	1	0	0
My child is making good progress in school.	62	35	0	0	2
Behaviour in the school is good.	45	49	2	1	2
My child gets the right amount of work to do at home.	36	36	2	1	24
The teaching is good.	67	29	0	0	4
I am kept well informed about how my child is getting on.	31	48	15	1	5
I would feel comfortable about approaching the school with questions or a problem.	58	36	4	1	1
The school expects my child to work hard and achieve his or her best.	55	35	2	0	7
The school works closely with parents.	34	51	14	0	1
The school is well led and managed.	55	36	0	0	8
The school is helping my child become mature and responsible.	59	33	5	0	4
The school provides an interesting range of activities outside lessons.	18	16	28	1	36

A significant proportion of new nursery parents returned questionnaires but replied 'don't know' about all aspects of the school's work

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

47. The majority of children enter the nursery with below average attainment. The attainment of almost half of the children is well below expectations in communication, language and literacy because of significant speech and language difficulties, including a small number of children who use only voice sounds to communicate. Personal and social development is poor for about one quarter of the children who are not yet toilet-trained. The children make good progress in the nursery and by the end of the reception year the majority achieve the levels expected for this age. Higher attaining children and those for whom English is an additional language have generally good communication skills, make good progress and achieve well. The level of support for children with special educational needs is effectively focused so that these children make good progress over time.
48. There has been significant improvement since the last inspection in the consistency of experience for children from nursery to reception.
This is a result of:
- effective leadership and good liaison between the head of nursery and reception team leader;
 - the provision of high quality play activities and resources in all areas of learning;
 - the detailed observation and assessment of children's learning;
 - careful planning for the areas of learning matched to the needs of all children;
 - effective and creative use of the shared corridor space and the outdoor area in the reception wing.
- The accommodation is effectively used and provides a quality learning environment
49. There are some aspects that are not yet secure in all reception classes. In some classes there is not always enough rigour or expectation of children to ensure learning happens. Time is not used to best effect and teachers do not always intervene to ensure the learning intention is met. The head of nursery and reception team leader monitor children's work and check teachers' assessment but have not, as yet, had the opportunity to check on the quality of teaching and learning.

Personal, social and emotional development

50. The quality of teaching is good with some very good features. The teachers and the learning support assistants know the children well. A high priority is given to ensuring children are safe, secure and confident. They settle quickly to nursery routines and this helps them to act responsibly and become independent as they move into the reception class. Children make good progress in this area of learning. Social skills are very well promoted through the opportunities to play amicably together in pairs and small groups. For example, when designing and making the giants' castle, reception children hold boxes in place for one another and share scissors and the tape dispenser without argument. Snack time promotes the development of turn-taking, sharing and good manners as children wait sensibly until there is a place at the table. Circle-time, an activity where the class can talk about their likes and dislikes is effective in helping them to understand one another's emotions and feelings.

51. All adults provide very good role models for the children, always treating each other and the children with respect and courtesy. This promotes a good level of trust, which motivates children in their learning. Teachers have high expectations of how children should behave inside and outside when playing. Positive praise and gentle reminders make sure that children behave well.

Communication, language and literacy

52. The quality of teaching is good in the nursery helping all children to make good progress. In reception classes teaching is satisfactory overall. Children listen attentively to stories and to one another in discussions. Teachers demonstrate how to speak using good language when talking with the youngest children. The richness of this talk enables poor speakers to try for themselves. Older children are not always given enough opportunity to develop their answers or explanations. Usually this is because teachers provide the answers too quickly and do not expand children's vocabulary sufficiently to rehearse ideas and develop their thinking
53. Early mark making in the nursery is well supported by the adults and by the good examples for them to copy in the writing corner. Many can write their name or some letters.
54. The work from reception children indicates some average and higher attainers have the capacity for achieving more. There is not always enough expectation of children to produce more than a sentence when writing. The children practice writing in a variety of ways. For example, letter formation is practised enjoyably using shaving foam, with the teacher and independently. Some children can write a simple word or sentence when sequencing the story about Jack and the beanstalk, whilst others write labels for the plants in the garden centre. The teaching of letter sounds is good and the children use this knowledge confidently when spelling words.
55. Children understand that words tell the story in books and enjoy looking at books on their own or with friends. Adults in the nursery successfully introduce children to the features of a book. In a story about 'Sony's birthday surprise' very good teaching meant children learnt about the title and reinforced the initial sounds so that one child exclaimed "there's two more!" pointing to the word 'surprise'. Good questioning helped them to predict the ending.
56. In reception classes teachers provide daily opportunities to develop reading skills. Higher attaining children read both stories and information books with expression and confidence. Children with English as an additional language read accurately, with confidence. Most children achieve well because of the good partnership with parents using the home-school diary that includes the reading target and an opportunity for parents to comment. Additional help for specific lower attaining children is good. Learning is fun and they make good progress.

