

INSPECTION REPORT

ROADE PRIMARY SCHOOL

Roade

LEA area: Northamptonshire

Unique reference number: 121854

Headteacher: Miss H Hollwey

Reporting inspector: N A Pett
17331

Dates of inspection: 20th - 23rd January 2003

Inspection number: 248295

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Hartwell Road Roade Northampton
Postcode:	NN7 2NT
Telephone number:	(01604) 862309
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Appropriate authority:	The governing body
Name of chair of governors:	Mr G Owen
Date of previous inspection:	February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17331	Mr N A Pett	Registered inspector	Mathematics Geography History Information and communication technology Citizenship	Standards: The school's results and pupils' achievements How well is the school led and managed?
14756	Mr J R Lovell	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed?- efficiency and resources
22778	Mrs A Shannon	Team inspector	English Design and technology Religious education English as an additional language Special educational needs	How good are the curricular and other opportunities? How well does the school care for its pupils? – Assessment
11976	Ms H Toynbee	Team inspector	Foundation Stage Science Art and design Music Physical education Educational inclusion	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Roade, a well established village near Northampton. The school serves the immediate community and about a fifth of pupils come from outside of the village. It caters for boys and girls between 4 and 11 years of age. There are 179 pupils on roll and it is smaller than other primary schools nationally; numbers have fallen since the last inspection. All pupils have sandwich lunches and the number of pupils taking free school meals is well below the national average. The ethnic heritage of the pupils is mainly white European and there are no pupils who are at an early stage of learning English. The proportion of pupils identified as having special educational needs, and holding statements to address their specific needs, is well above the national average and covers the full range of special needs. Attainment on entry when children are aged four is broadly in line with the expectations for their ages, and they are catered for in Reception. The school's aims seek to develop children's and pupils' personal skills and to support their academic development.

HOW GOOD THE SCHOOL IS

This school has a good ethos and provides a good learning environment and quality of education overall. The good quality of teaching has raised standards, especially in National Curriculum tests at the end of Year 6 in English and mathematics. Many pupils are making good progress. The school is well led and good educational direction is given by the headteacher, but the quality of monitoring and evaluation requires further improvement. The strengths of this school clearly outweigh its shortcomings and, through the improvement it has achieved, it is now giving good value for money.

What the school does well

- Sets high expectations for children's and pupils' work, attitudes and behaviour.
- Provides well for the introduction of children to formal education in the Foundation Stage.
- Teaches effectively to promote the good progress of most children and pupils in Years 1 to 6.
- Supports pupils' good achievement in English by the end of Year 6.
- Gives sound support for learning difficulties and special educational needs.
- Assesses pupils' achievement well in English and mathematics.
- Provides well for the personal development of its pupils.

What could be improved

- Standards in science and mathematics.
- The procedures for assessment in subjects other than English and mathematics.
- The quality of work set in some classes to meet the differing needs of the pupils and especially for those pupils who are capable of higher achievement.
- The consistency with which subject co-ordinators are aware of pupils' work in their 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 1998 and improvement has been good. Standards have risen and are now broadly average overall with most pupils achieving well for their prior attainment. The development plan is now well structured, strategic and is monitored. There has been satisfactory improvement in the roles of subject coordinators, although further development is still needed. High expectations for pupils' behaviour have enhanced the learning ethos and raising of standards. Improvement in assessment has been good in English and mathematics, but only satisfactory in other subjects. Child protection arrangements have been addressed and attention has been given to the issuing of more detailed information to parents about its work. Good improvement has been initiated in pupils' attitudes and behaviour and in the provision for their personal development. Resources have been well improved for information and communication technology. Overall, because of the good vision and educational direction there is good potential for further improvement.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	C	A	C
mathematics	C	A	C	D
science	D	D	D	E

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

Standards have improved and most children and pupils are now achieving well. Results in the National Curriculum tests in 2002 were well below average by the end of Year 2, and this year group contained a significant number of pupils with learning difficulties. Now in Year 3, these difficulties are still apparent amongst the pupils, although their progress is improving. Results in the tests at the end of Year 6 were significantly improved in English, but not in mathematics and science, and the average points score was in line with the national average for all schools but below average for similar schools. In comparison with the pupils' prior attainment at the end of Year 2, results were well above average in English, average in mathematics but below average in science and average overall. This shows that the school adds value to pupils' achievement and the targets were broadly met. Most children in the Foundation Stage attain average standards. By the end of Year 2, standards are close to the national average, but there is an element of underachievement, especially in mathematics and science. Standards in reading are good. By the end of Year 6, standards are above average overall in English and average in mathematics, science and in other subjects. Because of the high expectations, many pupils in Year 6 are achieving well. Standards in information and communication technology are broadly average but the application of skills in subjects across the curriculum is unsatisfactory, although improving. The significant proportion of pupils with special educational needs make at least satisfactory progress overall, with examples of good progress, and many of these pupils achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Most pupils have very positive attitudes towards their work and teachers. They enjoy school, work hard and are very proud of their achievements. A small minority have unsatisfactory attitudes brought about by their learning difficulties.
Behaviour, in and out of classrooms	Good. Whilst many pupils behave well there is a small minority who experience difficulties in behaving sensibly.
Personal development and relationships	Good. Most pupils are developing a good sense of responsibility and acting in a mature manner for their ages. Relationships are good and reflect the fact that they care for each other and respect different opinions and values. However, a small minority find sustaining effective relationships difficult.
Attendance	Good. Authorised and unauthorised absence is better than the national averages for primary schools.

The high expectations of the teachers and adults working in the school make a good contribution to children and pupils' attitudes and values. The good approaches to behaviour management are beneficial and pupils understand the purpose of the rules.

TEACHING AND LEARNING

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

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

The overall quality of teaching has improved since the previous inspection. This reflects the significant improvement in teachers' expectations and more effective monitoring and evaluation. Not all staff could be observed because of absence but from all aspects of inspection evidence the majority of classes are taught consistently well, and especially well in the Foundation Stage and in Years 1, 3 and 6. During the inspection, teaching was satisfactory or better in nearly all lessons, was good or better in eight out of ten and very good in nearly three out of ten. Teaching in English is good and there are good links in other subjects to support the development of pupils' literacy skills. In mathematics and science, teaching is good, although the impact of this improved teaching is yet to be seen in test results. The teaching in most classes has a positive impact on pupils' learning and standards. In the best lessons, teachers set work that meets the differing needs of the pupils, but this is not consistent practice and further improvement is needed to ensure that all pupils achieve as well as they might. Learning is occasionally adversely affected by some pupils' lack of concentration and by their unsatisfactory attitudes and behaviour, although most teachers apply the behaviour code very well through their high expectations. Pupils with special educational needs are supported well through the effective partnership between teachers and learning support staff. Occasionally, their needs are not as well met when work set does not cater well enough for their progress to be sustained. The use of homework is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. There is sound breadth and satisfactory balance. Statutory curriculum requirements are met. Continuity and progression has some shortcomings in art and design and in design and technology. Good learning opportunities exist for literacy and numeracy and problem-solving activities add to pupils' thinking skills. Good links with the community enhance learning opportunities. Extra-curricular activities are satisfactory.
Provision for pupils with special educational needs	The overall provision is satisfactory and the progress of many pupils is effectively supported. Individual education plans are well structured with clear targets.
English as an additional language	There are two pupils and they are effectively supported although neither is at an early stage of learning English.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. Assemblies, circle time and the personal, health and social education programme provide effective opportunities and they add to the overall good provision for the children and pupils' spiritual, moral, social and cultural development.
How well the school cares for its pupils	The pastoral care is good; pupils are well known and their personal development is effectively monitored. Procedures for assessment are good in English and mathematics but are underdeveloped in other subjects and this makes the overall care of the pupils unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good. There is a very effective partnership between the headteacher and deputy headteacher which provides clear direction for the school. Management is overall satisfactory as the roles of the coordinators do not involve sufficient monitoring.
How well the governors fulfil their responsibilities	Satisfactory. The governors are continuing to develop their role for the monitoring of standards and the quality of education. They broadly fulfil their statutory responsibilities.
The school's evaluation of its performance	Good. The improved approach to development planning takes into account the analysis of test results and the effective monitoring of teaching and standards has contributed significantly to school improvement.
The strategic use of resources	Good. Financial resources are well used and the principles of best value are being more rigorously applied. The school gives good value for money.

There are sufficient staff that have appropriate qualifications and experience to teach the age range and the curriculum. The accommodation is good. Learning resources are satisfactory and are used well. The very good displays add significantly to the learning ethos of the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

These are the views of the minority of the parents and carers who attended the pre-inspection meeting and returned the pre-inspection questionnaire.

What pleases parents and carers most	What parents and carers would like to see improved
<ul style="list-style-type: none"> • The standards being achieved and progress made by their children. • The high expectations set by the school. • The good quality of teaching. • Children like school and are helped to mature and show responsibility. • That behaviour is generally good. • How well the school cares for its pupils. • The good attitudes, values and beliefs being promoted and achieved by the school. • The school is well led and managed. 	<ul style="list-style-type: none"> • The arrangements for homework. • How well they are informed about their children's progress. • The range of activities outside of lessons. • The way that the school works with them; a minority do not feel that the school is easily approachable.

Inspectors firmly agree with all of the points that please parents most. Inspection evidence reaches the judgement that many parents work well to support the school and their children's learning. Inspectors acknowledge that staff are readily available to discuss matters with parents but that the quality of pupil reports and how effectively the school communicates are areas for further improvement. The arrangements for homework are satisfactory although there is some inconsistency. The school recognises that the range of activities outside of lessons could be extended, although they are satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Results in the National Curriculum tests and assessments at the end of Year 2 (Key Stage 1) in 2002 were below average in writing and well below average in reading and in mathematics. In teacher assessments for science, results were well below average. This cohort of pupils contained a significant proportion of lower than usual prior attainment and several with specific learning difficulties, and this situation is still visible from inspection evidence as these pupils are now in Year 3. The results in 2001 were much better; reading was above average, writing well above average and mathematics results were average, and inspection evidence from the current Year 4 supports this level of attainment. At the end of Year 6 (Key Stage 2), results in 2002 were well above average in English, average in mathematics and below average in science, in comparisons with all schools nationally and in relation to pupils' prior attainment at the age of seven. Taking these three core subjects together, results were average overall.
2. Comparisons with similar schools presents some difficulties as the comparison are based on the proportion of pupils eligible for free school meals and the proportion of pupils known to be eligible is below the national average. Some parents report that they do not take up the eligibility because the only meals provided by the authority are sandwiches. Thus, whilst the results at the end of Year 2 were very low in reading, well below average in writing, mathematics and science, a truer picture would be well below in reading, and below in writing, mathematics and science. Comparative results for similar schools at the end of Year 6 would be above average in English, average in mathematics, below average in science and broadly average overall. Boys performed better than girls in English and girls out performed boys in mathematics by a small percentage. The trend for improvement is in line with that found nationally and the targets set for the school were broadly met.
3. The standards on entry to the Foundation Stage are broadly average for children aged under five. They make good progress and, by the time that they are aged five and enter Year 1, the standards being achieved are at least in line with expectations in all of the early learning goals and above average in personal development. This reflects the good quality of the teaching. Standards being achieved in Year 2 are better than previous test results, although they are not yet high enough. Standards in English are average overall, although above average in reading, and in mathematics and science are below average overall. Standards are broadly above average in physical education and average in all other subjects including religious education. The focus on literacy has been a contributory factor in the lower standards in other subjects. Standards being achieved by the end of Year 6 are better, reflecting the higher expectations for pupils of this age group. Above average standards occur in English, history and physical education, average standards in mathematics and science, and in all other subjects, including religious education. The pupils are making good and often very good progress and the potential exists for them to achieve as well as, if not better, than the previous test results. Overall, pupils are achieving well in the Foundation Stage, Years 1, 3, 4 and 6 but not well enough otherwise and this is a reflection of the teaching.
4. Standards in literacy are at least average overall and for a significant proportion of pupils are above average. Many pupils speak fluently and clearly, making good use of technical vocabulary. This reflects the efforts put in to raise standards. The majority of pupils listen well although there is a significant minority who have poor concentration spans. Standards in writing are good by the end of Year 6, but the school recognises that it needs to continue to work rigorously to improve standards still further, especially in spelling. Many pupils read well, with confidence and expression. Standards in numeracy are average overall, although strong enough for most pupils to meet the demands made in other subjects. Basic skills in information and communication technology are average by the end of Year 2 and Year 6, but below average in the application of

the skills in other subjects. In Year 6, the potential exists for standards to become above average as even more use is made of the improved resources.

