

INSPECTION REPORT

FINEDON INFANT SCHOOL

Wellingborough, Northamptonshire

LEA area: Northamptonshire

Unique reference number: 121869

Headteacher: Mrs V Murphy

Reporting inspector: Roger Eagle
12597

Dates of inspection: 27th – 30th January 2003

Inspection number: 251125

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
School category:	Community
Age range of pupils:	4-7
Gender of pupils:	Mixed
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Postcode:	NN9 5JG
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs C Jennings
Date of previous inspection:	22 nd June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12597	Roger Eagle	Registered inspector	Educational Inclusion Mathematics Art and Design Design and Technology Music Physical Education	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
13895	Angela Smith	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
24658	Fiona Musters	Team inspector	Foundation Stage Science Geography History Religious Education	Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils?
32163	Mary Jane Edwards	Team inspector	Special Educational needs English as an additional language English Information and Communication Technology	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a community infant school situated in the small town of Finedon, serving an area of mixed, local authority, owner-occupied and privately rented housing. The percentage of pupils eligible for free school meals (12.5 per cent) is less than average. The school is small in comparison with the national average, with 124 pupils on roll. There are five classes: two for Year 2, one for Year 1, and two for Reception and Year 1. The school admits children to the reception classes at the beginning of the school year following their fourth birthday. Attainment on entry covers the full ability range and is broadly average. Approximately 26 per cent of the pupils are on the school's register of special educational needs, which is just above the national average, and one child has a statement of special educational needs. All the children are white and, currently, there is one pupil speaking English as an additional language. Recent developments of premises have improved facilities indoors and out.

HOW GOOD THE SCHOOL IS

This is an effective school, which provides a good quality of education and is popular with pupils and parents alike. It has made good progress since the last inspection and is well placed to make further improvements. Standards in reading, writing and mathematics by the time the pupils leave the school are consistently above national averages. Teaching is good throughout the school. All pupils, including those with special educational needs, are expected to work hard and responsibly. Pupils are enthusiastic and well behaved. They form very good relationships with other pupils and adults. There is a good partnership with parents, which enables them to contribute well to their children's education. The school is well led and managed and is supported effectively by the governing body. The school provides good value for money.

What the school does well

- Standards are high in English, mathematics and science.
- The pupils have very good attitudes to school, their behaviour is very good and they are eager to learn.
- Teaching is good throughout the school and pupils are supported effectively by the teaching assistants.
- Members of staff have a very good understanding of the pupils' needs, they care well for the pupils and this ensures that those of all abilities benefit from the curriculum.
- The school promotes moral, personal and social development very well; the pupils are considerate and have a strong sense of right and wrong.
- The headteacher, deputy and chair of governors work well together to provide clear and effective leadership and to ensure that the school is well managed.
- The school has a good partnership with parents which supports the pupils' learning well.

What could be improved

- In some subjects, teachers do not check the effectiveness of learning and teaching systematically, so that further improvements can be made.
- There are not enough opportunities for pupils to develop their understanding of today's multi-cultural society.
- Pupils' written work is not always presented well enough.

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 June 1998. There has been substantial improvement since then. The staff and governors have responded well to the key issues of the last inspection report. The good features of the school have been maintained and, in some cases, further strengthened and weaknesses have been overcome. Standards in English, mathematics and science have improved and have been above average for several years. The weaknesses in information and communication technology (ICT) and religious education have been addressed and pupils now meet the standards expected for their age. Similarly, the provision for pupils' spiritual, moral, social and cultural development has been improved and is now good overall. The tendency to give pupils too little responsibility in their learning has been corrected. The quality of teaching has improved substantially and it is now good throughout the school. Teachers have a clear, consistent and purposeful approach to their work. The implementation of the performance management policy has ensured that there is systematic review and development of teachers' practice. The role of all staff in monitoring the quality of education has improved but is not yet fully developed. The responsibilities of subject coordinators have been more clearly defined but there is still more work to be done to strengthen their role. There have been other notable improvements. For example, many changes have been made to the accommodation to provide a better environment for learning. The headteacher has a clear view of future school developments and the school is well placed to make further progress.

STANDARDS

The table shows the standards achieved by 7 year-olds based on average point scores in National Curriculum tasks and tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
Reading	C	B	A	A
Writing	A	A	A	A
Mathematics	C	B	B	B

Key

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

In the 2002 national tests for seven year-olds, standards were well above average in reading and writing, and above average in mathematics, when compared to schools both nationally and in similar contexts. Overall, achievement is now good. Over the past four years, the school's results in the national tests have improved slightly faster than the average rate for all schools. In the past two years, the pupils have reached the demanding targets set for their attainment in the national tests.