Mathematical development

57. The quality of teaching is good and as a consequence the children make good progress. At snack time children in the nursery count the number of biscuits to match the shapes on the tablemat. Independent activities in sand and water play, creative picture making and computer programs reinforce skills effectively. Through very good questioning, children are helped to understand a triangle has three points and the sides of the square have the same length. Timely intervention by the adult provides

the correct language that stimulates investigation or sustains their interest, allowing learning to progress.

58. Children in reception classes have many opportunities to use numbers, measure and learn about shapes. Higher attaining children confidently count to 50 and beyond. They add three sets of numbers up to 20 accurately using practical apparatus. Average attaining children work competently with numbers to 10. In a water play activity they ordered the numbered items of clothes when pegging them on the washing line. When designing and making models, children estimate how much tape will fix a cylinder to a cuboid. The best teaching explains clearly to children what they will be learning in the lesson and reminds them of what they learned in the previous lesson. Mathematical vocabulary is well taught. Teachers working with children using construction blocks assessed their understanding of comparative language effectively. For example, two boys said "the tower is taller than me, it's not as big as you". The imaginative use of the wooden blocks showed children had a good awareness of size and shape and how they fit into a given space.

Knowledge and understanding of the world

59. This area of learning is a strength of the provision. The quality of teaching is often very good. In both nursery and reception classes staff plan a wide variety of rich, first hand experiences to develop children's knowledge and understanding of the world. Children in reception classes on a spring walk around the junior field developed observational skills so that they talked about patterns and colour and could name buds, daffodils and daisy. They are beginning to notice detail but do not ask many questions about what they see. Children sustain intense levels of interest when working. Photographic records for assessment show engrossed concentration when observing snails, or investigating with their senses touching different textiles and tasting pumpkin soup that they have made.
60. Youngest children understand the changes from a baby to now when they are four years old. Using magnifying lenses nursery children notice the differences in seeds of unusual fruit, and learn to name common fruit and vegetables such as grapefruit, broccoli and leek as they experience the aromas stimulated by these vegetables in the water play. A simple route is drawn in chalk with children in the nursery for the bikes and scooters outside. Road maps, markings and directions drawn by the reception class children help them to organise their journeys. They know the nearest town is Wellingborough and many know their addresses.
61. The skills of joining and fixing with a variety of glue and fasteners are well developed. Children design and make models, sock puppets and scenery to use imaginatively in their role play. A rapidly improving skill is the use of computers and other programmable toys. In the classroom and in the ICT suite children can follow instructions to load the program and use the mouse accurately to drag and click on a variety of objects. They can draw pictures, change colours and print their own work confidently. The use of word processing for writing is not yet as well developed. All children make good progress in this area of learning.

Physical development

The provision for physical development is good. Work is well planned for both indoor and outdoor activities. This results in good teaching for children's development in fine manipulative skills and for their control over large body movement. In the nursery, very good resources develop their skills of climbing, pulling and sliding through, on and

over the large climbing frame. Children increasingly gain control of using pencils and paint and snip and cut with scissors appropriately. These skills are developed well in reception. Children progress well in balancing activities and move around the hall sensibly showing that they are aware of space. They move the mats sensibly and watch their teacher carefully when she demonstrates what they have to do. Specific teaching of the correct use of tools and pencil control in handwriting activities improves the rate of progress for all children. Regular access to the outside area provides well for healthy exercise and physical development on bikes, scooters and for energetic running and skipping. Very good attention is paid to health and safety and children are required to wear safety helmets when riding wheeled toys. This gives very good training for life outside school.

Creative development

62. Teaching is good. A stimulating range of activities is planned for creative development. There is a good balance between the skills taught by the adults and the opportunities for children to create, imagine, explore and investigate independently. Children represent their ideas and observations with careful attention to detail in a variety of ways using paint, pastels, pencils and computer generated drawing of plants and themselves. A good balance of two- and three-dimensional work is planned. Children work collaboratively to produce high quality group collage and clay tile murals. Children enjoy singing simple songs and rhymes. Nursery children entertained their grandparents with tuneful traditional rhymes. The more confident children gave suggestions for an alternative verse, for example “the children on the bus make too much noise”. A good singing session, lead by the adults, achieved a performance that showed children’s increasing control in singing loudly and quietly and to show emotions of happy and sad. Reception children play and control instruments well and know their names. Good teaching ensures skills are developed and children achieve real gains in their learning.
63. A significant strength is the provision for role play. Creativity, imagination and language are very well developed. When the teacher ‘in role’ developed characters, voices and a sense of drama at the giant’s castle, children’s play was enhanced. Their spoken language improved and lower attaining children gained self- confidence. Role play is well planned to support other areas of learning.