5. Pupils on the special needs register make at least satisfactory progress and sometimes good progress and they achieve well in relation to their learning difficulties. This is because they are identified at a very early stage and given appropriate provision. There is sufficient detail on pupils' individual education plans (IEPs) and their targets are clear. Pupils with a statement of educational need are well supported by outside agencies. This enables these pupils to attain the targets on their individual education plans and to make the necessary progress. Pupils on the lower stages of the register make good progress towards their individual learning targets because of the good support they get from the teaching assistants. Pupils with behavioural problems achieve satisfactorily because of the good strategies for managing disruptive behaviour. The very small minority of pupils identified as having English as an additional language are given appropriate support and are achieving well. Gifted and talented pupils are identified and there is developing provision for them, although the school recognises that it needs to give this aspect of its work even more attention. This is particularly so in Year 2 and in Year 5. Overall, pupils of all levels of attainment are fully included in support of their learning.
6. Since the last inspection there has been some variability in standards but inspection evidence shows that there is now a clear trend for improvement, because of the improved quality of teaching, although there are some shortcomings in the quality of teaching in a minority of lessons which have to be addressed. Pupils respond well when teachers' expectations are good and especially well when expectations are very high.

Pupils' attitudes, values and personal development

7. Children aged under five and pupils in Reception and in Years 1 to 6 enjoy school and this is confirmed by their parents and carers. Pupils display very good attitudes to school. Their good behaviour and good relationships make a positive contribution to their learning and the community of the school. Most pupils show at least satisfactory and often good initiative and personal responsibility. Overall these judgements reflect an improvement on those attitudes and, in particular, behaviour found at the time of the last inspection.
8. Children in the Foundation Stage have very good attitudes to their work and their behaviour is always very good and sometimes excellent. Children play very happily together, sharing toys and equipment. They are settled and confident because the teacher has established good routines and children know what to do and how to behave. Good teaching ensures that all activities stimulate interest. This means that in group and individual work the great majority of children persevere and concentrate on tasks for a considerable length of time and work sensibly on their own when not the focus of adult attention.
9. Most pupils' responses to teaching are good. Their responses are satisfactory or better in almost all lessons and occasionally very good or excellent. This is equally applicable to pupils with special educational needs. In those classes where the pace of the lesson is good and teachers' expectations are high, pupils are well motivated, interested and responsive. This was evidenced in Year 1 in very good lessons in English and mathematics, in Year 2 in information communication technology, in Year 3 in science and in history, in Year 4 in music and in Year 6 in English and information and communication technology. In such lessons, which are structured to use time effectively and to stimulate all pupils to develop ideas independently and in small groups, they are enthusiastic and remain focused on their work, enabling them to make good gains in their knowledge and understanding. Pupils usually work well individually, in pairs and in groups, sharing resources with one another, co-operating and increasingly collaborating well, as they move through the school. For example, in a Year 5 mathematics lesson in which pupils were learning about the relationship of multiplication and division, the most able effectively shared their work in developing 'mathematograms' and this benefited their overall learning and ability to develop explanations as to the relationship of the different operands. Where the pace and challenge of lessons are less demanding, concentration and focus lapse after short periods and pupils need constant encouragement to continue to apply themselves to their work. Pupils readily volunteer to answer

questions but their ability to ask questions, contribute to whole class discussions and to undertake independent research is insufficiently developed.

10. Pupils' behaviour around the school and in lessons is usually good and most are self disciplined, although a minority of pupils behave inappropriately on occasions. These pupils fail to respond to instructions, talking whilst the teacher is working with a small group of pupils and calling out. Pupils understand the high standards of behaviour that are expected from them and usually respond well to these. They have a very good understanding of the school and class rules and have been involved in considering them within their classes and reflecting upon the impact of their actions on others. Most parents believe that the school achieves good standards of behaviour and that the school's values and expectations help pupils to become mature and responsible. During the last school year there were no exclusions, compared with two fixed period exclusions in the year prior to the last inspection. The good standards of behaviour have a positive effect on learning and standards.
11. Pupils move around the school in an orderly fashion, with a minimum of supervision. They are courteous and trustworthy and show respect for the school's and other pupils' property. There is no evidence of vandalism, graffiti or litter in or around the school. Relationships between pupils and between pupils and all adults working in the school are usually good. Pupils have respect for each other's feelings, values and beliefs. During breaks, they play well together and enjoy each other's company. Pupils are supportive and considerate of each other and ensure that nobody is excluded. Although pupils and parents express some concerns about bullying, inspection evidence shows that some pupils mainly express concerns about relationship breakdowns and incidents of name calling and that there is no evidence of systematic physical bullying or racial disharmony. A small number of pupils are reluctant to take their concerns to their teachers because of the possible adverse reaction of their peers.
12. Pupils respond well to those opportunities which exist for them to display initiative in their learning and within the school community. They undertake tasks within the classroom, helping to keep their own areas tidy and assist in handing out books and resources. As they progress through the school, they respond well to increased opportunities to undertake responsibility. Many pupils could, however, take more responsibility for their own learning and a minority need to be constantly motivated.
13. Overall attendance remains similar to that found at the time of the last inspection and in 2001/2, the last year for which there are national comparative figures, is above the national average. Rates of unauthorised absence were below those found nationally. Last year 11 pupils gained a certificate for achieving an excellent 100 per cent attendance record. Punctuality throughout the day is good, although, at the start of the day, a very small minority of pupils are late for school. These good levels of attendance have a positive effect on pupils' learning and achievement.

HOW WELL ARE PUPILS TAUGHT?

14. Teaching is good overall. It is judged to be at least satisfactory in well over nine out of ten lessons, good in well over eight out of ten and very good in nearly three out of ten. In a small number of lessons, teaching is unsatisfactory. Even though there have been several recent staff changes, the teaching seen during the inspection shows numerous strengths, many of which are common to most lessons, with an overall improvement since the last report. While some shortcomings occur in individual lessons, there are no recurring weaknesses.
15. The consistently good teaching in the Reception class is characterised by careful planning. This provides a good range of interesting activities which stimulate the children's interest and encourage good learning. Children's previous achievements are assessed and work is based on what they need to do next to extend their knowledge and skills. The teacher has established a warm, supportive and purposeful atmosphere in her room, where all children know the class routines and settle down confidently and happily to their work. The learning support assistant has an integral and well-informed role and works effectively alongside the teacher.

16. Teaching in Years 1 and 2 ranges from very good to unsatisfactory but is good overall. The two teachers who job share in Year 1 form an effective partnership. They jointly spend a great deal of time planning appropriate classroom activities and carefully keep each other informed about the progress of individual pupils. Many subjects in Years 1 and 2 are taught within a two-year cycle and teachers plan well together to ensure that they cover the same content. The interesting Washday “museum”, put together in a small room to which both classes have access, demonstrates how this liaison benefits all the pupils. It provided a basis for a very good lesson in which Year 1 pupils added a great deal to their historical knowledge as well as consolidating their use of reference skills. Teaching in Year 2 is not as effective. There were weaknesses in one dance lesson in which pupils spent too much time talking about what they were going to do as opposed to actually carrying out physical movements. In one less than satisfactory numeracy lesson, the teacher’s expectations were not high enough and the pace of learning was too slow. In Years 3 to 6 the overall quality of teaching is good. It is never less than satisfactory and is often good or very good. Good teaching in English and physical education results in above average standards in these subjects by the time the pupils leave school. There is also good teaching in some mathematics lessons and in science
17. In all classes, teachers use good skills to manage pupils’ behaviour even though this is sometimes rather challenging. Such skills underpin the good relationships which exist between pupils and between pupils and adults. Good management allows lessons to take place at a good pace without time being wasted on control and means that pupils concentrate well and work productively.
18. Teaching across the school is characterised by good subject knowledge and understanding. In many lessons a good subject specific vocabulary is introduced. For example, in a science lesson the Year 3 teacher made sure that pupils understood the meaning of such words as opaque, transparent and absorbent when describing the properties of materials. The national strategies for literacy and numeracy are well in place. Basic skills in these areas are taught well. Generally, the effectiveness of teachers’ lesson planning is satisfactory rather than good. It is better in English and mathematics where there are good systems for assessment, but the limited use of assessment in other subjects results in all pupils often being taught the same content as each other in lessons. Teachers are better at providing a range of ways in which pupils of different capabilities can record their work. However, there are inconsistencies in this practice and, in some lessons, below average pupils struggle to complete the same written work as average and above average pupils.
19. In their planning teachers structure effective cross-curricular links between different subjects and these make pupils’ studies more interesting and relevant. In many lessons resources are used well in support of teaching and learning. For example, in one Year 1 religious education lesson on the Shabbat meal there was great excitement when some previously hidden artefacts were revealed. These kept the pupils’ attention for the whole lesson. In a well-resourced Year 6 geography lesson the use of maps, textbooks and a computer program supported pupils in their work and helped them make good progress in their learning.
20. In most lessons observed teachers have good expectations of pupils, which is an improvement since the last inspection when expectations were not high enough. Questions are well focused and designed to bring all class members into discussions. This helps pupils make quick progress towards the lesson’s particular learning objectives. Teachers use a good range of appropriate methods and groupings that are well matched to the purpose of each lesson. The quality of whole-class teaching in the literacy and numeracy sessions is generally good. Teachers often lead these sessions particularly well and introduce new ideas with care and clarity. In some lessons touches of humour enhance relationships as well as learning. A good example of this was the lively teaching observed in a Year 4 literacy lesson in which pupils made suggestions as to the scenario of their imaginary Fantasy World.
21. Pupils much enjoy their work and understand why they are doing it. This is because teachers talk with them at the beginning of lessons, explaining carefully what they are going to learn by the end. This motivates pupils and gives purpose to their efforts. Evaluation sessions at the end of lessons

successfully help pupils to understand what they have learnt so far and what they need to do next. These are good opportunities for pupils to share their findings and ideas. Through these, pupils are involved in their own learning and gain ideas about how they can improve their own work. Individual targets are set for improvements in basic English and mathematics skills and pupils work hard to achieve these. In some cases, teachers' marking does not always tell pupils enough about what they are or are not doing well in order to guide them on to further improvement. However, some teachers do this well. They write comments which make clear suggestions about how pupils could extend their thinking or do better next time. Others write positive comments which do little to help pupils bring about improvements to their work.