Pupils make good progress throughout the Reception Year because of the good teaching they receive. The children achieve well and they are on course to meet or exceed the Early Learning Goals by the end of the Foundation Stage. The attainment of pupils in Key Stage 1 is above average in English, mathematics and science. The pupils are achieving well and many exceed the standards expected for their age. This is especially true in speaking and listening, using and applying mathematics, and scientific enquiry. Pupils with special educational needs make good progress towards the targets set in their individual education

plans. Pupils' attainment in art and design, design and technology, history, ICT, and physical education meets the standards expected for their age, and their achievement is satisfactory. It was not possible to make a judgement about pupils' attainment in geography and music. In religious education, pupils achieve the expectations of the locally agreed syllabus.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. This is a strength of the school. The pupils are very proud of their school and they are eager to learn.
Behaviour, in and out of classrooms	Very good. Pupils work hard in lessons and move around the school in an orderly fashion. They play together in a lively, friendly way at break times.
Personal development and relationships	Very good. Pupils relate very well to each other and to adults in the school. They are quick to recognise the successes of others and work well together.
Attendance	Satisfactory. Pupils enjoy school and arrive on time. Unauthorised absence is above average due to the poor attendance of a small minority of pupils.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. Teaching in all lessons seen was at least satisfactory, with two thirds of lessons being good or better. This is an improvement on the previous inspection, when about a sixth of teaching was unsatisfactory. Teaching in the Foundation Stage is good overall. Pupils are given a broad range of activities, which enables them to make good progress, particularly in personal and social development, mathematics, knowledge and understanding of the world and physical development. Teaching in Key Stage 1 is good overall. Teachers know their pupils' needs very well, they plan interesting activities, they ensure that no time is wasted and they manage the pupils' behaviour very well. Teachers use a variety of stimulating methods to encourage pupils to think for themselves in order to solve problems. Their skilful use of questions ensures that the pupils make good use of their speaking and listening skills to explain their thinking with precise vocabulary. Teachers and teaching assistants work well together to ensure that pupils are actively involved throughout lessons. They make good use of praise and encouragement. In some lessons, teachers' expectations of the pupils' presentation of their work are not high enough; consequently, pupils do not always produce their best. In literacy, teaching is satisfactory overall. In numeracy, teaching is good. Pupils with special educational needs make good progress because work is well matched to their needs and teachers make effective use of a range of resources to engage their interest.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The Foundation Stage curriculum meets the needs of the youngest pupils well and links effectively with the early stages of Key Stage 1. The school provides a broad, balanced and relevant curriculum for pupils in Key Stage 1. Strengths include the emphasis given to personal and social education and the strategies for teaching literacy and numeracy.
Provision for pupils with special educational needs	Pupils with learning and behaviour difficulties are given good support. They are included well in all activities and make good progress towards the targets in their individual education plans.
Provision for pupils with English as an additional language	Arrangements for supporting pupils with English as an additional language are good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Social development is very good; great emphasis is given to the importance of living together in a supportive community. Moral development is very good; pupils are encouraged to develop a strong sense of personal responsibility. Spiritual and cultural development are satisfactory, although there are not enough opportunities for pupils to learn about the multi-cultural nature of today's society.
How well the school cares for its pupils	Good overall. Arrangements for child protection are effective. Teachers know their pupils very well and promote their personal development very thoughtfully. There are good systems for assessing and tracking pupils' progress.

The school has a good partnership with parents and this makes a useful contribution to their children's learning and the work of the school overall. They are involved effectively through helping in school, checking homework diaries and taking part in homework activities with their children. Parents of pupils with special educational needs are encouraged to work closely with the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership and has managed major improvement projects effectively. She is supported well by the deputy and they have established a very strong commitment to improvement amongst all the staff. The contribution of subject leaders to school improvement needs to be stronger.

How well the governors fulfil their responsibilities	The governing body is well led by the chair of governors. The governors fulfil their legal responsibilities and act as a critical friend to promote improvement in the school. They ensure finances are controlled well and that the effects of spending decisions are checked carefully.
The school's evaluation of its performance	The headteacher and deputy headteacher check the effectiveness of teaching and set targets for further development. Test results are analysed carefully and used to decide targets for improvement. The school development plan includes a large number of targets, supported by appropriate action plans, but it does not identify clearly which are the most important priorities.
The strategic use of resources	Overall, the school makes good use of its resources. The grant for special educational needs is used well and the school is very active in seeking additional funding for special projects. Resources are used well in classrooms. The school applies the principles of best value appropriately and provides good value for money.

The school has a sufficient, well qualified teaching staff and enough teaching assistants and administrative staff. Resources for learning are generally matched well to the curriculum and they are used well. However, there are shortfalls in the resources for art and design and religious education. There have been substantial improvements to the premises and imaginative use has been made of the school grounds. The accommodation is now good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • Their children are making good progress. • Behaviour is good. • The good standards of teaching throughout the school. • The school expects their children to work hard and achieve their best. • The way the school is led and managed. • The school helps their children to become mature and responsible. 	<p>A small minority of parents feel that:</p> <ul style="list-style-type: none"> • The school does not keep them well informed and does not work closely with them. • Their children do not get the right amount of work to do at home • The school does not provide an interesting range of activities outside lessons.

The inspection supports the parents' positive views. In most respects, the school works very closely with parents and makes every effort to keep them in touch with their children's progress. However, there are no planned opportunities for parents to meet their children's teachers early in the school year to share information and discuss how they are settling into their new classes. Written reports for parents are detailed and cover a wide range of pupils' achievements but some do not give a clear indication of how well pupils are doing in relation to what is expected for their age. Parents are provided with good guidance for supporting the work their children are expected to do at home. The range and amount of homework are appropriate for their age. The school provides a good range of after-school activities