ENGLISH

64. Standards are above average and better than they were when the school was last inspected. The proportion of pupils who exceed the standard expected for their age is above average and significantly higher than it was. The school has established a pattern of rising standards in both reading and writing, but not yet in speaking and listening.
65. This good improvement stems from the effectiveness of several factors that, in the last 18 months, have benefited all pupils:
- the good work of the co-ordinator in carrying out significant developments initiated by the headteacher and local advisory staff;
 - the strong prioritisation of these developments in the school improvement plan;
 - improvements in the quality of teaching and the curriculum brought about by successful introduction of the national literacy strategy;
 - the good teamwork of teachers and learning support staff;

- improved quality, quantity and use of book resources in the library and in classrooms.
66. At the time of the last inspection, standards in speaking and listening were average overall. Pupils listen attentively and show great interest in others' ideas. They clearly understand what they hear because they obey instructions efficiently, answer questions relevantly and often develop other pupils' suggestions thoughtfully.
 67. Standards in speaking are not high enough. In recognition of this, the school has made it a focus for improvement. Where teachers consistently provide good opportunities, all pupils respond well and make good progress. For example, pupils in a Year 2 lesson had good opportunity to talk in pairs to work out an initial caption for a flow chart on the life cycle of a frog. Because pupils were able to explore word choices and sentence structures, they confidently offered ideas to the class, and explained their reasoning. This use of talk greatly strengthened pupils' understanding of the distinctive features of information text and also their ability to write it well.
 68. An excellent drama lesson with another Year 2 class showed how well pupils learn when teaching challenges them to talk in varied and imaginative ways. The pupils had to work together to solve the problem of retrieving a hat stolen by the Man of the Wind. The task engaged all pupils totally in exploring different roles and situations. They used spoken language well for such different purposes as: describing the hat, deciding how to carry out the mission and persuading the Man of the Wind to give back the hat he was keen to keep.
 69. However, it is equally the case that teachers miss opportunities to challenge pupils to use spoken language for different purposes in ways that support their growing skills in literacy. Teachers often use questions that restrict or inhibit discussion.
 70. By Year 2, all pupils understand the connections between sounds and letters, almost all can use information from letters to work out regular words. Most pupils know many of the more complex connections and quickly work out that 'shore' has only two sounds, whereas 'superstore' has seven sounds. They read simple texts accurately and fluently and use an index to find information from a book. Only the few pupils with significant learning difficulties are still in the early stages of learning to read. These pupils were making good progress during the inspection. The school promotes good attitudes and skills by providing a good range and quality of books and opportunities to read for different purposes. For example, all pupils in Year 2 borrow a book of their own choice weekly from the school library.
 71. The half-termly assessment of reading is evaluated and used to monitor progress across the whole school. Teachers check and record individual progress carefully to ensure that pupils work through the good reading programme at their best rate of learning. The pupil's individual reading targets are shared with parents in their home-school diary. This helps parents to support more effectively the schools' drive for higher standards.
 72. Good handwriting, spelling and punctuation help a very high proportion of Year 2 pupils to reach nationally expected standards. The teaching of a joined style of handwriting begins early in Year 1 and by the end of Year 2, most higher and average attaining pupils write accurately and neatly in a mainly joined script. The proportion who have learned to use the complex sentence structures and vocabulary is high. For example, one pupil concluded her story; "After a while once the tiger had stopped wriggling they pulled down vines from the tree and tied the tiger up before the tiger got away". Pupils have good opportunities to write for a widening range of purposes. They

learn to plan their writing, and they have better opportunities to write at length than were seen at the last inspection. For instance, Year 2 pupils have recently completed quite extended books of instructions for making masks. They use their reading skills to improve their writing. A group of pupils explained how they read other's work "to help each other to make it better".

73. The development of the literacy strategy has led to a better use of opportunities to extend pupils' literacy skills through work in subjects such as history, science and art and design. Pupils are beginning to use computers to write or to access information. Such links have yet to be fully explored and made effective. The ICT suite is underused for such purposes and the library is not yet used for teaching the research skills that many pupils are ready to learn.
74. The overall quality of teaching and learning is good. Although it ranges from satisfactory to outstanding, it was good or better in seven of the ten lessons seen. Teachers plan well together so that pupils of the same age in different classes have the same learning opportunities. They adapt the national literacy strategy well to meet the different needs of all their pupils. They give focus and direction to lessons by working to clear and shared learning objectives. They also give clear explanations of points of difficulty as they link new learning with previous learning. However, they do not always give pupils enough opportunities to explore and review what they have learned. All teachers manage resources and pupils very well to ensure that they are all involved and learning in all activities. Most teachers use assessment opportunities well to move pupils on in their learning by marking their work constructively or offering small specific targets during lessons. Pupils who find literacy particularly difficult benefit greatly from daily lessons with a specialist teacher. Lower attaining pupils are well served by the support of very good classroom assistants.
75. Where teaching is very good or better, lessons are enhanced by well paced and dynamic presentation. Highly interactive and challenging methods are used imaginatively and sometimes with inspirational personal touches. The main shortcomings in otherwise satisfactory lessons are: excessively long introductions; weak management of time; dull and restrictive questioning. Expectations are insufficiently demanding and not explicit especially for the higher attainers. Consequently, there are few opportunities for pupils to secure new learning by discussing, completing and reviewing their tasks to their full potential. Overall, teaching supports a good pattern of achievement in English, but this pattern could be strengthened by better consistency. The subject is well managed. The literacy action plan is well focussed to address the further developments needed.