22. There are a good number of learning support staff in the school and these are deployed carefully and well by the class teachers. They give valuable support to lower attaining pupils, including those with special needs. Special needs pupils are identified by general classroom assessments and are set individual targets within the general classroom context. All members of staff are concerned with the educational needs of the pupils and plan work accordingly. Tasks and activities are chosen to enable pupils to experience success. Teachers have copies of the individual education plans (IEPs) and these are shared with the learning support assistants (LSAs) so that they can work effectively with the pupils. The special educational needs coordinator and teachers liaise regularly with the LSAs with regard to pupils' targets and objectives on the IEPs. The support staff are particularly effective with withdrawal groups and booster classes. This means that the pupils they are working with have a clearer understanding about what they are expected to do and how to do it and greater inclusion is ensured. In lessons where there is no extra support for pupils with special needs, work is usually planned to take account of this by providing different tasks for them or, when the class is engaged on individual work, the class teacher will work with these pupils. All teaching staff have had training on the identification of gifted and talented pupils. A few pupils in Year 6 have been identified as being gifted or talented at mathematics but the overall provision is only satisfactory and this is an area the school has targeted for development.
23. Parental views about the amount of homework are very diverse. The inspection team's judgement is that the use of homework throughout the school is satisfactory for the age of the pupils involved. In Years 1 and 2, homework is mainly reading, spelling, learning tables and sometimes topic work. In Years 3 to 6 it is set on a more formal and regular basis. A homework diary is kept and teachers make suggestions about the approximate time to be spent on different activities. The amount of homework given in Years 5 and 6 prepares pupils for expectations later when they attend the local secondary school.

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

24. The quality and range of learning opportunities for children under five (the Foundation Stage) is broad and balanced and includes the early learning goals identified for this age-group. The learning opportunities in Years 1 to 6 are satisfactory overall, providing a range of worthwhile opportunities for all pupils; the balance is satisfactory. Significant emphasis has been placed on literacy and numeracy leaving a restricted amount of time for other subjects. All subjects meet the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education is followed. Planning of the curriculum is carefully undertaken to meet the needs of all pupils. Equality of opportunity is satisfactory overall. All members of the school community are valued equally as individuals. There is sound provision for children with special educational needs, whose requirements are carefully considered, and the very small minority of pupils who have English as an additional language. The good use of learning support assistants in many lessons ensures that pupils, particularly those with special educational needs, gain full access to the curriculum. However, there are occasions when pupils are taken out of lessons to do other work and, whilst efforts are made to ensure that different pupils are involved each time, this still means that pupils miss out on work available to their classmates.
25. The National Strategies for Literacy and Numeracy are used well. Teachers focus well on developing numeracy and literacy skills. Speaking and listening skills of pupils are being

developed well using Circle time and PSHE and opportunities in all lessons to encourage progress. The teaching of all subjects is supported by sound schemes of work based on recently introduced nationally agreed guidelines as well as the school's own schemes. A judgement was made in the last report that the school had planned a curriculum that is firmly based on national requirements. This continues to be the case. Since the last inspection a two year rolling programme for the foundation subjects and science has been introduced. It is now coming to the end of the first cycle and its success will be evaluated in the summer term. The concern is that this programme does not ensure that essential skills are taught progressively in some subjects, for example, in art and design and in design and technology. Several initiatives to boost achievement have recently been implemented including literacy support and additional support for mathematics.

26. There is a satisfactory range of extra-curricular activities available for older pupils. These include 'the more able maths club', football, netball, choir, recorders, chess club and reading buddies. There is an enthusiastic take-up of these extra activities provided voluntarily by some teachers and through the support of community associations. The school is widening the curriculum through forming good links with the community, which contribute to pupils' learning. It works closely with the other schools in its cluster group for sporting and musical activities. The school also forms part of the initial training for teachers and regularly has students.
27. The overall provision for pupils' personal development is good. Children in the Foundation Stage are settled and confident because the teacher has established good routines and children know what to do and how to behave. There is a good personal, social and health programme in Years 1 to 6, including provision for sex education and drug awareness, which has been well developed. Year 5 and 6 pupils benefit from the visits by St John Ambulance trainers who teach them the rudiments of first aid. There are plans to further improve this provision during this school year. There are links with the police who provide information to the pupils on personal safety and road safety. Relevant topics such as healthy eating are included in the science curriculum. The school has applied for the Bronze Health Award and Quality mark, which is linked to citizenship. Older pupils have the opportunity to take part in a residential visit to France, which contributes significantly to their social development. They are also given a range of tasks to which they respond well.
28. The provision for pupils' spiritual development is good, showing improvement from the satisfactory judgement in the last report. Good quality acts of collective worship are planned to ensure a broad coverage of issues using a variety of themes, which are linked to the themes in their personal, social and health education. During these assemblies, pupils are given the opportunity for quiet reflection. Assemblies end with a short prayer, in which the pupils are invited to make their own by joining in with the Amen if they wish. These prayers recognise the existence of a supreme being and are related to the children's experiences. The school has strong links with the local religious leaders who regularly visit the school and lead assemblies. Opportunities, for pupils to develop an appreciation of the wonders of nature are planned for in lessons such as science. Teachers value the pupils' thoughts and feelings and in their personal and social education lessons pupils are encouraged to talk about what is meant by love and respect. Art and music lessons also make a significant contribution to pupils' spiritual development.
29. The school provides well for pupils' moral and social development, the latter having improved from being previously satisfactory. Pupils know what is expected of them and are aware of the class and school rules. These are prominently displayed in classrooms and the teachers and support staff, who provide good role models, work consistently throughout the school day to enable the pupils to understand right from wrong. The school's behaviour policy places considerable emphasis on co-operation and respect for others and the members of staff on duty at lunchtime supervise children with care and respect. Teachers and classroom assistants make good use of any occasion to develop social skills, encouraging pupils to treat one another with respect. Disruptive behaviour is dealt with in a non-confrontational and calm way and pupils are expected to apologise for any hurtful behaviour. Teachers provide good opportunities for pupils to discuss the effect of their actions on others during personal, health and social education. Pupils learn that in any society the deliberate flouting of the rules has to be accounted for and the consequences

faced up to. There is no school council but the school acknowledges its importance and is making preparations to form one in the near future.

30. The provision for pupils' cultural development is good. The pupils are introduced to a range of authors, composers and artists in English, music and art and design lessons, which represent a breadth of cultural traditions and influences. Displays around the school showed good quality work on French Impressionist painters and work based on African art. Assemblies are used to promote the music and literature from other cultures. The school uses festivals and celebrations to promote cultural development. Religious education also provides an introduction to the main cultural traditions now established in these islands. The school tries to promote other cultures in a positive way. A whole day was recently devoted to looking at different cultures with an artist in residence.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The quality of pastoral care of the children in the Foundation Stage and pupils in the rest of the school is good and has been maintained well since the last inspection. Pupils' personal development is well monitored. Procedures for monitoring and promoting high standards of behaviour and regular attendance are good. Outside agencies and education specialists provide good support and advice for pupils. However, shortcomings in procedures for assessing pupils' attainment and progress, and using that information to guide curricular planning, means that the overall care for pupils is judged to be unsatisfactory.
32. There has been satisfactory progress in monitoring and assessing pupils' academic performance and achievements since the last report when it was judged that improvement was needed. A new assessment policy is in place but there is still room for improvement as the overall use of assessment is unsatisfactory. When the pupils start in Reception there is effective use of baseline tests and targets are then set from this information. A running record of individual attainment starts in the Reception Year and is passed on to the next teacher. Teachers' marking is usually carried out to strict criteria and informs the pupil how to improve his or her work. However, this is not always done for the foundation subjects. There is ample provision for pupils with special needs to be supported in the classroom. The learning support assistants are well trained and committed. There are end of year tests in mathematics and literacy and numeracy is assessed weekly. This assessment feeds into the planning for the next time the topic is visited. A range of commercial tests are effectively used to assess attainment from Year 2 upwards and the results of these tests are also recorded on individual records and used to track the progress of each pupil. Some analysis of this data has been undertaken and is beginning to be used constructively to guide curricular planning.
33. The assessment of subjects, other than English and mathematics, is only informal at present and information is insufficient to show what pupils know, understand and can do. As a consequence the differing needs of individual pupils are not always fully met. There is little planning based on pupils' previous attainment to ensure that work is matched to their differing needs and capability so that they develop knowledge, understanding and skills systematically in other subjects. This was exemplified in lessons where pupils were all carrying out the same activity. However, a very good example of matching work to the capability of individuals was observed in a history lesson in Year 1 and in a mathematics lesson in Year 6. The arrangements for the identification of pupils with special educational needs are good and their overall assessment is effective, leading to the provision of IEPs and compliance with the Code of Practice. Results from National Curriculum tests are carefully analysed to inform future whole school planning. The development of assessment is a key issue for the school as a means to raising pupils' overall achievement and attainment. Not enough concentration is given to the setting and monitoring of targets.
34. Adults in the school set a good example. They are even-handed and show equal respect and concern for each other and for all the pupils, contributing to the good ethos. The high expectations of teachers and adults working within the school are successful in promoting pupils' good standards of behaviour in and around the school and during lessons. This shows an improvement on the position found at the time of the last inspection when procedures to monitor and promote good behaviour were described as satisfactory. The school has an effective behaviour management policy, which is generally consistently applied by staff and well understood by pupils, who value the praise and recognition of staff and the award of 'smiley faces.' For example, a pupil who experiences behavioural difficulties is very well supported to avoid the full-time suspension which would further disrupt his education. Pupils have contributed to the development of class rules and accept that sanctions are applied fairly. Pupils speak highly of the support which they receive from all staff. Most pupils are generally confident that they can take concerns to any member of staff and that issues will be addressed sympathetically and resolved effectively, involving parents fully when necessary. However, a minority of pupils are reluctant to report incidents of name calling, which they find hurtful, or to use the 'worry box' to report such concerns. The procedures for addressing oppressive behaviour are satisfactory. The effectiveness of the strategies employed to manage and promote good behaviour and the effective monitoring and support for pupils' personal development ensure good overall standards of behaviour and good personal relationships, which

together, help to create a learning environment that has a positive effect on both attainment and progress.

35. The school has good procedures to monitor attendance and punctuality and seeks to encourage parents to take holidays outside term time. Registers are marked accurately and the school is rigorous in authorising absences. In those cases where concerns are identified, the school seeks to resolve them in partnership with parents, the education welfare officer and outside agencies. Child protection procedures are now satisfactory and comply with requirements, using the local area protection committee's guidelines. The headteacher is responsible for child protection and has undertaken appropriate training and recently attended a course on child protection in relation to 'looked after children' and recognises the need to maintain her training in current practice. The overall management of health and safety is satisfactory. Pupils are taught safe practices in lessons, such as in a physical education. There is a good understanding of the need to maintain a safe environment and informal risk assessments are routinely undertaken and acted upon but, apart from outside visits, there are no formal, documented risk assessments and this is a weakness. The arrangements for providing first aid are good. Accident records are good and informal monitoring of the records by the headteacher ensures that potential risks are identified. Parents are appropriately advised of accidents and contacted in the event of any concerns about a pupil's health.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS AND CARERS?