including dance, art and design, mathematics and gardening clubs.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The pupils' attainment on entry is generally average for pupils of this age. They make good progress in their Reception Year because their teachers provide a good range of relevant activities. The pupils achieve well and they are on course to meet the Early Learning Goals in language, literacy and creative development by the end of the Foundation Stage. They are on track to achieve standards above expectations for their personal, social and emotional development, mathematics, knowledge and understanding of the world and physical development.
2. In the 2002 national tests for seven year-olds, standards were well above the national averages in reading and writing, and above average in mathematics. When compared to schools with a similar proportion of pupils eligible for free school meals, the results were again well above average in reading and writing, and above average in mathematics. A high proportion of pupils achieved the expected level (2B) in reading, writing and mathematics. The proportion of pupils achieving the higher level (3) was above the national average and the average for similar schools in reading, writing and mathematics. Since the last inspection, the school's results in the national tests have improved slightly faster than the average rate. Over the past four years, standards in reading, writing and mathematics have generally been above or well above national averages. Attainment in writing has been consistently strong. There have been no significant differences between the performance of boys and girls in the national tests. Overall, these results are reflected in the standards seen in the work of the current Year 2 pupils. Pupils' attainment is above average in English, mathematics and science. They are achieving well and many exceed the standards expected for their age. This is an improvement since the last inspection when standards in English and mathematics were just above average. Improvements have been particularly marked in speaking and listening, using and applying mathematics, and scientific enquiry. Pupils' skills in these areas of the curriculum were weak at the last inspection but they are now well developed and many pupils exceed the standards expected for their age. In the past two years, the pupils have reached the demanding targets set for their attainment in the national tests.
3. Overall, pupils' attainment in English is above average and their achievement is good. They are working at above average levels in reading and writing and well above in speaking and listening. Pupils with special educational needs make good progress because work is well matched to their needs. By the time they leave the school, pupils are reading at above the level expected for their age. The older pupils are confident in discussing the characters and the plot in stories. The younger and less fluent readers are beginning to develop a range of strategies to make sense of what they are reading. Standards in writing are above average. They plan stories and think through their ideas so that they know how their writing will end before they begin.
4. The great majority of pupils in Year 2 meet the standards expected for their age in numeracy and all other areas of mathematics; many pupils exceed these standards. At the time of the last inspection, there were weaknesses in the pupils' mental calculation and their ability to use and apply mathematical skills and understanding. These weaknesses have been overcome and overall attainment is now above average. This is because teachers plan tasks which interest the pupils and work is well matched to the pupils' level of understanding. The teachers have high expectations of pupils of all groups. Pupils make good progress in understanding

number and learning to calculate. They develop a good understanding of shape, space and measures. They collect information efficiently and present this clearly in simple tables and graphs; the more able are beginning to interpret data of this sort. Pupils use and apply their mathematical knowledge well.

5. In science, the percentage of pupils reaching the expected level (2) in the 2002 national assessments was very high. The percentage achieving the higher level (3) was well above the national average. The picture was the same in comparison with similar schools. The standard of work seen was also above average. Pupils' progress is good in all aspects of science. Most pupils are achieving the standards expected for their age and many exceed these standards. They are learning to think like scientists and acquiring scientific terminology to describe their findings.
6. In ICT the pupils achieve the standards expected for their age. This is an improvement on the last inspection when pupils' skills were underdeveloped. All pupils, including those with special educational needs, make at least satisfactory progress. This is because there is a systematic and structured approach to the development of skills.
7. Standards in other national curriculum subjects have been maintained since the last inspection. Pupils' attainment in art and design, design and technology, history and physical education meets the standards expected for their age, and their achievement is satisfactory. It was not possible to make a judgement about pupils' attainment in geography and music. In religious education, pupils achieve the expectations of the locally agreed syllabus.
8. Pupils with special educational needs make good progress towards the targets set in their individual education plans. This is because class teachers and the special educational needs coordinator take care to ensure that the pupils have access to the full range of learning opportunities. Their activities are planned well to meet their specific needs and they are well supported in classes by the teaching assistants. Good records of progress are kept and individual education plans are detailed and specific.
9. The most able pupils are challenged and supported well. Teachers provide opportunities for them to extend their understanding, and acquire and practise new skills when working alongside other pupils. For example, in an art and design lesson, the teacher challenged a pupil to explain why a print taken from a relief picture was a reflection of the original; in a mathematics lesson, a very able pupil suggested ways of using symbols and abbreviations in recording the programmed path of a floor robot.
10. Raising standards further and improving individual achievement is a priority shared by staff and governors. The headteacher and deputy headteacher have made good use of test results and other assessment data to analyse attainment, adjust the curriculum and set targets for attainment. This has had a positive effect on improving standards. The staff take care to ensure that equal participation is actively promoted for all pupils, regardless of gender or ability. This is effective in ensuring good progress for all pupils.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to school are better now than at the time of the last inspection. They are now very good. Pupils enjoy coming to school and are eager to learn, quickly settle to their work and concentrate well in lessons. They listen carefully to their teachers and each other and they are keen to contribute ideas and views.