MATHEMATICS

76. The current group of Year 2 pupils are achieving average standards. During Years 1 and 2 pupils make good progress, building on and extending the standards they achieved at the end of the reception year. There is still room for improvement in standards and the school is working hard to secure this through initiatives such as:
 - specific work programmes for identified groups of pupils;
 - very focused staff training that has been instrumental to the good teaching across the school;
 - improved assessment procedures.
77. During Year 1, the clear focus given to developing numeracy skills promotes pupils' counting skills so that, by the end of Year 2, high and average attaining pupils are confident and proficient in working with numbers up to 100. They add and take away

numbers making effective use of good recall of addition and subtraction facts. Higher and average attainers can share things out. For example, they share twenty four objects between four people. They also record their work in this area. When confronted with the problem of sharing twenty six objects between four people, higher attaining pupils suggest fair ways of tackling such a problem. Average and higher attainers name and describe the properties of a range of simple two and three dimensional shapes such as a triangle, square, circle, cylinder and sphere. A emphasis on the development of mathematical vocabulary is improving pupils' ability to use this correctly when discussing their work or explaining how they solve problems. Lower attaining pupils count and write numbers up to twenty, recognise odd and even numbers and solve adding and take away sums involving single numbers. These pupils can also add together three small numbers.

78. Pupils with special educational needs receive good support resulting in them making good progress. For example, those in Year 2 effectively follow a specific work programme which makes a significant contribution to their good learning. These pupils benefit from an emphasis on the steady and progressive teaching of basic numeracy skills. All pupils are benefiting from the school's full implementation of the national numeracy strategy and improved teaching. Pupils are enthusiastic about mathematics and enjoy lessons. They behave well and apply themselves well to mathematical tasks, quickly settling to class and group activities after the initial whole-class sessions.
79. The quality of teaching is generally good across the school and often very good. This represents an improvement since the last inspection and is partly the result of some recent and very effective whole school training. Teachers' mathematical knowledge is good, ensuring that basic numeracy skills are taught well. Weekly planning documents clearly identify the things that are to be learnt, including key vocabulary and necessary resources. In lesson plans, teachers make distinctions between the differing learning needs of pupils and modify or give them different work accordingly, so that all make progress. Higher attainers are set appropriately challenging work with the result that the percentage of pupils achieving the higher level in national tests has recently improved but there is still scope for more pupils to achieve this level
80. Where teaching is most effective, pupils are encouraged to discuss their work and to explain the strategies they use to solve problems. They use a good range of mathematical vocabulary correctly. Most teachers make good use of assessment throughout lessons to check on pupils' understanding. Work is regularly marked. Numeracy skills are promoted satisfactorily in some other subjects. In history pupils sequence events in time and represent these events along a time-line. They measure and weigh in science, sometimes using simple graphs to record their findings. Year 2 pupils apply their knowledge of direction and measure and estimate distance when learning how to program robotic toys in ICT lessons. However, whilst some useful links with ICT are being made, there is scope for this to be planned more deliberately and consistently to support learning in mathematics lessons.
81. The co-ordinator is knowledgeable, enthusiastic and manages the subject well. An effective action plan is supporting the drive to raise standards. A wide range of assessment information is collected and is used well to monitor the progress of all groups of pupils and to aid the setting of targets for improved standards.