36. The school has sound links with parents and carers, although a significant minority believe that the school should work more closely with them. Since the last inspection, the school has successfully sought to improve the effectiveness of its links by developing strategies to involve parents and carers more in its work and in supporting their children's learning. This has been achieved by providing more information about the curriculum that is being taught and informing and involvement in the school development planning process. Since the current headteacher was appointed two years ago, she has sought to respond to parents' requests such as that to allow them into the playground at the start and end of the school day. The partnership between school and home is reinforced by a pupil/home/school agreement, with a very good return rate. Most parents and carers are actively involved in supporting their children's learning at home and at school and provide good support and encouragement for their children's learning by, for example, sharing books with their children and listening to them read on a regular basis.
37. A small minority of parents and carers attended the pre-inspection meeting with inspectors and about a third responded to a questionnaire and conveyed their views of the school. They are particularly pleased about the high expectations of teachers, the quality of teaching, the progress which pupils make, the support which the school provides to help children become mature and responsible and the good standards of behaviour. The significant majority state that their child likes school. However, a significant minority of parents and carers would like to see a greater range of activities outside lessons, better information from the school, particularly about their child's progress, a closer working relationship with them and changes in the arrangements for homework. Inspectors agree with the points that please parents most and, although they found the points that concern some parents were satisfactory overall, they recognise that there is scope for further improvement in these areas.
38. Overall, the information provided, particularly about pupils' progress, is satisfactory. Two consultation meetings for parents are held each year, together with an open evening. These provide good opportunities to meet teachers and discuss their children's progress and there is a very good response to these meetings. Throughout the year, staff are readily accessible to discuss issues and the school seeks to involve parents and carers in the case of any concern. Parents receive an annual progress report which some parents believe is an improvement on the format previously used. However, a significant minority would like to see further improvements with clearer targets and a better explanation of the grades given. The reports are satisfactory overall but are often impersonal. They are written using a system which draws on a data bank of comments together with details of the curriculum that has been covered. Although there are some

inconsistencies, the reports generally identify targets in English, mathematics and science but, in other subjects, where targets are provided, they are usually implicit. A greater emphasis on the progress which pupils are making and on providing clear targets could assist in developing the effectiveness of the partnership between school and home and help parents to understand how they can best support their child.

39. The school involves all the necessary outside agencies, especially for pupils with special educational needs. Parents are alerted early to concerns that the teachers may have about their child and are kept informed and involved. Parental information is used as part of the assessment process. Parents of pupils with statements are invited to the annual review and have copies of all relevant documents. Additional support is also given to pupils in literacy and numeracy through the Early Literacy Strategy, Additional Literacy Strategy, Booster classes and Springboard.
40. The school has held special parents' evenings to explain aspects of the curriculum such as literacy and numeracy and, although attendance has been relatively low, those parents who have attended have appreciated the insight which they have been given into their children's learning. Other information about the curriculum is provided to parents in the form of newsletters but this is very limited in detail and does not sufficiently inform and engage parents in supporting their children's learning at home or on family outings. Newsletters provide satisfactory information about the life and work of the school.
41. A small but hardworking group of parents and staff organise the Friends of Roade Primary School (FORPS) which runs activities and events involving the pupils. The funds raised are used to provide additional resources and facilities such as funding the development of the kitchen area used by pupils, buying computer equipment (Roamers) and play equipment for children in the foundation stage. About 12 parents and other adults help regularly in the school and parents also help by supervising pupils on visits and whilst undertaking activities such as swimming. The support of parents is appreciated by pupils and staff.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The school's aims are appropriate and are being increasingly met to provide an environment in which children and pupils develop their personal and academic potential. Since the last inspection there has been a change of headteacher, who is leading the school well and giving clear educational direction. She has an effective partnership with the deputy headteacher and other members of the senior team, who share the vision, and overall, staff are well committed to improvement. The school is clear about its priorities and uses data effectively to set targets for improvement.
43. The overall improvement since the last inspection has been good. The key area for improvement was management and this has been resolved. Development planning is now effective and is established through good levels of consultation, including parents. A copy of the plan is sent to them and comments have been received. The plan is now strategic and provides a clear picture for the future. Through effective monitoring and evaluation of teaching and learning there has been improvement in the overall quality of teaching. This in turn is leading to higher standards and better achievement by pupils. The school recognises that the impact has yet to be fully realised and the roles of the subject coordinators remain underdeveloped. This is in part due to changes in teaching staff over the last two years, which has had a negative impact on continuity in these roles. Because of this the headteacher has assumed some caretaking of coordination until new staff have established themselves. Links with parents have been well enhanced. Although the procedures for assessment are now far better in English and mathematics, there is still considerable room for improvement in other subject areas.
44. The governors are now appropriately involved in the overall governance, leadership and management of the school. The school has expressed its strong commitment to educational inclusion through a range of appropriate documents. The contents of these have been agreed by both staff and governors. The effective partnership between the headteacher and governors is now promoting the good learning opportunities throughout the school. Some governors are new to their role but they are very committed and are working hard as they strive to fulfil their obligations, which are

satisfactorily met. They recognise the need to be more active in their monitoring of the overall quality and standards of education. Whole-school policies are in place and there is a process for regular review to ensure that they contain sufficient structures for guidance, monitoring and evaluation. The governors have a good level of understanding of the strengths and the areas for improvement. For example, the school has implemented the New Code of Practice for special educational needs and the named governor with responsibility, who is a learning support assistant, is thoroughly aware of the impact of special needs support in the school. There has been good improvement in provision since the last inspection and there is effective management by the coordinator.

45. The management of the school's finances is good and the school development plan is closely linked to the financial planning in the school. The governing body monitors expenditure carefully. Financial controls and procedures appear to be good and were last audited in 2001. Balances are high and currently stand at almost 10 per cent of the total school income, including unspent standards fund money, special grants and interest received. Whilst this level of balances is high, it has arisen through specific consideration of the school's current needs and priorities and a specific decision by governors to try and maintain class sizes. The projected sum to be carried forward at the end of this financial year is of a similar order and has been carefully monitored by the finance committee and results from the success of the school in attracting additional funding whilst maintaining an appropriate balance to maintain class sizes. All funds allocated for special needs are used for that purpose and the school monitors the effectiveness of their use. There are satisfactory procedures to ensure the principles of best value and national and local data to compare with other schools is well used. Not enough has been done to apply these principles to consideration of the extent of after-school lettings to which the school is committed and their impact on the school's ability to extend the range of after school activities offered. Resources are used to good effect to support pupils' learning and additional funding, obtained through grants, and has been used well. The school provides good value for money.
46. The staff are appropriately qualified for the age range and to meet the needs of the curriculum. There is a broad range of expertise among the staff and generally good subject knowledge. Staff skills in information and communication technology are being developed and this is improving pupils' standards. Learning support staff have good expertise and are well deployed. Administrative support is sufficient and the staff make a good contribution to the smooth running of the school. The amount and range of in-service training undertaken by the staff are good and this contributes effectively to meeting the priorities in the development plan and for professional development. Induction arrangements for new staff are good, coping well with the significant changes in staff turnover and performance management has been implemented.
47. The accommodation is good overall, although older pupils and special educational needs rooms are located in the old building whilst other year groups are in the newer building. This has both advantages and disadvantages in relation to team work and communication. The Learning support room used by the special needs assistants is attractive and bright and creates a secure atmosphere in which good learning can take place. Specialist provision for information and communication technology has been well developed. Outdoor play space is good. There is no evidence of vandalism or graffiti within the school. Displays throughout the school are very good and help to provide a stimulating and exciting learning environment. There is an adequate range of resources to support teaching, which are well organised. Those for supporting the work of pupils with special educational needs are good. Good use of visits and residential experiences enrich the curriculum. The latter provide good opportunities for pupils to undertake outdoor adventurous activities.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff now need to:

- (i) raise standards still further by:

- continuing to address the shortcomings in the teaching and learning in science and mathematics;

(paragraphs 3, 16, 62-66, 67-73)

- improving the procedures for assessing and recording pupils' academic achievement to:
 - better inform planning and target setting, especially to ensure that work set meets the differing needs of the pupils, especially in Years 2 and 5; and
 - enhance progression and continuity in art and design and in design and technology;

(paragraphs 18, 25, 32, 33, 43, 72, 74-78, 79-81, 85, 91, 97, 102, 105)

- improving the strategies that are used by coordinators so that they consistently monitor the quality of provision in their subject areas.

(paragraphs 66, 78, 81, 86, 91, 102, 110, 106)

Other issues which warrant attention include:

- improve the role of the governing body in their responsibility for monitoring and evaluating the standards and quality of education and in formalising risk assessment;
- homework;
- extracurricular provision; and
- extending the application of skills and software in information and communication technology in subjects across the curriculum.

(paragraphs 4, 23, 26, 35, 44, 77, 92-97, 102, 106)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	13	26	6	2	0	0
Percentage	0	28	55	13	4	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll

	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	179
Number of full-time pupils known to be eligible for free school meals	6

Special educational needs

	YR– Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	57

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	4.3

Unauthorised absence

	%
School data	0.2

National comparative data	5.4
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National comparative data	0.5
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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	14	15	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	13	14	13
	Total	24	25	24
Percentage of pupils at NC level 2 or above	School	83(100)	86(96)	83(96)
	National	84(84)	86(86)	90(91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	13	13	11
	Total	25	25	23
Percentage of pupils at NC level 2 or above	School	86(96)	86(100)	79(89)
	National	85(85)	89(89)	89(89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	23	15	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	19	21
	Girls	14	13	12
	Total	34	32	33
Percentage of pupils at NC level 4 or above	School	89(75)	84(82)	87(93)
	National	75(75)	73(71)	86(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	22
	Girls	13	13	12
	Total	32	33	34
Percentage of pupils at NC level 4 or above	School	84(75)	87(77)	89(93)
	National	73(72)	74(74)	82(82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
166	0	0
0	0	0
2	0	0
1	0	0
1	0	0
2	0	0
1	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
2	0	0
2	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– Y6

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	21.8
Average class size	25.6

Education support staff: YR-Y6

Total number of education support staff	9
Total aggregate hours worked per week	139

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	475566
Total expenditure	458816
Expenditure per pupil	2260
Balance brought forward from previous year	29680
Balance carried forward to next year	46430

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	4
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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	179
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	38	7	3	0
My child is making good progress in school.	41	48	9	0	2
Behaviour in the school is good.	19	71	2	5	3
My child gets the right amount of work to do at home.	10	64	16	10	0
The teaching is good.	38	52	5	0	5
I am kept well informed about how my child is getting on.	17	55	26	2	0
I would feel comfortable about approaching the school with questions or a problem.	48	41	10	0	0
The school expects my child to work hard and achieve his or her best.	40	52	7	0	2
The school works closely with parents.	16	57	26	2	0
The school is well led and managed.	36	47	10	0	7
The school is helping my child become mature and responsible.	36	53	7	0	3
The school provides an interesting range of activities outside lessons.	14	40	29	7	10

Inspectors firmly agree with all of the points that please parents most. Inspection evidence reaches the judgement that many parents work well to support the school and their children's learning. Inspectors acknowledge that staff are readily available to discuss matters with parents but that the quality of pupil reports and how effectively the school communicates are areas for further improvement. The arrangements for homework are satisfactory although there is some inconsistency. The school recognises that the range of activities outside of lessons could be extended, although they are satisfactory.

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

48. At the time of the inspection, most of the 15 children who attend the Reception Class full-time were aged under five. The class is staffed with one full-time teacher and a classroom assistant. The small number of children involved makes it possible for all to receive a great deal of individual attention.
49. The overall provision is good. As in the last report, teaching is good and there is strong co-operation between the teacher and classroom assistant. The teacher has a thorough understanding of how young children learn and this shows in her effective planning. Her management and control are strong because she has established very good working routines and relationships with the children. This quality support means that all children make good progress, most attaining the national early learning goals set out for each area of learning. By the end of the year, the potential exists for the children to be well launched into the early stages of the National Curriculum. There are regular thorough checks on what individual children can and cannot do and the results of these are used to plan carefully their next steps. This is particularly true of those with special educational needs who are identified early and given targeted support, leading to good achievement in relation to their prior attainment.