12. Pupils' behaviour is much better than it was. At the last inspection frequent lapses of behaviour were reported on the playground and around the school. This is no longer the case. The school has developed a good set of rules which are clearly understood by everyone. The system of rewards works very well and sanctions are not often used. The well established system of taking turns with playground equipment and the way in which adults engage with children in the playing of games ensure that playtime is safe and enjoyable for all.
13. In lessons, pupils behave very well. Only occasionally, in some classes, are pupils dependent on their teacher to remind them of the expected code of behaviour. Most of the time they behave in a mature and independent way.
14. The personal development of pupils is very good because of the well structured lessons on personal, social and health education, and the systems for supporting and rewarding good behaviour. They understand the feelings of others and know the procedures for seeking help when they find themselves in difficulty. A few pupils know the ways in which they can express disapproval if they find behaviour unacceptable. They cooperate well with one another and readily share classroom equipment. In their playground games they play together in a lively and harmonious manner.
15. Pupils show respect for one another's ideas and opinions. They are kind and thoughtful, offering help when it is needed and spontaneous praise when good work is shown. They are quick to lend a hand when the classroom needs to be reorganised for the next lesson and take good care of their belongings and equipment. The close attention given to these small details means that there is a very purposeful and prompt start to lessons and no teaching time is lost.
16. Attendance is satisfactory and close to the national average. The number of unauthorised absences is higher than the national average due to the poor attendance of a small minority of pupils. During the inspection pupils arrived on time for the beginning of the school day, settled down quickly and were ready for lessons. At the beginning of morning and afternoon sessions registration is quickly and efficiently carried out. There have been no exclusions in recent years.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The quality of teaching overall is good. All of the teaching seen was satisfactory or better. This is an improvement on the last inspection when one sixth of the teaching was unsatisfactory. In nearly three quarters of lessons, the teaching was good or better and in over a quarter, it was very good.
18. The common features of the good and very good teaching seen include:
 - ? detailed, well structured lesson plans where teachers have used their good knowledge of the subject to identify very clearly what it is they want the pupils to learn;
 - ? the way that teachers use the end of a session to return to the purpose of the lesson, so that pupils can reflect on what they have learned;
 - ? the challenging nature of many tasks set for pupils which encourages them to think for themselves and use their own ideas to investigate and solve problems;
 - ? the use of questions which effectively develop pupils' thinking;
 - ? the use of short 'paired talk' sessions where pupils are given the chance to share thoughts with one another to prepare for a class discussion or writing;
 - ? the way teachers encourage pupils to behave well in lessons by using praise effectively;

- ? the range of resources teachers use in lessons to engage pupils' interest;
 - ? teachers reminding pupils of their target cards which show them how they can improve their work;
 - ? the way teachers assess pupils' progress during lessons and adapt tasks or questions accordingly so that the work is well matched to the pupils' needs;
 - ? the way some homework tasks give pupils another chance to practise skills they had learned in lessons and secure their understanding as a result;
 - ? the way teachers and teaching assistants work together to meet all pupils' needs.
19. Where teaching is less effective, it is because the expectations of pupils' presentation of their work are not high enough and so pupils do not produce their best. On a very few occasions, teaching assistants working with groups of pupils are not given sufficient guidance and support on the subject matter and the most effective methods to use.
 20. Teachers have successfully introduced the National Literacy and Numeracy Strategies. They use their good subject knowledge to plan lessons that are well matched to the needs of the pupils and include a range of practical activities which are challenging and interesting. Pupils are encouraged to work independently and to discuss different ways of solving problems with one another.
 21. In the most successful literacy lessons, teachers use a range of interactive techniques to help pupils develop their speaking and listening skills, deepen their responses to reading and expand their ideas for writing. In a Year 2 lesson, the teacher took on the role of a character in a book and encouraged pupils to talk to her about how she felt. These sessions meant that pupils used more adventurous and interesting words in their story writing. In a Year 1 lesson, the teacher used puppets to represent the characters in a shared text and the pupils had to imagine their conversation before using these ideas to write speech bubbles.
 22. In the best mathematics lessons, teachers use a range of activities to engage pupils and develop their understanding. For example, Year 2 pupils were given instructions verbally and had to imagine the shape that had been described. In a Year 1 lesson, the teacher concealed a shape in a bag and the pupils had to find out what it was by asking questions about its mathematical properties. This method maintained pupils' attention and encouraged them to use correct mathematical vocabulary.
 23. The teaching of science is good. A strength of the teaching is the emphasis given to interesting, practical, problem solving work which stimulates pupils' curiosity and maintains their attention. This is an improvement since the last inspection. In Year 1, teachers and teaching assistants used open, genuinely exploratory questions to encourage pupils to predict which materials would be waterproof and to give reasons for their ideas.
 24. A small amount of direct teaching of religious education and ICT was seen. The quality of teaching in both cases was good. This represents an improvement since the last inspection. Discussions with pupils, and looking at their work, indicates that teachers have improved their subject knowledge and they use this to help pupils make good progress.
 25. In the great majority of lessons, teaching assistants make a good contribution to pupils' learning. In the best lessons, they are effectively briefed by teachers and deployed so that all pupils, especially those with special educational needs, make good progress. They encourage the pupils to think and make decisions for themselves and support teachers' assessments of pupils' progress. They make notes about pupils' understanding and how they go about tackling tasks. Teachers

can therefore plan appropriate follow-up activities.

26. Teachers use pupils' individual education plans to track progress each half term. They use this information to plan the next steps for pupils' learning and to share successes with them. During lessons, teachers check that pupils have understood and adapt tasks or ask follow-up questions to make sure they make good progress. Teachers provide an appropriate variety of resources. For example, mini whiteboards were used in a literacy lesson for pupils to have a go at writing their ideas before putting them on paper.
27. The special educational needs co-ordinator joins pupils for whole class sessions and then withdraws small groups for direct teaching. This helps pupils to make good progress because she is able to link the group work with what they have just been learning in class. Teaching assistants are used effectively to provide specific support for pupils with special educational needs. They are well briefed by teachers and use effective learning strategies for individual pupils and small groups.