SCIENCE

82. Standards achieved by pupils by the end of Year 2 are as expected. The school is aware that it still needs to address the issue of too few pupils achieving a higher level by the end of Year 2. Satisfactory teaching ensures that pupils make sound progress and achieve satisfactorily. Pupils with special educational needs make very good progress because of the very focussed support provide for them in most lessons. As a result, many of these pupils are achieving as well as others in the class. Science makes a good contribution to pupils' personal development. Good opportunities are provided for pupils to work together in small groups and for pupils to reflect on the wonders of the world around them. Mathematical skills are used well to record their results in tables and graphs.
83. By the end of Year 2 pupils understand that objects can be made to move by pulling or pushing and that these are forces. They investigate which car will go the furthest using a ramp. From their conclusions pupils decide which car is made of the most suitable material. They are beginning to record and interpret their results using tables. They know the importance of keeping healthy and the need for exercise and a balanced diet. They know that some materials change when heated or cooled. Lower attaining pupils know that materials can change shape when rolled squashed or bent. Most can make a simple electric circuit. Higher attaining pupils know that switches can break the circuit so that a device does not work. Many pupils understand what a 'fair test' means and use this information when planning their investigations.
84. The quality of teaching and learning is satisfactory. Lessons are appropriately planned and teachers are using a recently introduced commercial scheme of work to support them with their planning. This scheme is closely linked to the national guidelines for science and has successfully addressed an issue in the previous inspection of the lack of clear learning intentions for each lesson. Teachers have secure subject knowledge and question skillfully to check what pupils know. Most are confident with the use of specific scientific vocabulary, for example one teacher continually emphasised the use of the term 'force' when describing pulling and pushing of objects. During practical tasks in some lessons groups are not well managed and pupils' attention wanders. Some tasks are too easy and quickly completed by higher attaining pupils. Very good use is made of support staff, particularly working with the lowest attaining pupils. This ensures that they participate in all activities. Consequently these pupils often make very good progress in their learning. Resources are well organised and so pupils waste very little time and are able to settle to tasks promptly.
85. The school is beginning to assess pupils' attainment and progress but this is in its very early stages of development. Currently procedures are unsatisfactory. Teachers are just beginning to introduce some end of unit tasks but these are not assessed using National Curriculum levels. Pupils are assessed using this method only at the end of Year 2. However teachers know their pupils well and use this knowledge to organise groups within the class. This benefits the lower attaining pupils who receive additional support. The co-ordinator has collected samples of pupils' work but again these are not assessed against National Curriculum levels and cannot be used effectively to support teachers with assessment.
86. The subject is satisfactorily managed. Both assessment issues and the need to extend the higher attaining have been identified and form part of the co-ordinator's action plan for the future. Training issues for teaching of science are currently being addressed successfully. Teachers provide the co-ordinator with half term evaluations and this is supporting the development of the curriculum well. These enable the co-ordinator to monitor provision, particularly investigative work, effectively. The co-

ordinator has spent a great deal of time this year organising resources boxes to ensure all staff have the necessary resources for teaching each unit of work. This has been effective and has supported colleagues well.

ART AND DESIGN

87. Pupils make good progress and achieve good standards. Current standards and rates of progress reflect a better picture than that found by the last inspection. Careful planning ensures that pupils receive a broad range of learning experiences that includes work in two- and three-dimensions using a good range of media.
88. During the inspection, the subject was seen being taught in Year 1. Pupils used their knowledge of three dimensional art to produce their own masks. The process of studying sculptured works and looking at pictures of a range of completed masks enabled pupils to produce good work. Their work reflected their own individual ideas and showed creativity and independent use of a good range of materials. Displays of these pupils' work show their good efforts at observational drawings of tropical fruits, enhanced by thoughtful application of colour with oil pastels. These same pupils have painted good quality self-portraits which show good attention to detail and use of colour. They have also carefully drawn detailed sketches of houses to which they have added colour using a range of techniques. Displayed work of Year 2 pupils includes designs for and the finished product of fabric collages using materials such as leaves, feathers and shells. This is of a good standard.
89. Pupils are given a good range of opportunity to develop skills and understanding. In Year 1 they are taught how to colour mix, for example trying to recreate the colour of skin or hair, they also learn to sketch and portray emotions through their work, for example, to show a sad or happy person. In Year 2 pupils are encouraged to evaluate their work and to write about it. There are good links with English. For example, pupils have designed and made their own butterfly mask then written out instructions explaining how they are made. There are also links with ICT. Pupils devise their own coloured patterns then use ICT to reproduce them. Pupils are introduced to the work of famous artists. For example they study the 'Face' by Paul Klee and create their own pictures using different shapes, thinking about using hot and cold colours. Pupils in Year 2 learn about art, craft and design from non-western cultures. They study African designs and Aztec art using them to inspire their own designs and pictures. They also have experience working with textiles and clay. As a result of their experiences pupils make good progress and achieve well.
90. The co-ordinator is enthusiastic, knowledgeable and manages the subject well. She monitors planning and scrutinises samples of pupils' completed work to ensure that all elements of the curriculum are covered and that work builds on what pupils have learned previously. She has noted that there is no strategy to assess the children's progress and help them reach higher standards and plans to develop assessments as soon as possible. The subject makes a valuable contribution to pupils' social, moral and spiritual development.

DESIGN AND TECHNOLOGY (DT)

91. Standards are average and all pupils make good progress. Pupils are secure in their knowledge of the key processes of planning, making and evaluating. There has been good improvement since the last inspection. Teachers' planning is now much more effective. Teachers plan for pupils to work independently and develop their own ideas. Daily planning clearly states the learning objectives of each lesson. However, less

attention has been given to the subject because of raising standards in English and mathematics. The good teaching has not yet had enough time to improve standards.