Personal, social and emotional development

50. The children make very good progress and in this aspect achieve above average standards. Their attitudes to their work and their behaviour are always very good and sometimes excellent. Children play very happily together, sharing toys and equipment. This was seen when a group of children were playing in the class "restaurant", sharing out the work of making a cup of tea, putting money in the till and handing out sandwiches. On another occasion, children who had mastered the skill of fitting plastic pieces together to make three-dimensional shapes helped others finding this activity difficult. Children are settled and confident because the teacher has established good routines and children know what to do and how to behave. Children change quickly and independently for physical activities in the hall and are soon ready to start. In all lessons they listen very carefully to their teacher and eagerly carry out her instructions. Good teaching ensures that all activities stimulate interest. This means that in group and individual work the great majority of children concentrate on and persevere at tasks for a considerable length of time. Children quickly make informed choices, for instance what size of ball they want to work with in physical education and work sensibly on their own when not the focus of adult attention.

Communication, language and literacy

51. Good teaching helps children to make good progress, particularly in their speaking and listening skills and knowledge and understanding of letter sounds. Some children are beginning to offer longer contributions to class discussion, but during planned activities still tend to talk alongside rather than with others. Children listen very attentively in all lessons and particularly enjoy listening to stories. The teacher uses other areas of the curriculum, for instance listening to the sounds made by a range of musical instruments, to further improve their listening skills. Children recognise many initial letter sounds and know, for example, that the first letter of dog is "d" and that "f" starts off "fish". Some can recognise letter blends such as "sh". The teacher consolidates this knowledge in many ways. In class lessons she has introduced a range of actions related to sounds to make the work fun and learning effective. Many of the follow-up activities to these lessons on letters further engage the interest of children. These include those that improve letter formation and a range of games such as jigsaws that help children build up simple words. Pencil control skills are developing well and the teacher works hard to improve these through activities such as joining dots to make a letter, copying and colouring. With emergent writing there are recognisable letters and, in a few examples, some children spell simple words correctly. Children are eager to look at books in the class library and find things of interest in these. A few have made

a start on the formal reading process and many are beginning to recognise an appropriate range of words. On entry into Year 1, it is anticipated that almost all will have fully attained the early learning goals and many will have made a good start on aspects of the National Curriculum.

Mathematical development

52. This is another area where effective teaching helps children make good progress. By the time they are ready to start in Year 1, the majority will reach the targets for their age and many will have started on aspects of the National Curriculum. Most children count on up to 10 and put numbers in the correct order up to that figure. Several count beyond this. Some are secure in counting on and taking away one. They are helped to achieve this by the use of simple number songs and rhymes. The teacher is very clear about what children are to learn and carefully adapts follow-up activities to whole class lessons to meet the needs of individual and groups of children. For example, two or three children still having difficulty writing numbers are given appropriate time to practise with the classroom assistant. The teacher makes effective use of practical activities, resources and displays in her teaching. For example, a row of numbers is permanently strung on a clothes line across the room and the date is changed by a child each day. Through very well planned and resourced lessons the children are introduced to other aspects of mathematics, such as symmetry and shape. In such lessons the teacher's expectations and challenges are high but achievable. Children find the idea of making mirror images exciting and are keen to construct symmetrical patterns using pegboards. Most know the properties of and correctly name a range of common "flat" shapes. Even when children can only feel these shapes in a bag, they name these with almost instant recognition. Children's knowledge and understanding of three-dimensional shapes are beginning to develop through other well-planned, practical activities.

Knowledge and understanding of the world

53. Teaching and learning are both good. Role play is used to good effect and children learn about running a restaurant including how to serve and take money from customers. Children's handling of simple equipment is developing well and some are becoming reasonably competent on the class computer and laptops. Not only do they have good mouse control, but they are competent at logging on and can "call up" chosen programs and print off results at the end. Computer programs are well chosen by the teacher to support other areas of learning. For example, the children use a game matching the number of spots to written numbers and another supporting their work on symmetry. Good use is made of the school environment to look for shapes in and around the building. Pupils enjoy using construction kits to build different structures and are eager to talk about what they have made. A small but very comprehensive Wash Day "museum" has been put together in a room connecting the Reception classroom to Year 1. Through the study of objects in this display, children are beginning to understand changes that have taken place over time and how household chores and appliances differ today from many years ago. Pupils learn to recognise a wide variety of fruit and from which country each piece comes. With due regard to washing hands, they cut this up and make a fruit salad. Good links are made to a subsequent literacy lesson in which the steps taken to prepare this salad are recorded. By the time children enter Year 1 they have an appropriate understanding of the world around them broadly in line with the expectations set out in the early learning goals.

Physical development

54. Physical skills are taught and developed well through both indoor and outdoor experiences. Consequently, most children attain the early learning goals by the time they leave Reception and, overall, their skills are as expected for their age. However, many children make especially good gains in gymnastic and sports skills and their attainment in these areas is above average. In the hall the learning support teacher works beside a child with special education needs, modelling appropriate movements for her to copy and making sure that she is part of the lesson. The very good attitudes and behaviour of the children are strong contributors to the progress they make in this subject. In addition, the teacher has a good knowledge and understanding of the physical development needs of children of this age. Appropriate warming up and cooling down sessions are used at the beginning and end of each session and the rules with regard to wearing an appropriate

kit are rigorously applied. In the hall, children use the space well and move around confidently and safely without bumping into others. They enjoy their work but do so in a quiet, sensible way. Activities have a clear purpose and help children to build their skills systematically. For instance, in dance they extend and make improvements to their previous work based on the movements made by Mr Jolly or Mr Strong. The teacher affords opportunities for children to watch good examples of work and this encourages all to make improvements to their own. In gymnastic/sports lessons pupils show great control of chosen equipment, such as balls and quoits. These they adeptly pat, bounce, catch, roll or spin across the hall floor. As it was wet during the inspection week, no activities using tricycles were observed. However, such items are available for use when the weather is better. Children cut out, paste and fasten materials with good control of simple equipment.

Creative development

55. Teaching is good. Children's creative skills are fostered and developed well and, because of this, standards are as expected for children of this age by the end of the Reception Year. In music, children enjoy getting to know the sounds made by different untuned instruments. The teacher makes sure children know the correct names of the instruments and that they have to be played and put away very carefully. Their very positive approach to the equipment aids their very good personal development. Children make their own musical instruments using such items as yoghurt pots and paper plates, covering these with colourful tissue paper. They enjoy singing well-known songs with their teacher. In art, children not only use paint imaginatively, but are also learning to mix this to produce different shades of the same colour. They draw and colour in bright pictures of the fruit they have used to make their fruit salad and cut and stick card and paper to make interesting objects. The class "restaurant" affords children good opportunities to act out different roles. There are good props to support the children's imaginative use of this area. However, opportunities for pupils to dress up in a range of costumes are more limited.

ENGLISH

56. The results of the 2002 National Curriculum tests for 7 year olds showed that in reading pupils were attaining at well below levels expected nationally. Inspection evidence shows that this is no longer the case and that pupils are attaining above expected levels. The poor results in 2002 can be attributed to the high percentage of pupils with special educational needs in the cohort. In writing pupils have also improved with pupils now attaining at expected levels. Test results for 11 year olds showed that pupils were attaining at above the expected level and this continues to be the case. Results were higher in English than in mathematics and science and girls performed slightly better than boys. In comparison with their prior attainment at the end of Year 2, results were well above average. Most pupils in the current Year 2 are attaining standards which are in line with the national average and in Year 6 standards are above average overall and pupils achieve well. This is an improvement since the last inspection.
57. Pupils in Years 1 and 2 make satisfactory and often good progress in acquiring speaking and listening skills. By the end of Year 2, pupils listen carefully and follow instructions. Most of the younger pupils are good listeners and are keen to make a contribution to oral activities. They are confident in their ability to express their ideas and opinions in clear extended sentences. Teaching provides regular opportunities for pupils to talk and offer their ideas during English lessons and also in other subjects. This was observed in a history lesson where Year 1 pupils were able to explain clearly what they had found out about artefacts connected to washday in Victorian and pre-war times. Where this is done well, pupils respond with well-chosen vocabulary and speak clearly and confidently. Higher attaining pupils discuss their reading books and confidently offer opinions about the story. Teachers try to ensure that all pupils make a full contribution to lessons and pupils with special educational needs have very good support from the classroom assistants. Pupils make good progress in their speaking and listening skills as they move through Years 3 to 6. They regularly work in pairs sharing their ideas and opinions in all subjects of the curriculum and coming to a consensus opinion. All pupils are given the chance to take part in assemblies and in drama situations in lessons and outside of lessons. Personal, social and health education

lessons and Circle Time offer good opportunities for developing speaking and listening skills. Year 6 pupils were observed enjoying role-play in a lesson which was exploring what causes arguments.

58. Good use is made of a number of structured reading schemes to develop skills, and group and guided reading activities in the literacy hour are used to promote pupils' reading for understanding, with above average standards. Higher attainers read fluently and expressively and enjoy talking about the story they are reading and explain what is happening. Lower attainers lack the phonic skills to enable them to read unfamiliar words. Pupils with identified reading difficulties, including those with special educational needs, receive very good additional support from teachers and classroom assistants, enabling them to achieve well by the end of Year 2. In Years 3 to 6 teachers provide a good range of reading opportunities in addition to the literacy hour. Pupils read poetry and literature. The Home/School reading journal that pupils keep encourages regular reading at home as well as in school. By the end of Year 6 standards are average overall. Most pupils have become independent readers and have preferences for different authors although these are often for J K Rowling and the Harry Potter stories, although not to the exclusion of other authors. The present Year 6 pupils also enjoy books as far ranging as biography and *The Lord of the Rings*. Some pupils also choose to read poetry and one pupil was able to quote the last line from *Ozymandias* by Shelley. Pupils' progress in reading is consistently monitored by teachers and satisfactory records of their achievement are kept. Pupils develop satisfactory skills in using information books and know how to use an index and contents page and how to locate books in the library.
59. Basic English skills are taught well throughout the school and pupils use this knowledge in their own writing. Joined handwriting is not taught until Year 3. By the end of Year 6 pupils write satisfactorily in joined script. Spelling is well taught with regular tests to check progress. Some Year 1 pupils voted spelling as their favourite lesson. By the end of Year 2 most pupils use capital letters and full stops correctly, although some pupils still use a mixture of upper and lower case letters in words. By the end of Year 6 pupils are achieving well and most achieve average standards, with a significant minority achieving at above average levels. This is because the teaching in Years 3, 4, 5 and 6 is usually good. Teachers model writing on the board and show pupils how to develop their ideas and improve. Pupils write in a number of styles and for different purposes and with a specific audience in mind, producing a good range of creative writing. They write character studies, diary entries and reports. They often use word processing programs to present their work. They learn to write descriptively; for example Year 6 pupils compiled an anthology of their own poems entitled *A Touch of Magic*. One pupil wrote:

*My box is fashioned from butterfly wings and clouds, with
fairy dust on the lid and smiles in the corners.
Its clasp is made from petals.
It will be protected by the smoky fire of Norbert.
In my box I will watch baby turtles on the pure white
sands of the Bahamas.
I shall snorkel all day and swim with dolphins.
At the end of the day I shall relax in a hammock gazing up
at the stars.*

60. The quality of teaching and learning is good overall. In Years 1 and 2 it is satisfactory overall, yet with some significantly outstanding teaching. In Years 3 to 6 it is good and learning is good. The teaching of writing skills is particularly good and as a result standards are rising. Where teaching is very good, teachers display an enthusiasm for the subject and adopt a lively approach to the work, which produces an active environment where pupils achieve well. In these lessons, pupils enjoy the literacy hour and as a result work hard. Teachers have responded well to the introduction of the Literacy Strategy and implement the literacy hour well. This has given a consistency to teaching, which has improved learning. Teachers use skilful questioning to encourage pupils' thinking and to assess their understanding. They take great care to ensure that all pupils, including those with special educational needs and English as an additional language, are included in the whole class discussions. Group activities are adapted to meet the differing needs

of pupils and most teachers carry out assessment regularly in lessons. The final session of the lesson is used to see if the objectives have been achieved and to correct any misconceptions. English makes a good contribution to pupils' spiritual, moral, social and cultural development through the study of appropriate texts, which allows the pupils to explore their own feelings and values.