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

28. The school teaches all the statutory subjects and provides a good range of interesting and stimulating activities for its pupils. The curriculum is broad and balanced. It is well planned to foster their academic achievement and very well organised to promote pupils' personal development. Drug awareness is taught within the good programme of personal, social and health lessons. The lack of balance within some subjects, found at the last inspection has been rectified. There is now sufficient music, design and technology and ICT. Opportunities for investigative and problem solving work in mathematics and science have been improved and are now good.
29. Since the last inspection, a successful programme of teaching for religious education has been developed which has helped the school to raise standards. The school has greatly increased the number of computers and, as a result, has improved pupils' access to the ICT.
30. The provision for pupils' spiritual, moral, social and cultural development has greatly improved since the last inspection. Moral and social education are now very strong features of the school. Pupils develop a strong understanding of right and wrong from the time they join the school. Teachers frequently reward pupils for their good behaviour and concentration in lessons. They tell the pupils why they are being rewarded so that they have a very clear view of their own success and achievement. Teachers skilfully question and explore ideas with pupils so that they readily discuss why things are not working fairly. Subsequently, they work well together to find a solution. Pupils know the 'Golden Rules' and live by them. They understand that a community such as theirs needs a set of rules by which to live.
31. The school provides many occasions when pupils can develop the social skills of working and playing together. Within lessons, pupils are often asked to form pairs and talk about their ideas and views. This practice helps pupils to pay careful attention to each other. The development of good social skills is continued outside the classroom. For example, adults on playground duty ensure that pupils learn to take turns properly when using toys and playing games. Pupils are given many opportunities to take responsibility. Older pupils take turns at being part of the 'Playground Squad' of helpers. They assist pupils in finding friends to play with and help to sort out small concerns.

32. Provision for pupils' spiritual development is satisfactory. There is a clear sense of purpose in and around the school. The spirit of respect and working well together for common aims creates an atmosphere in which all can thrive and flourish. Pupils express their joy and wonder in some of their discoveries. For example, they delight in the unfolding of a colourful, paper Chinese dragon and in testing the waterproof qualities of plastic. Religious education helps pupils to understand belief and faith but there are some missed opportunities for pupils to become fully and deeply involved in reflective activities during school assemblies.
33. Provision for cultural development is satisfactory. Within the curriculum there are opportunities for pupils to learn about their own culture and develop links with the community, for example, by visiting the local church or the new heritage centre. But there are too few opportunities for pupils to understand the richness and diversity within British society and in the wider world. The school has no system to ensure that multicultural experiences are well planned into the curriculum.
34. The school makes good use of the national strategies for teaching English and mathematics. There are many planned opportunities for pupils to develop attentive listening and good powers of speech. Across the curriculum, pupils frequently work as 'talking partners', to express thoughts and opinions. They are expected to give reasons for their views and opinions and, as a result, thinking skills are an integral part of the curriculum offered to the pupils.
35. Teachers take care to ensure that all pupils have equal access to every part of the curriculum. Provision for pupils with special educational needs is good. Pupils receive high quality support in basic skills from the teaching assistants and the designated special educational needs teacher. The arrangements for supporting pupils with English as an additional language are good.
36. At the time of the last inspection there were no extra-curricular activities. Now there are three clubs which teach dance, mathematics and art and craft. Additionally, in summer months a gardening club is available. The clubs are popular with the pupils and enrich the curriculum. The school has strongly supported the development of an independent after-school club on the premises.
37. The school makes satisfactory links with the local junior school to improve curriculum continuity. There have been instances where facilities have been shared between the schools, as when the junior school's ICT equipment was made available for lessons with older pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The care of pupils is good and has continued to improve since the last inspection. The school has a caring ethos in which pupils can flourish and parents are made welcome. All members of staff are supportive of both the academic and pastoral needs of pupils, including those with difficulties. Teachers know the pupils very well. Members of staff work hard to develop and maintain the very good relationships between teachers and pupils throughout the school and this contributes positively to the general quality of care offered. There are no reported instances of pupils' exclusion from school.
39. Child protection procedures are effective; the deputy headteacher is the designated person. The use of teaching assistants contributes well to the welfare and progress of pupils, particularly those with special educational needs, as they are effective in using resources and engaging pupils' interest. The arrangements and provision for

dealing with first aid, child sickness, accidents and emergencies are satisfactory and well understood by pupils and staff. Risk assessments are undertaken appropriately in areas concerning pupils' safety. There is very good provision for pupils' personal, social and health education. There is a satisfactory health and safety policy.