92. Lessons are organised well and the pupils cover a satisfactory range of work. All pupils are encouraged to evaluate their designs and the things they make and to consider how they might improve them. Adoption of the nationally recommended scheme for the subject now gives learning greater continuity. As a result, pupils are given a range of focused practical tasks. Skills and knowledge are effectively taught which allows them to complete the tasks safely and to a sound standard. The subject is better resourced with more tools and a wider variety of construction materials. These are in good condition and support the provision of appropriate learning experiences for pupils. Teaching overall is good and this contributes to the good progress made. In lessons a good level of adult support makes a positive contribution to good learning
93. Pupils enjoy the practical tasks of designing and making. They are competent in cutting, attaching and decorating paper, card and fabric and fastening materials together. In Year 2 pupils plan and design a coat to represent the 'coat of many colours' worn by Joseph. Working well together in small groups, they explore ways of joining fabric and card. Having first looked at a number of coats to see how they are made pupils learn how to mark out, shape and size pieces of card so that can be fitted together to make a jacket that will fit a person. They display satisfactory skills cutting, fixing, shaping and decorating.
94. Year 1 pupils design and make models of playground equipment by studying at first hand how real playground equipment is constructed and how it works. They design their own piece of equipment using construction blocks to develop their ideas. Working with a range of recycled materials they make their models. As a result of a good level of effective adult support in the classroom they are able to put their good ideas into practice. They make choices and they are developing satisfactory skills which enable them to cut, fix and assemble materials at an expected level. Most pupils talk readily about their models and describe how they work.
95. Attractive classroom displays show that in Year 1 previous work has involved pupils in planning and making a vegetable soup and a fruit salad. They have selected and prepared the fruit before sampling and judging the quality of the completed salad then listing the ingredients and utensils needed. In this work pupils learn to effectively follow instructions set out in a recipe. Year 2 pupils have designed and made models incorporating moving mechanisms. They have investigated ways in which wheels, pulleys and axles can be used to make things move. These pupils talk enthusiastically about their work. Their work is detailed and clear. The teachers encourage pupils to analyse the effectiveness of their product by judging its quality
96. The subject is well led and is being developed appropriately by the co-ordinator. A portfolio of completed work and photographic evidence is being maintained to show standards and progress over time. However, no formal assessments are made of pupils' skills and understanding. This limits the knowledge base upon which to plan for improvement.

GEOGRAPHY

97. Standards are average and are similar to those found in the last inspection. Only one lesson was observed during the inspection but evidence was gathered through

analysis of pupils' work and in discussion with pupils. All pupils are making satisfactory progress and overall achievement is satisfactory. By the end of Year 2 most pupils demonstrate a sound knowledge and understanding of their local area. They describe physical and human features of places and show an awareness of places beyond their own locality. Pupils in Year 1 draw plans of the school and their route from home. They plot on a world map the journey of 'Barnaby Bear' from Irthingborough to New York. By the end of Year 2 pupils compare clothes you would wear in a hot country with those worn in cold countries. They locate specific landmarks, such as roads, a lake and marsh areas on a map of the town and compare them with key features on the Isle of Struay. They plan a journey from Irthingborough to the Isle of Struay. In a study of Mexico, most pupils are beginning to understand similarities and differences between life there and in Britain.

98. The quality of teaching and learning is satisfactory overall. Although an excellent lesson was observed during the inspection, a review of pupils' written work show differences in what pupils achieve between classes. Pupils use their literacy skills well for example to write postcards to home, for research and to read holiday brochures. Teachers' planning is appropriate and uses a combination of the national guidelines and a commercial scheme. Long- and medium-term planning indicate all aspects of the subject are appropriately covered and the learning intentions are clearly identified. This has successfully addressed a planning issue from the last inspection. Very good use is made of role-play to enhance pupils' learning. Activity-based areas such as 'The Weather Centre' ensure that pupils really enjoy learning. A teacher, together with a learning support assistant, gave a first class demonstration how to use the resources. The pupils' imagination was captured and as a result made excellent progress in learning about different climates.
99. An enthusiastic co-ordinator manages the subject well. She has recently introduced a new scheme of work and uses the half-term evaluations provided by teachers well to modify and develop the curriculum. The subject makes a good contribution to pupils' personal development, for example, through a study of an overseas location and through pupils working together with the role-play activities. Resources are good and used well, including the use of the local area to support pupils' learning. Assessment procedures are in their early stages of development. Guidance on key skills is beginning to be used to assess pupils' knowledge and understanding.

HISTORY

100. Attainment is similar to that expected nationally which matches standards reported during the last inspection. Good opportunities for role-play activities are a significant feature of the good curriculum and this has a positive impact on pupils' learning.
101. By the end of Year 2 most pupils show a developing understanding of chronology. They use terms concerned with the passing of time and place events and objects in order. They are beginning to recognise that their own lives are different from the lives of people in the past. Pupils in Year 1 describe everyday household objects used in Victorian and Edwardian houses and can compare them with objects used in similar circumstances today, for example, they know that houses today are lit by electricity but in the past were lit by candles and oil lamps. They compare their toys with those used by children in the past. In Year 2 pupils understand the impact made by Florence Nightingale on hospital conditions and compare her work with that of famous people living today.