61. The subject is well managed. The coordinator has a clear plan of what needs to be done to raise standards further. Use of the library and literacy across the curriculum are areas for further development. The school uses a range of assessment procedures and gives pupils targets for improvement and has started to analyse what has prevented pupils gaining the national average standard by the age of seven. There is a range of activities to boost standards, for example early intervention for young pupils and booster classes for the older pupils. These have a positive effect on pupils' learning. Since the last inspection, improvement has been good.

MATHEMATICS

62. Results in the 2002 National Curriculum tests were below average by the end of Year 2 and in line with the national average at the expected level for pupils aged 11 at the end of Year 6. In comparison with similar schools, results were well below average at the end of Year 2 and below average at the end of Year 6. The proportion of pupils gaining the higher levels was below average. Results at the end of Year 6 were below those in English but above those in science. There was no significant difference between the performance of boys and girls. In relation to their prior attainment at the end of Year 2, results were average.
63. Standards being achieved by the end of Year 2 remain below average overall. A significant minority achieve well but there is insufficient rigour in the teaching to ensure that all pupils are attaining appropriate standards. In Year 1, pupils are working effectively to achieve the targets which are appended to the front of their work. The pupils were secure in their understanding of number bonds, working effectively in addition of numbers up to 10. Their work shows examples of data handling and the construction of simple graphs using computers. In Year 2, pupils can handle the basic rules of addition, subtraction and multiplication, and their files contain a wealth of work sheets which show that the curriculum is covered. In their investigation on measuring liquid in a variety of containers, they were generally accurate, although some pupils read the measuring scale in the wrong direction. However, the overall standards are not supported well enough by setting work which meets the differing needs of the pupils.
64. Standards being achieved at the end of Year 6 are average and if the current progress is maintained then the potential exists for standards to become above average overall. This reflects the overall quality of the teaching and the positive attitudes shown by the pupils. A good proportion is already working at above average standards. Their work shows good coverage of the National Curriculum. Pupils have a good level of understanding of shape, space and measure as seen in their work on investigations. They are competent in their knowledge of angles and many use mathematical language correctly. Most of the pupils of above average and average attainment can work in percentages accurately and can also use fractions and decimal calculations accurately. Lower attainers experience difficulties in this work but are well supported through springboard groups. There is increasing use of computers as pupils handle data, construct graphs and interrogate their findings. Pupils' basic numeracy is supported in appropriate subjects across the curriculum. For example, they have the necessary skills to cope with measurement, coordinates and bearings in geography. In science, they draw graphs and tables of results and use thermometers to measure temperature. Skills in measurement are used in design and technology and data handling work in information and communication technology.
65. The quality of teaching seen in the inspection was good overall, with some lessons in which it was very good. The work scrutiny shows that teaching over time is at least satisfactory and is good in Years 1, 3 and 6. The key is the high expectations, both for work and for behaviour, which are shown in some lessons by the teachers and which generate real pace to the learning. This is what works and is ensuring that achievement is at least good. For example, in a very good Year 1 lesson the teacher ensured that through high expectations and matching the work well to the

differing needs of the pupils, and an effective partnership with the class assistant, led to understanding and learning. In Year 6, there is good evidence of work being matched to the differing needs of the pupils and the good use of investigations, linked to everyday experiences, such as cross-channel ferry costs. This holds the pupils' interests. The springboard groups and booster classes are well taught overall and support pupils in raising their standards. In a well taught group withdrawn to support their special educational needs, the teacher worked effectively with computer laptops to develop their understanding of number bonds using a commercial program. Learning support staff are very effective in their work; they challenge their pupils well and this leads to those pupils with special educational needs making sound progress. The National Numeracy Strategy is well used and the mental calculation session at the beginning of lessons is leading to pupils making good gains in their basic number knowledge and also in their use of mathematical vocabulary. Teachers support the development of pupils' literacy skills well through reference to the correct mathematical terms, and their spelling, with good word boards in their rooms. They also ensure that pupils write out lesson objectives and questions in their books so that they can recall what work they have been doing, as seen in Year 2. Class management is generally good but it is when it is not effective enough that the lessons lose pace and pupils drift off from their work. Learning slows and becomes unsatisfactory. There is evidence of some very good marking and teachers record assessment well. Homework is satisfactory and where good it really extends pupils' knowledge and understanding.

66. Judgements about the coordination of the subject are made following discussion with pupils and staff and a scrutiny of records, as the coordinator was absent during the inspection. Overall leadership and management are satisfactory. There is some monitoring and evaluation of the teaching and learning, shared between the headteacher and the coordinator, which has supported the improvement. Assessment strategies are in place and are effectively used to inform planning and to target pupil performance. This has been beneficial in raising standards, as has the use of booster classes. Since the last inspection improvement has been satisfactory.

SCIENCE

67. Teacher assessment at the end of Year 2 in 2002 judged attainment to be well below the national average and even lower in relation to similar schools. In the last report the attainment of pupils of this age was judged to be above average and progress good. Standards have slipped during the intervening years. Results in National Curriculum tests at the end of Year 6 were below average and, in comparison with similar schools, were well below average. However, the below average standards achieved over the last three years, including those reached in the 2002 test results, are likely to be raised to at least average by the end of this year because of the improved quality of teaching. In relation to their prior attainment, results were below average. Boys performed better than girls and the overall results were below those achieved in English and mathematics.
68. The pupils' standards at the age of seven are below the average level expected for their age. All pupils, including those with special educational needs, make unsatisfactory progress in relation to the good start made in Year 1. As at the last inspection, standards reached by most pupils by the end of Year 6 are in line with national expectations. Starting in Year 3, the good lesson planning and teaching seen during the inspection ensure that most pupils will be likely to make good progress throughout the junior classes. Pupils with special educational needs, who are often given extra effective support either by their teachers or classroom assistants, also make good progress in relation to their ability. There has been an improvement since the last report when progress was judged to be satisfactory. The small minority of pupils with English as an additional language make similar progress to their classmates.
69. The success of science lessons is clear in the very enthusiastic way pupils respond to different activities. In all years it is apparent they much enjoy their work and most behave well. There was great excitement in lessons in both Year 5 and Year 6 in which pupils made their own parachutes using string, cotton reels and washing-up cloths. Pupils of this age are beginning to have a good understanding that in order for an investigation to be fair, they need to keep all but one element in their experiment the same. Generally, pupils work together very well, helping each other and sharing ideas and equipment freely. A few older pupils in Year 5 found this difficult and opted out.

Practical scientific work is taught consistently and in the most successful lessons pupils are encouraged to set up their own lines of enquiry. In those which are less successful, there is still too much teacher direction. By the age of seven most pupils have a good understanding of what a “fair” test means. At the beginning of a Year 2 lesson on sound, the pupils were invited to say why the teacher had set up an “unfair” test for them to watch. This was a good strategy to hold the interest of the pupils, who were soon saying in no uncertain terms why they thought the experiment was wrong and how it could be put right. By Year 6, pupils realise that in a well-planned investigation only one factor can be changed at a time and that accurate measurement is very important if a test is to be valid.

70. The overall quality of teaching is good. During the week of the inspection it was never less than satisfactory and in most of the lessons seen it was good or very good. This shows that the school has the strong potential to drive up standards, but inspection evidence shows that in teaching over time there is some unsatisfactory teaching in the infants and much good teaching in the junior classes. Lessons seen are well planned and prepared with a variety of well-chosen activities which support clear learning objectives and engage the pupils’ interest. An appropriate range of resources are used to support pupils in their work. For example, in one good lesson in Year 3 the teacher had gathered together a great many objects made of materials such as glass, wood and metal. Pupils were able to handle these items and come to informed decisions about the properties of these materials and why they were used in different ways. A range of words supplied for them to use not only added to pupils’ subject-specific vocabulary but improved their literacy skills as well. In the best lessons, teachers use searching open-ended questions that encourage pupils to think and find answers for themselves. They consistently use specific science vocabulary. Where there are weaknesses in lessons the cause is most likely to be a lack of understanding of what constitutes investigative work, with too much teacher direction preventing potentially higher attainers pupils from achieving at a higher level. Another weakness is a poor match of work to meet the differing needs of the pupils, which leads to everyone in a class following the same work at the same level. Occasionally, follow-up written work is too difficult for some groups of pupils who need a simpler method of recording their findings. At other times record keeping is made less difficult for pupils with special educational needs and this helps them play a full part in this activity.
71. The curriculum is broad and well balanced and the requirements of the National Curriculum are well covered within a two-year cycle. This method of planning is to be reviewed at the end of the year to see where adjustments need to be made. The teachers link science work with that in other subjects when it is appropriate. In past work, there were good examples of the use of mathematics to draw graphs and tables of results and of pupils using thermometers to measure temperature. All teachers are aware of the need to develop a subject-specific vocabulary which is spelt correctly and some are doing this well. Some aspects of healthy living, sex education and an awareness of the dangers of drugs, are also taught within the science curriculum. Through this there are good links with the school’s work in personal, social and health education. The co-ordinator has recognised the need to make better use of computers.
72. Although there are some instances of good practice, particularly in Year 1, assessment is not well organised. Teachers have not yet developed a scheme for consistently monitoring and recording the pupils’ progress through the programmes of study or to track how well they are building on their scientific skills. In Year 6 the teacher’s knowledge of how well individual pupils are doing is used to arrange extra learning support before the national tests take place. This increases pupils’ chances of achieving results at a higher level than would otherwise be the case. Written work is marked satisfactorily, but too often comments are about work unfinished or presentation rather than how improvements in scientific aspects can be made.
73. The introduction of national strategies in literacy and numeracy has had a high profile in the school over the last few years and, consequently, raising standards in science has not had the attention that it needed. However, the school has started to analyse test results to see where weaknesses lie. The result has been a great emphasis on teaching experimental and investigative work, with outside help being sought to give advice and support in the improvement process. This is having a good impact within the school although, in some classes, the difference between practical and investigative work still needs to be clearer. The co-ordinator, who is the headteacher, has already

made a good start on monitoring teaching and learning in this subject and, again, this is having a good impact on improving teaching and learning. Since the last inspection, the overall level of improvement has been only satisfactory, but recent action, supported by the significant improvement in teaching, has the potential to address this shortcoming.