40. The school has some well established systems to monitor pupils' academic progress, particularly in English, mathematics and science. Pupils' work is always marked, often with clear comments about how well the pupil learnt within the lesson. Each pupil's target card identifies the next small steps in learning that the pupil needs to achieve. Pupils understand and know their targets well and strive for success. Achievement is amply praised and rewarded.
41. Teachers use regular review of individual education plan targets and pupil tracking data to monitor progress. Targets often include personal development priorities and home-school diaries are used to keep parents informed.
42. The special educational needs coordinator provides good support across the school. She maintains good contact with other professionals who work with the pupils and makes sure that colleagues are aware of their advice. The coordinator supports teachers in identifying pupils who need support as soon as possible and ensures that they are clear about the most effective teaching strategies to use.
43. The school has very good procedures for monitoring discipline and promoting good behaviour. Since the last inspection the school has established a number of successful systems that work well in providing pupils with effective support in managing their behaviour and raising their self-esteem. Teachers have high expectations that pupils will behave well and these are reinforced during lessons, break times and assemblies by the example of all the adults working in the school.
44. Procedures for monitoring and supporting pupils' personal development are very good. Teachers are thoughtful in promoting and providing many opportunities for pupils' personal development. For example, pupils are invited to discuss and share opinions on a range of personal, social, moral and health issues in lessons set aside for this purpose, such as 'circle time'. Pupils are encouraged to take responsibility for others and the introduction of a 'Playground Squad', whereby older pupils befriend and help others, is a good example of how the school has broadened support for pupils' personal development. Good celebration of the pupils' achievements and personal development takes place regularly during assemblies and class discussions.
44. Procedures for monitoring and promoting attendance are satisfactory. The school works with the Educational Welfare Officer who visits the school each half term and makes home visits to those families who have problems with attendance. Reasons for absence are monitored and recorded satisfactorily by class teachers.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school works well with parents and the community and has developed a strong partnership with the great majority of parents. This makes a useful contribution to pupils' learning. The pre-inspection questionnaire and meeting with parents show that parents and carers have a positive view of the school. This judgement is broadly similar to that made at the time of the last inspection.
47. The quality and quantity of information provided to parents is good overall. Letters and newsletters each half term keep parents informed about events, issues and

forthcoming school trips, whilst also celebrating the school's successes. Curriculum information is also sent to parents each half term. The parents of new pupils are provided with essential information through the school prospectus, welcome booklet, meetings and visits to the school. The Annual Governors' Report to Parents provides useful information for parents. There are two formal occasions each year when parents can discuss their children's progress with the teachers. However, there are no planned opportunities for parents to meet their children's teachers early in the school year to share information and discuss how they are settling into their new classes. Written annual reports for parents on pupils' progress are detailed and cover a wide range of information on pupils' achievements, but some do not explain how pupils may improve, nor do they give a clear indication of how well pupils are doing in relation to what is expected for their age.

48. Parents are welcomed into the school and there is an informal open door policy for parents and carers wishing to discuss matters or to make complaints. Teachers are accessible at the start and end of each school day and the headteacher is also available to parents and carers wishing to discuss matters concerning their children. The school aims to work closely with parents and often seeks their views on matters concerning their children's education and welfare. There is good communication between teachers and parents about progress made by pupils with special educational needs. Parents are involved in setting and reviewing individual education plan targets and are given good ideas about ways in which they can help their children's learning. They are encouraged to have regular contact with the special educational needs coordinator and time is set aside when they can pop in for informal discussions about their child's progress.
49. There are many opportunities for parents to become involved in the life of the school. The school welcomes the help of parents who are able to give time to work alongside teachers, for example, in reading books with pupils. Parents are provided with good guidance for supporting the work their children are expected to do at home, and the range and amount of homework is appropriate for their age. Parents are invited into the school for special events, such as class assemblies, and many are involved in supporting school activities, such as sports day, school productions and school outings.
50. The school works closely with parents through the Friends of Finedon Infants School to raise extra funds. Activities such as the Summer Fayre, Easter Bunny Hunt and Quiz Evenings have raised money to buy building blocks and climbing equipment for the new, covered, outdoor area in the building.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. Overall, the school is well led and managed. The headteacher works successfully with the chair of governors and the deputy headteacher to ensure that there is clear educational direction for the school. Together, they have effectively managed the significant changes which have taken place since the last inspection. This has led to substantial improvement in the quality of learning, teaching and standards of attainment. The staff and governors are united in a common commitment to school improvement. Over the past two years, the headteacher has focused much of her time and attention on improving the accommodation. She has been successful in ensuring that the premises now provide good facilities for learning and teaching. The headteacher delegates clearly to the deputy headteacher and supports her role well. The deputy headteacher successfully manages key responsibilities, including the induction of new staff, the implementation of major initiatives such as the National Literacy Strategy and the leadership of Key Stage 1.