102. Teaching is satisfactory overall and as a result pupils' achievement is satisfactory. History is taught in blocks of lessons to ensure knowledge and skills are learned systematically. Work is appropriately planned using a commercial scheme that has been adapted to meet the needs of the school. The learning objectives are made clear to pupils at the start of the lesson. However many teachers use the same worksheets for all pupils and there is no specific provision for extending higher attaining pupils in lessons. Good use is usually made of artefacts to support pupils' learning. For example, a pupil was dressed as Florence Nightingale and others took turns to carefully handle a replica of Florence's lamp. However in another lesson, the teacher spent too long ensuring that every pupil could hold and comment on a Victorian household object. As a result concentration waned and there was insufficient time to investigate all the objects in the box before pupils set off to complete their individual tasks. First-hand experience is well promoted by teachers through a museum role-play area and special events such as a Victorian Day for the whole school. The curriculum makes a good contribution to pupils' personal development, particularly in finding out about their own heritage.
103. Management is good. The co-ordinator is enthusiastic and is keen to support her colleagues in continuing to raise attainment in history. She effectively monitors the subject through half term evaluations provided by the teachers and continually reviews and refines curriculum time and planning in the light of these evaluations. However there has not yet been the opportunity to monitor the quality of teaching history across the school. Resources are good and well organised. Assessment procedures, though in the early stages, are developing appropriately. The co-ordinator has provided teachers with some key statements to use for assessment. She is beginning to collect samples of pupils' work and photographic evidence but has not yet used National Curriculum levels for assessing these samples.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

104. Standards are broadly average by the end of Year 2 and pupils achieve well. This was also the position when the school was last inspected. Several well-managed improvements have combined to enable the school to keep pace with rising expectations and standards nationally:
- A very good computer suite enables staff to teach the subject more effectively;
 - A good programme of training has increased staff confidence and expertise;
 - The school has adopted the local authority scheme which ensures that all pupils experience a broad, balanced and coherent curriculum;
 - Hardware and software resources are being continuously improved;
 - A lunchtime computer club extends pupils' learning opportunities in Year 2.
105. The quality of teaching and learning is consistently good. Children are making up for lost ground. The improvements in provision have not had sufficient time to impact on standards overall. Pupils' very good behaviour and attitudes contribute significantly to their good progress in lessons. They use their learning well to help each other when difficulties arise. All pupils respond very well to the rising level of challenge presented by lessons. Very good planning and preparation ensure that lessons have a clear focus and direction. Teachers are effectively supported by a very good technician, assistants and parents and work well together. They make good use of their expertise in providing clear demonstrations and instructions. Good questioning extends pupils' understanding and is used to make accurate on-the-spot assessments of pupils' progress. All these qualities combined in a very good lesson that enabled a Year 1 class to learn the similarities and differences between building a bridge with real Lego bricks and constructing a bridge on-screen with a Lego program. Pupils also had

good opportunities to extend their skills in accessing and exiting programs and in using the mouse to move objects to precise positions on screen.

106. Consistently good work with programmable toys enabled pupils in the three Year 2 classes to plan instructions to make a floor robot follow a specific course from a given point to a 'treasure'. Pupils co-operated well in groups and used their learning in mathematics to calculate distances of travel and angles of rotation. They showed secure skills in planning and entering instructions in the right order. Most pupils learned well because they recognised and corrected the errors that resulted in a robot's failure to follow the agreed course. They eagerly extended their learning by increasing the complexity of the course.
107. The co-ordinator has managed the improvement of the subject well and current action plans reflect a good vision of the way forward. Systems to assess pupils' progress in the subject are at a very early stage of development. The school is aware of the need to provide better opportunities for pupils to use their growing ICT skills to support learning in other subjects. Productive links with mathematics, science, design and technology, art and design and literacy were evident in work seen. However, developments of this kind are impeded by the lack of computers in most classrooms capable of operating the increasing range of software. Greater use could be made of the suite outside the timetabled ICT lessons.

MUSIC

108. Pupils throughout the school attain the standards expected for their age. They enjoy music lessons and make satisfactory progress. Standards were higher than this at the time of the last inspection. The lack of a subject co-ordinator until twelve months ago impacted on standards. Pupils in Year 1 show sound understanding and control of pitch in their use of different instruments and their voices. For example, they gradually raise the pitch of their voices as they rise like rockets from the floor whilst the teacher counts down. Year 2 pupils know that instruments can be grouped according to whether they are shaken, struck, tapped or beaten. In lessons they worked well in groups to compose patterns of contrasting sounds. They record their composition by using simple symbols to represent the sounds made by different instruments. Their pieces were performed well with a member of each group conducting to help them co-ordinate their playing. As they practised and discussed their compositions, a few groups began independently to improve their patterns by including some dynamic contrasts or rhythm. In assemblies pupils sing joyfully and tunefully, articulating clearly the words of their favourite hymns.
109. In the three lessons seen the quality of teaching and learning was good. Teachers' plan well so that lessons have clear learning intentions, varied resources and very practical tasks that maintain pupils' interest and effort. Teachers' good management skills and rapport ensure that pupils co-operate happily and are eager to do well. However, lessons lack urgent pace and challenge because teachers do not set clear and demanding targets for what different groups should achieve in a given time. They also miss opportunities to prompt pupils to evaluate their performance and suggest how it could be better.
110. The school is taking action to restore the subject's former status and quality. The temporary management of the subject is good. The music room has been reinstated and resources have been improved. The scheme of work is being strengthened to promote better progress over time. In addition, the school is inviting musicians to visit to perform and to run music workshops for all age groups. These are appropriate