ART AND DESIGN

74. Because of the timetable arrangements only very limited evidence could be obtained, and judgements by the end of Year 2 are based on a scrutiny of pupils' work in their sketchbooks and in the finished work, displays and talking with teachers and pupils. The indications are that in lessons standards are at least average and that work produced on termly theme days is of very high quality.
75. During a two-year cycle of work, pupils in Years 1 and 2 are introduced to a wide range of skills, including weaving, painting, drawing and collage techniques. There are good links with other subjects, not only to provide illustrations in workbooks but also as an important aid to pupils' learning process. For example, in Year 1 vibrant paintings of tigers are linked to written work about "The tiger who came into my house". In both Year 1 and 2 expressive and individual papier-mâché faces are used to support the personal development theme "How do we feel today?" Pupils are introduced to a good range of artists and some pieces of their work in the style of Monet are particularly stunning. Pictures emulating the work of Mondrian make good use of computer skills. In weaving, pupils in both classes are encouraged to link the colours and materials they use to the seasons of the year and do so very successfully.
76. Overall, standards are average by the end of Year 6, but again there is evidence of work of a much higher quality being produced on theme days. Pupils in Years 3 to 6 also follow a two-yearly cycle of work and through this make good gains in their use of art and design skills and techniques. There is a growing knowledge about other craftspeople and artists. In Year 4 good teaching ensures that, through a series of lessons on Paul Klee, pupils have a clear understanding of his paintings. In this class, good use is made of sketchbooks to record on-going work so that it can be used for reference purposes. Pupils are encouraged to use a wide range of pencils and colour sticks to make interesting lines and patterns on different pieces of paper. The teacher has good plans to link this work to the journey through "Fantasy World" being introduced in literacy lessons. In Year 6, pupils sketch their initials in the style of Escher and use pencils and paint carefully. They draw a 3-dimensional effect well and recognise the need for shading to give their work depth. High quality clay masks and a colourful batik quilt, made using flour paste resist, are evidence that on theme days pupils of this age have the potential to achieve high quality work. The pupils' attitudes are always at least good. They enjoy their work immensely and concentrate and persevere at tasks. In Year 6, music playing in the background provides a quiet and soothing classroom environment during lessons. Good teaching allows pupils opportunities to practise and make adjustments before producing their final piece of work. In this way pupils learn well from their early mistakes and make informed improvements. Pupils with special educational needs make the same progress as their classmates.
77. From the overall evidence, the quality of teaching and learning is at least satisfactory and, in Years 3 to 6, good. Careful displays of work assure pupils that their work is appreciated and provide a bright and attractive environment. The good use of parents and visitors on theme days, particularly those of a multi-cultural nature, much enriches this area of the curriculum. This helps the pupils learn about Mendhi patterns, Lapland symbols and African and Aboriginal art. Islamic patterns are produced using computers.
78. Leadership and management provided by the co-ordinators are satisfactory; they are very enthusiastic and set a good example in their teaching. Their monitoring role at the moment is mainly confined to looking at pupils' work on walls. They recognise that the scheme of work, which is largely based on national guidelines, still needs some adaptation in order to strengthen continuity and progression in skills throughout the school. It is planned to review the scheme this term and to strengthen links between the art curriculum and information and communication technology, which at the moment are only satisfactory in Years 3 to 6. Due to the high profile enjoyed by the introduction of the literacy and numeracy strategies over the last few years, the development of teaching and learning has not been a priority, although improvement has been satisfactory and standards have been maintained.

DESIGN AND TECHNOLOGY

79. No lessons were observed during the inspection as during this term the concentration is on art and design. Evidence on achievement was gained from photographic evidence of pupils' previous work, teachers' planning and in discussion with pupils about past lessons and what they know and can do. From this evidence it is judged that standards at the age of seven and 11 are broadly average and pupils, including those with special educational needs, make satisfactory progress.
80. Pupils are given a suitable range of activities that develop their knowledge and skills so that they make satisfactory progress in designing artefacts for a set purpose and learn to use a variety of materials. However, the range of materials offered and the tools available for making the artefacts are very limited. The pupils are encouraged to draw a design for their artefact and, after they have finished making it, they evaluate their work. Usually, this amounts to no more than they like it and are pleased with it or they would change the colour. There is little evaluation of whether it fits the purpose for which it was designed. The curriculum is satisfactory and provides for a two year rolling programme of topics for Years 1 and 2, Years 3 and 4 and Years 5 and 6. Thus, through this pattern the pupils in the linked year groups make the same artefacts and as a result it becomes difficult to determine that the appropriate progress in acquiring skills is being met. The standard of the work on display is in line with the average for the age groups. Year 4 had designed and made a purse from fabric that they had printed. Some were draw string purses others were fastened with stud fastenings. A display of work by Year 6 pupils shows an appropriate level of attainment. Pupils made moving toys using cams. They used drills to make holes in the wheels and learned the terms pivot and axle. They can cut and join with accuracy. For this task Year 6 pupils used wood and Year 5 pupils used cardboard. In discussion with pupils it is evident that they enjoy their work and are proud of what they do. The use of computers is underdeveloped.
81. Limited emphasis has been placed on the overall provision in the curriculum. The two coordinators provide satisfactory leadership and management. They have correctly evaluated what needs to be done to improve the provision; to ensure that planning takes account of the need for progression and to introduce a system whereby pupils' attainment can be recorded as assessment procedures are unsatisfactory. However, the school is well aware of this and the development of the subject features in the school improvement plan for the coming year, although, until this occurs, improvement since the last inspection must be judged as being only satisfactory. Monitoring and evaluating of teaching and learning has been carried out by the headteacher as part of the whole school approach.

GEOGRAPHY

82. Standards by the end of Year 2 are broadly average and by the end of Year 6 are also average overall, although a minority of pupils show above average attainment. Although not all classes could be observed, a scrutiny of pupils' work and discussion with them and their teachers supports the judgements. The curriculum is taught on a two yearly cycle and, although more emphasis is given to history, the coverage is adequate and well organised so that all pupils cover the requirements of the National Curriculum.
83. Pupils in Years 1 and 2 have a satisfactory understanding of their local area in relation to the nature of the landscape, the location of their village in relation to Northampton and in drawing a simple map of their journey to school. Their work is linked to history as shown in their study of the seaside as they consider the features of a coastline as well as the activities in a holiday resort. In Years 3 and 4 pupils are effectively developing their understanding of the range of services offered in the village as they carry out a data handling exercise of employment, shopping, health and the overall needs of the inhabitants. The findings are then compared to a contrasting area in India. By the age of 11 the pupils have acquired a satisfactory understanding of elements of physical geography, particularly through their current study of the work of rivers. They show a good level of understanding of the water cycle and can explain how a river shapes the landscape, referring to meanders, river speed, erosion rates and deposition and how a flood plain is different to the higher reaches of a river. Through their use of Ordnance Survey maps, they can identify how these

features are represented. They can explain why there are differences in weather and climate, what attracts tourists and how settlements function. Pupils can carry out simple analysis as they interrogate their data and, whilst many use appropriate vocabulary in their explanations, there are some who do experience difficulty in both spoken and written work.

84. Pupils have positive attitudes and generally behave well. They work well in groups and share ideas. In discussions with them it was obvious that they enjoy their work and this has enhanced their progress, which is broadly satisfactory in the time available. Pupils with special educational needs are well included and supported, as are the very small minority of pupils with English as an additional language, enabling them to make the same progress as their classmates.
85. Teaching is satisfactory overall, with some examples of good teaching. Teachers generally have good subject knowledge and explain the work well. This helps the pupils in their understanding and enhances their progress. Expectations for work and behaviour are satisfactory overall, ranging from very good to broadly satisfactory. In the best lessons there is effective planning, a good pace and class management is effective, but where these qualities do not exist to the same high level, the quality of learning suffers. There is effective use of strategies to improve pupils' literacy through writing frames and explanations of specific vocabulary. Good use is made of resources. Marking is satisfactory but there are shortcomings in approaches to assessment. Whilst teachers know their pupils the procedures are unsatisfactory and there is inadequate recording of pupils' standards and progress. Some interesting homework is set, which extends older pupils' learning and which they enjoy doing. There are some very good displays which enhance the learning environment.
86. Subject co-ordination is satisfactory overall. The coordinator plans the units of work and monitors the plans as they are taught. The monitoring and evaluation of teaching and learning are satisfactory overall as time is given for this activity and the headteacher also monitors as part of the overall management of the school. The use of computers is developing for research and in word processing and spreadsheets. Good use is made of visits, including a residential visit to France, and fieldwork which contributes well to pupils' personal development. Since the last inspection the overall standards and provision have been maintained.

HISTORY

87. Because of the timetable cycle no observations could be made of teaching in Years 5 and 6 where geography was being taught. Inspection evidence was gleaned from a scrutiny of pupils' work, displays, teachers' planning and through talking to pupils and their teachers.
88. By the end of Year 2, standards are average. The work being undertaken mirrors that in geography, where pupils are gaining a good level of understanding of the characteristics of the seaside. Previously completed work shows that the pupils have been taught about the Great Fire of London, about people with historical significance such as Florence Nightingale and Grace Darling and also about the characteristics of changing society. For example, in Year 1 there is a fascinating collection of artefacts from the first half of the twentieth century. Their level of understanding is in line with expectations orally but their written work clearly shows the different levels of literacy. Some work is well presented but in some cases the quality of writing, both handwriting and content, is below average. The overall coverage of the work is adequate but it is clear that there is limited time given to the subject.
89. By the end of Year 6 standards are above average overall, showing good improvement since the last inspection. The pupils can explain the characteristics of the different periods such as the Roman Empire, Tudor and Stuart England and the Victorian era. There is effective continuity and progression through this work and the teachers have taught the work well, drawing on a good range of artefacts and resources, in all year groups. Computers are effectively used for word processing and for research purposes and this enhances the development of independent learning. In Year 6, pupils have a satisfactory level of knowledge and understanding about life in past times in relation to transport, housing, clothing and food, and older pupils can make good connections between life in the past and present and how change has occurred. They have a satisfactory grasp of time lines and can explain at an appropriate level the differences between primary and

secondary sources. Pupils with special educational needs are given good support and make good progress. Higher attaining pupils can converse freely and use the appropriate vocabulary whilst other pupils do not extend their answers sufficiently. The pupils with English as an additional language receive support as it is needed and they progress as well as their classmates.

90. Teaching is good overall, with some very good examples. This is evidenced by the record of pupils' work and also from observations. Lesson objectives are well shared and pupils understand what they have to do and they respond very well. There is effective planning. To support pupils' progress and achievement, teachers set work which meets the differing needs of the pupils and, in some sessions, the pupils are linked together in group work by prior attainment and support each other very well. In the best teaching, there is good questioning which develops pupils' knowledge, understanding and skills as seen in a very good lesson in Year 1 on 'the washday' and in a Year 3 lesson which included elements of citizenship. The pupils worked well in pairs to develop their ideas which they then shared with the class. This approach was effective in developing pupils' speaking and listening skills. Class management is good. The support for pupils with special educational needs is good, especially when supported by learning support staff, who understand what work is to be covered. A strength is the way that teachers use this subject for work in supporting pupils' skills in literacy as pupils write differing accounts of historical events. Basic links are made through time with numeracy. The work covered makes a good contribution to pupils' spiritual, moral, social and cultural development.
91. Co-ordination has been satisfactory. The subject is effectively resourced and resources are well used. The monitoring of teachers' plans is effective and, through links with the headteacher, there is satisfactory monitoring of teaching and learning. The approaches to assessment are underdeveloped and the school recognises the need to give them urgent attention. Overall, progress since the last inspection has been satisfactory with the developments in historical enquiry and use of computers.