52. The aims and values of the school are well known to staff and governors and are explicit in its documentation. In its development planning and work, the school's priority has continued to be raising pupils' achievement, particularly in literacy and numeracy. This work has been managed well and supported by all the staff and governors. The action taken to implement the national literacy and numeracy strategies has been very effective. The teaching of literacy and numeracy has been monitored regularly and, together with a thorough analysis of performance data, has been used to identify strengths and weaknesses and to guide improvement work. The school has also worked hard to improve pupils' behaviour and the opportunities for their personal and social development. It is committed to promoting good relationships and educational inclusion and these are evident in its day-to-day work.
53. Members of staff are involved closely in the construction of the school development plan. The chair of governors is fully involved in agreeing key targets with the head and deputy headteacher. Other governors are properly involved in their turn and are given opportunities to amend the plan. The plan includes specific targets for improvement, including percentages of pupils attaining at each level in the national tests. These targets are useful for staff and governors in measuring the school's progress. However, there are too many curriculum priorities in the plan. It would benefit from a sharper focus on a smaller number of the most important priorities.
54. Performance management systems are well established. The headteacher, deputy headteacher and other teachers have objectives that relate to their professional practice and pupils' progress. These objectives are linked closely to the school's priorities. The headteacher and deputy headteacher have observed the teaching of literacy and numeracy in all classes and identified targets for improvement. Following these observations, key points for development have been identified and effective support has been provided through advice from colleagues, observation of successful practice in other classes and opportunities for in-school and external training.
55. Subject coordinators are given responsibility for managing and developing learning and teaching in their subjects. They audit resources and provide informal advice and support. The development plan includes enhancing the role of subject coordinators as part of the school's work to improve self-evaluation strategies. This includes a programme of lesson observations by coordinators which covers all subjects. However, apart from English and mathematics, coordinators do not check performance and plan for improvement systematically in their subjects at present. Currently, there are not enough opportunities for them to evaluate their subjects so that strengths can be sustained and weaknesses eradicated. They do not regularly scrutinise and respond to samples of pupils' written work or observe and support teachers in their classrooms so that they can more accurately identify curriculum objectives, performance targets and subject training needs.
56. The school uses the principles of best value in its management and planning. The staff has made good use of the 'Effective Early Learning' project to evaluate the work of the school. The school is beginning to extend this work through the 'Primary Effective Early Learning' project. Leadership of these initiatives has been delegated to teachers who are not senior managers. This provides effective professional development opportunities for these teachers and helps to embed school self-evaluation responsibilities throughout the school. Pupils' attainment in English and mathematics is assessed using a good range of national tests and school assessments. This data is analysed to compare the school's performance with national averages and similar schools. Parents' views on some aspects of the school's work have been gathered systematically to evaluate the success of specific

initiatives, for example, the admission arrangements for the youngest children. Changes have been made to take account of the feedback from these surveys.

57. Financial planning, administration and control are sound. The school uses ICT effectively in its routine administration and budget management. Spending is targeted effectively according to the school's priorities. Currently, the headteacher manages the finances and school budget. More of this responsibility could be delegated to clerical staff to provide more time for the head to concentrate on her newly strengthened focus on learning and teaching.
58. The additional funds for the school's work with pupils with special educational needs are used well. The special educational needs coordinator is efficient in managing the special needs provision throughout the school in collaboration with class teachers. The special educational needs register is kept up to date and individual education plans are reviewed regularly and thoroughly.
59. The school has sufficient qualified and experienced teachers to meet the demands of curriculum in all subjects and they are well deployed. The teachers work hard and purposefully as a team. The use of teaching assistants is good. Other support staff such as the administrative officer, the ICT technician, the caretaker, cleaners and mid-day supervisors, also work effectively and contribute appropriately to the management of the school.
60. The accommodation is good overall. The headteacher has been very active in securing substantial funds for building a new unit. She has worked closely with a local business sponsor and has bid successfully for 'seed challenge' money to supplement the school's own finances. The recently completed building not only provides two additional teaching bases but also incorporates a well planned area for community use which is used to provide out-of-school care for pupils from this school and the local junior school. There are good plans for remodelling the accommodation in the main school building to improve facilities for active, practical learning, including enhanced resources for ICT and an improved library. The hall is small but it is kept as clear as possible for physical education activities; teachers plan and supervise activities carefully to ensure pupils' safety. There have been several imaginative developments to the school grounds, including a well planned activity trail and attractive combined seating and planted areas. These have enhanced opportunities for pupils' informal play and social development. The learning resources are sufficient except for certain aspects of religious education and art and design.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to improve the quality of education further, the school should:

Ensure that learning and teaching is checked and developed systematically in each subject by:

- providing coordinators with guidance and regular opportunities for scrutinising and evaluating samples of pupils' written work;
- ensuring that coordinators identify curriculum objectives and performance targets and, where necessary, organise training to support these;
- providing coordinators with guidance and opportunities for observing and supporting teachers in their classrooms;
- making use of the good practice already existing in English and mathematics.

(paragraphs 55, 56, 79, 88, 95, 102, 107, 111, 116, 121, 126, 131)

(This issue has already been identified in the school development plan as an area for improvement.)

Improve opportunities for pupils to develop their understanding of today's multi-cultural society by:

- ensuring that opportunities for learning about other cultures are identified across the curriculum;
- improving resources for developing the pupils' awareness of other cultures.

(Paragraphs 33, 101, 131)

Improve the presentation of pupils' written work by:

- raising teachers' expectations of the standards of presentation pupils should regularly achieve;
- ensuring that pupils' written work is tidily completed, their handwriting is consistently clear and well formed and that they take care with spellings.

(Paragraphs 19, 77, 78, 82, 94, 129)

OTHER ISSUES THE SCHOOL SHOULD CONSIDER:

62. In addition, the governors and school should consider addressing the following less important, but significant, issues in their action plan:

- Improve the school development plan by reducing the number of curriculum targets to the most important priorities. (Paragraph 53)
- Improve the reports to parents by indicating clearly how well their children are doing and how they may improve. (Paragraph 47)
- Improve opportunities for parents to discuss their children's progress with teachers early in the school year. (Paragraph 47)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	46

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	14	10	0	0	0
Percentage	0	20	47	33	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)		124
Number of full-time pupils known to be eligible for free school meals		16

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		28

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.9%

Unauthorised absence

	%
School data	0.7%

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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	17	23	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	23	23	23
	Total	40	40	40
Percentage of pupils at NC level 2 or above	School	100 (98)	100 (96)	100 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	23	22	23
	Total	40	39	40
Percentage of pupils at NC level 2 or above	School	100 (96)	98 (98)	100 (98)
	National	85 (85)	89 (89)	89 (89)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	123		
White – Irish			
White – any other White background	1		
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			