steps to take. The subject action plan identifies the need to raise the confidence and effectiveness of teachers, all of whom are non- specialists in music. However, there is no use of assessment to track pupils' progress or to identify and support pupils who begin to show a special talent in music.

PHYSICAL EDUCATION (PE)

111. It was possible to see only three lessons. These covered the areas of games, gymnastics and dance, but only one, an indoor games lesson, was with a Year 2 class. This does not provide enough evidence to support an overall judgement on standards at the end of Year 2. Pupils' progress in the lessons seen mirrored the quality of teaching, which ranged from satisfactory to very good.
112. In dance, pupils in Year 1 made very good progress in learning to move rhythmically to music. This was because the teacher built the lesson in clear and well-paced stages. Pupils used streamers to follow their body movements and express the character of the music. The expectation for each new stage was both clear and demanding. She made good use of examples to set a precise but achievable standard. In a gymnastics lesson Year 1 pupils worked with good effort, purpose and success to develop flowing movement sequences that included a roll and a jump. They used large apparatus independently and with good awareness of safe routines and of each other's needs. The teacher managed the complex activity well. The learning intentions were reinforced and opportunities to help pupils to improve used effectively. In a Year 2 lesson on ball control skills, progress was more limited. The teacher set no clear expectation for the level of control to be achieved at each stage and lacked strategies for helping pupils to refine their skills.
113. In all three lessons, pupils had only limited opportunities to warm up and cool down, and to consider the important effects of these activities. Teachers also missed opportunities to teach pupils how to evaluate for themselves. As a result, many pupils run short of ideas about what to do next to improve.
114. The co-ordinator is very actively developing the subject. The strong features identified in the last inspection report have been maintained. In particular outdoor and indoor accommodation are good and well used and pupils have good extra-curricular opportunities to extend their learning. The school has tackled the principal weakness identified in the last report. A new scheme of work guides development of the subject and provides for continuous learning across the full range of skills from nursery to Year 2. Training for the scheme has been shared with staff, but the co-ordinator has not yet had the opportunity to monitor and promote consistency of good teaching. A system for assessing the progress pupils make and developing any special talents they may show is not yet in place.

RELIGIOUS EDUCATION (RE)

115. By the end of Year 2 pupils attain the standards expected by the locally agreed syllabus. Throughout the school pupils make good progress with their learning. As a result as pupils get older they show an increasing ability to express ideas and feelings and they have greater knowledge and understanding of religious issues to aid their thinking and discussions.
116. During Year 1 and Year 2, pupils learn about the meaning of the word 'worship'. They learn something of how Christians and Jews worship. Pupils in Year 1 investigate artefacts of the Jewish faith such as the Torah and learn about their significance. By

listening to and questioning a Jewish visitor to their classroom they learn what it means to be a Jew. Year 2 pupils learn about Christianity by listening to a Christian talking about her faith and asking her questions. By visiting the local Anglican Church Year 2 pupils learn about significant features of Christian churches such as the pulpit, altar and chalice. In lessons pupils make a good contribution to discussion. For example, when learning about the importance of Lent to Christians Year 2 pupils reflected on the things that would be a sacrifice for them to give up. By the end of Year 2 pupils have a sound grasp of the significant symbols and events of Judaism and Christianity.

117. The quality of teaching is good. Teachers have effective strategies for promoting young pupils' understanding. They plan lessons well making good use of resources, visitors and visits. The sharing of the learning intentions at the start of lessons is good practice ensuring that pupils understand what they have to learn. As a consequence pupils make good progress. However, the effectiveness of the teaching has not yet fully impacted on standards. Teachers' skillfully involve pupils directly in lessons. By the use of astute questions they challenge pupils' thinking and deepen their understanding. They encourage them to answer by drawing on their existing knowledge. Lessons are interesting and are made relevant to the lives of the pupils. They respond by taking part enthusiastically, contributing well to discussion, displaying considerable interest in each other's questions and happily sharing knowledge with one another. Teachers make good use of extracts from children's bibles, retell biblical stories in their own words and prepare pupils well for learning by fully explaining important new vocabulary.
118. Leadership and management are satisfactory overall. Co-ordinators are committed, experienced and available to give advice to colleagues but do not have any time to check on the quality of teaching and learning. Assemblies contribute well to the quality of learning by providing opportunities for reflection, extending knowledge and understanding of the Christian faith and recognising the major festivals of other religions.