INFORMATION AND COMMUNICATION TECHNOLOGY

92. Standards by the end of Year 2 are broadly average in relation to discrete skills, but are below average in the application of skills in subjects across the curriculum. By the end of Year 6, standards are average in discrete skills and are again below average in the application of skills in subjects across the curriculum. However, this activity is developing since the addition to the resources of a dedicated computer area in the main school building. This facility is hampered by the physical shape of the room and the school has plans to improve resources by the addition of an interactive screen. There is also a separate area with six computers in the older building which accommodates Years 5 and 6 and both of these dedicated computer areas are improving teaching opportunities. Overall pupils are beginning to achieve well.
93. By the end of Year 2, pupils can log-on, access their previous work from disk and carry out simple word processing, in which they can highlight text and alter fonts. They can access various commands through the use of short-cut icons, can save and print their work. Most pupils can use their computer to construct a simple record of data and convert this into a simple graph, as seen in their work on transport and time. They understand the difference between a block graph and a pie chart and this is a good link to their work in numeracy and mathematics. Links to literacy are seen through word processing of their poems. In science the pupils use the computers well as they discover different parts of the body and most pupils are learning how they can use Color Magic programs.
94. By the end of Year 6, pupils have a satisfactory knowledge and understanding of icons, some sophisticated work with text, colour, spreadsheets, desktop publishing and information programs and through the use of Clip Art and Power Point. These skills are enhanced by use of home computers. In one Year 6 lesson, pupils were using hyperlinks to trail an idea. The pupils worked responsibly either in pairs or as a group in a designated computer area. They accessed the Internet responsibly, downloaded relevant information and they worked effectively, showing that they can work in columns, add illustrations and construct graphs and charts. This was a good opportunity for the pupils to develop their independent learning skills, which they did in a mature

manner. Pupils' work shows evidence of control technology, through the simple models of traffic light operation and the use of the digital camera, as well as some simple modelling. In subjects across the curriculum there is limited evidence of the application of these skills to ensure that there is good progression and continuity. Insufficient evidence was seen in the work scrutiny of the use of computers, although the school recognises this and there is satisfactory progress in addressing the issue.

95. Pupils have generally good attitudes to their work. They are well motivated and responsible when using computers and work together on the computer well. Behaviour is good. Many pupils react with awe and wonder when they see what their computers can do.
96. The quality of teaching in the discrete subject sessions was good. Teachers sometimes split their classes so that they can ensure that pupils have individual time on the computer and on other occasions the pupils work in pairs. In the former case, good use is made of the learning support staff to supervise one section of the class with appropriate activities. As there is no interactive facility the teaching of skills with pupils watching at one station limits their knowledge, understanding and skill development. Lesson objectives are clearly identified. Learning support staff are adept in their skills to support pupils. The shortcoming is that in most classes all pupils are doing the same task and this does not take sufficient account of the differing needs of pupils. Thus, whilst pupils with special educational needs and English as an additional language are well supported, other pupils may sometimes experience difficulty. Gifted pupils often work well and independently because of their experiences at home. Class management is good and it is where the teachers have high expectations and good subject confidence that learning is best.
97. Leadership and management are good and the coordinator has a clear educational direction, based on an audit of skills and the curriculum needs. The training of staff has been effective. The monitoring and evaluation of teaching and learning and assessment are carried out by the coordinator and headteacher. A strategic plan exists and this is about to be shared more fully with staff to alleviate the shortcoming in cross-curricular work. The fact that there is no technical support places an unfair burden on the coordinator when she has a full class teaching programme. National Curriculum requirements are broadly met. The recent developments in resources and teaching have the potential to address this issue. The school recognises that it needs to further develop resources to initiate further improvements. Improvement has been good since the last inspection.

MUSIC

98. Due to class timetabling it was not possible to observe music lessons in either Year 2 or Year 6, as they occurred outside of the inspection timetable. Consequently, it is not possible to make firm judgements about attainment and teaching when pupils reach the age of seven and 11. From the available evidence, standards by the end of Year 6 are broadly average. High quality teaching in Year 1 ensures that pupils make very good gains in their knowledge that music can describe different characters. In their understanding of this aspect of the subject, they achieve a standard commensurate with their age. In other classes observed in Years 3 to 5, the pupils make good gains during lesson time and reach standards in line with the national expectation. As this is a practical subject, pupils with special educational needs make the same good progress as the rest of the class. Planning shows that all national requirements with regard to the curriculum are being met and that pupils, both in the infants and juniors, are making good gains in their ability to sing, make music, perform to others and appreciate the work of different composers.
99. Overall, the teaching in all lessons observed was very good. Teachers plan very well and always have good resources readily available. Pupils much enjoy the stimulating activities provided and show good concentration and perseverance in carrying them out. In Year 1, pupils' listening skills are enhanced by following musical pieces such as Peter and the Wolf. They carefully watch out for a change in the music when a different character appears. Words describing these characters are shared and pupils' vocabulary of adjectives is widened. In Year 3, pupils can beat out a steady rhythm first by clapping their hands, then by using different untuned instruments. The teacher's expectations are high but achievable. By the end of the lesson pupils can sustain such rhythms

as “Jelly on a Plate”, even when each half of the class is at a different point in the delivery of a rhythmic pattern. Pupils are introduced to standard notation and musical symbols such as that for “rest” and this builds up their knowledge and understanding of how music is written. There is also very good teaching in the Year 4, where pupils undertake similar work to those in Year 3 as this subject is taught over a two-year cycle.

100. The quality of singing in assemblies is satisfactory, tuneful and with the great majority of pupils taking part. However, it lacks any great joy and enthusiasm. The school does not at present have a pianist and taped music is used, which prevents more practice taking place. Music played on entry and exit to assemblies is well chosen to complement themes. It is representative not only of traditional classical pieces but also of different countries and more modern times.
101. Many pupils are learning music with the aid of peripatetic music teachers. Instruments involved include violins and keyboards. This tuition is paid for by the parents. The school is involved in cluster activities in which choirs are led by a visiting conductor. One such experience led to Year 5 and 6 pupils performing at the Theatre Royal, Northampton. The school also takes part in joint events at Christmas and both the infants and juniors put on their own performances at this time of year. A music theme week will shortly take place and during this the pupils will experience music from around the world.
102. The music co-ordinator has just taken over this role. She is now providing the subject with satisfactory leadership and management and is aware of the developments that are required. The recent introduction of a published scheme, closely allied to national guidelines, has resulted in much staff discussion, but so far the co-ordinator has been unable to monitor its effect upon teaching and learning. She is fully aware of the use of computers and in her own classroom, makes good use of a program on composing, which leads to the composition of tunes by selection from a range of symbols. Arrangements for assessment are underdeveloped and it is recognised as a shortcoming. The overall improvement has been broadly satisfactory since the last inspection, with significant improvement in the quality of teaching.

PHYSICAL EDUCATION

103. Judgements on standards by the end of Year 2 were limited because of the timetable arrangements. No lessons were seen in either gymnastics and games activities, but overall inspection evidence indicates that the attainment of pupils of this age is above average. In the newly introduced element of dance, attainment is unsatisfactory. When actually performing, pupils do not make the most of space and their movements are generally all at one level. Because this element of the curriculum has been introduced only recently, some teachers are not yet confident in their teaching and pupils spend too long sitting on the floor talking about what they are going to do, instead of being physically challenged.
104. By the time pupils leave the school at the end of Year 6 their skill in games and gymnastics are above average and their progress is good. These findings are very similar to those at the previous inspection. Pupils with special educational needs are fully integrated into lessons and, as a result of teachers’ careful strategies, make good progress in relation to their ability. Those pupils excused from lessons, for example because of injury, are required to draw and annotate the movements they would have made if taking part. No dance lessons were seen in the juniors but all the essential elements of the National Curriculum are properly included in curricular planning. Already at least half the Year 5 pupils can swim 25 metres, but the potential exists for almost all the children to achieve this national average. Whilst on a residential visit, pupils in Year 4 are given the opportunity to engage in a number of outdoors/adventurous activities which are appropriate for their age. The number of cups and trophies on display are testament to the older pupils’ prowess in winning football, netball and athletic events involving other local schools.
105. Teaching in Years 3 to 6 is good. The main strength is the important skill of managing pupils well to invoke very good attitudes and behaviour. In all lessons, there are clear and well established strategies for behaviour management, with the expectation that pupils listen carefully and concentrate on their movements quietly. As a result, the pace of teaching and learning is not

disrupted and pupils make the most of their lesson time. Lessons are well planned and this ensures that activities build on each other to develop the skills being taught. Aspects of safety, such as wearing appropriate clothing and putting out equipment carefully, are rigorously applied. Teachers have a good knowledge and understanding of what is required. All lessons start with an appropriate warming up exercise and finish with a cooling down one. Reasons for these activities are well explained and understood by the pupils. In gymnastics, good teaching ensures that pupils are aware of the need to concentrate on body shape and control so that their sequences are of good quality. Their performance is improved by watching the exemplar performances of classmates. In games' activities the arrangement of small group work ensures that pupils work continuously during the lesson and do not have to wait to take a turn. For example, in a Year 3 lesson pupils worked with team mates to try and defeat opponents in small-sided hockey games.

106. The school makes good use of outside coaches to improve pupils' progress in games. The good facilities at the neighbouring Sports College, which is within walking distance, are used for swimming lessons. In addition, clubs arranged outside the school day give pupils the opportunity to develop the games' skills of both boys and girls. These are limited by the fact that the school hall is used by a "care" club after school. In the face of staffing changes the headteacher is temporarily co-ordinating the subject satisfactorily. She has recognised that action needs to be taken to review assessment procedures, which are minimal, provide support for the implementation of the new dance curriculum and develop the limited use of computers in this subject area. Overall improvement since the last inspection has been satisfactory.

RELIGIOUS EDUCATION

107. Satisfactory standards of attainment have been maintained throughout the school since the previous inspection. Pupils' standards by the end of both Years 2 and 6 are in line with those expected in the locally agreed syllabus and progress is satisfactory. Pupils with special educational needs and those with English as an additional language are well integrated and make similar progress to their peer group. However, able and talented pupils are not challenged sufficiently.
108. By the age of seven, pupils' knowledge and understanding are enhanced as they learn some of the stories from the Old Testament, such as the story of David and Goliath, and can retell it. They learn that all religions have festivals, which the believers celebrate and that Easter and Christmas are the important festivals of the Christian religion. They can recall the main events surrounding the birth of Jesus and also what happened at Easter. They learn about Judaism and how a Jewish family celebrates Shabbat. Pupils in Years 3 and 4 have a good understanding of why people of different faiths pray and that people who follow Islam or Judaism believe in only one God. They have knowledge of how Muslim women dress and of the beliefs and practices of Muslims. They know that Muslims pray in mosques and that they have to face Mecca each time they pray and that this is five times a day. There are good links with their environmental studies when they learn that Muslims have a special duty to care for the planet and not to waste, damage, pollute or destroy it.
109. From the few lessons observed and from the quality of pupils' learning, the quality of teaching is good. In the lessons observed the pupils were well motivated to learn and good progress was made. The content of the lessons seen built well on previous learning and the tasks were well chosen to match the pupils' understanding and capability. Pupils in Years 1 were observed taking a great interest in the artefacts used in the family celebration of Shabbat. They were allowed to take it in turns to try on the *tallit* (prayer shawl) and *kippah* (the skull cap). They showed great respect for these special garments and asked interesting questions, which showed the level of their involvement in the lesson. The lesson had been well prepared and was introduced to the pupils in a way that captured and held their attention so that very good learning took place. The learning is to be enhanced by a visit to a synagogue. By the age of eleven pupils have a sound knowledge of the world's major religions and have learnt the importance of having respect for different beliefs. They have looked at worship in Christianity, Islam and Sikhism and understand about special places and signs and symbols in religions. The school benefits from regular visits from the local vicar, Methodist minister and Rabbi.

110. The coordinator is new to the post, but she is enthusiastic and ready to move the subject forward; management is satisfactory. She has reorganised the resources, matching them to the topics being taught. Resources for the subject are satisfactory and contain suitable artefacts and other reference material. There has been no monitoring of teaching by the coordinator but this forms part of the development plan for the subject. The scheme of work is to be reviewed as some of the topics are now covered in the good provision for personal, social and health education programme. Less developed areas are the assessing of pupils' work to ensure progression and links to places of worship in religions other than Christianity. Overall improvement since the last inspection has been satisfactory.