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

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	6.3
Number of pupils per qualified teacher	19.7
Average class size	24.8

Education support staff: YR – Y2

Total number of education support staff	7
Total aggregate hours worked per week	118

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	[]
Number of pupils per qualified teacher	[]
Total number of education support staff	[]
Total aggregate hours worked per week	[]
Number of pupils per FTE adult	[]

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2002
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	£
Total income	334260
Total expenditure	351583
Expenditure per pupil	2529
Balance brought forward from previous year	19820
Balance carried forward to next year	2497

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	128
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	0
My child is making good progress in school.	68	31	0	1	0
Behaviour in the school is good.	55	38	1	0	5
My child gets the right amount of work to do at home.	45	50	4	1	0
The teaching is good.	72	28	0	0	0
I am kept well informed about how my child is getting on.	54	33	9	1	3
I would feel comfortable about approaching the school with questions or a problem.	65	32	3	0	0
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	45	46	8	1	0
The school is well led and managed.	63	35	1	0	1
The school is helping my child become mature and responsible.	60	37	0	0	3
The school provides an interesting range of activities outside lessons.	41	29	6	3	21

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

63. Children in the Reception classes have a good start to school. Their attainment on entry to the school is at the expected level for their age. The majority of children are on course to reach the expected goals for early learning by the end of the Reception Year. Many are on course to exceed them in the following areas: personal, social and emotional development, mathematics, knowledge and understanding of the world, and physical development.
64. Children are admitted to school in September and form two classes with a few Year 1 children. The school is effective in welcoming parents and their children. Very recently the school has extensively expanded its accommodation by creating a spacious and well resourced open plan unit with a covered outdoor play area. At the time of the inspection, the staff and children had been in their new space for three weeks. The very close team work, high organisational skills and good support for children's personal and emotional development has facilitated an exceptionally smooth transition to this new accommodation. By careful timetabling, teachers use the whole space imaginatively so that all children have equal access to new and stimulating equipment and all six areas of learning. The staff works hard to maintain the good organisation.
65. The good quality teaching seen at the last inspection has been maintained. Teachers understand the needs of young children and pay close attention to the national guidance for the Foundation Stage. The curriculum is very carefully planned so that children are given a very wide range of play based experiences which are graduated carefully so that they make progress over the year. There is a good balance between the activities which children choose for themselves and those where the adult directs the learning. Teaching assistants play an active and effective part in helping children to learn. Just occasionally, the teacher's guidance for them needs to be clearer. The staff is committed to professional study to extend and improve the already good provision.
66. Members of staff make useful daily notes of the children's learning which help them to record the children's progress through the year and to make adjustments to the teaching programme.

Personal, social and emotional development

67. Children are interested and motivated to learn. They involve themselves, sometimes for long periods of time, in concentrated activity and will persist well, even when they find activities hard. They are developing very good levels of independence because the teachers create opportunities for them to do so. For example, they prepare their own mid-morning snacks by spreading butter and yeast extract on their crackers and organise themselves well at the start and the end of the day. Through their 'circle time' activities, they are learning to express their feelings and to expect others to treat them with respect. They treat others' views with sensitivity. They form good relationships with each other and adults. They understand the rules of taking turns and sharing and are good at organising the tidying up at the end of a session.

Communication, language and literacy

68. Children are making steady progress with their communication skills. They are taught from an early stage in their 'circle time' activities to listen carefully. Talk is widely encouraged to help children become clear and audible speakers in a broad range of activities. The books children use help them with their early skills of reading. They can read simple sentences in familiar books. More able children make progress within the reading scheme but they could develop faster if they were given a wider range of reading material. Children have good experiences of listening to stories and understand such elements as characters, beginnings and endings. They recall and sequence the main events well and concentrate hard when they are asked to join in with the repetitions. They associate letters of the alphabet with sounds and try hard to identify the first letter of some common objects. When copy writing, they form most letters accurately and hold their pencils correctly. There are some purposeful opportunities for children to use writing in their play but they need more reference material to turn to when they find things difficult.

Mathematical development

69. Children are making very good progress in their mathematical understanding. They competently use numbers to ten and recognise written numerals. They solve simple mathematical problems by adding on. They correctly sequence a random selection of numbers in the correct order. They play simple maths games which require moving the right number of places on the throw of dice. They can name and identify common, three-dimensional and two-dimensional shapes.

Knowledge and understanding of the world

70. Children make very good progress in developing their computer skills. They show real delight in the coloured pictures and patterns they create by selecting different applications. They skilfully pick up and drag elements of a picture across the screen and are intrigued when the printer produces a copy of their work. They successfully make objects from a range of different materials and are particularly dextrous with plastic construction kits. They build simple structures using large hollow bricks and adapt their construction as their play scenario changes.

Physical development

71. The opportunities for physical play are good and, as a result, children develop high levels of coordination and control. They move confidently when running or climbing and show a good awareness of space in their use of wheeled vehicles. Children competently handle a range of tools and materials with good control and an awareness of safety. They are learning about the importance of a balanced diet in order to maintain good health.

Creative development

72. Children are given a wide range of activities in which they can explore colour, texture and shape by using their senses. They draw, paint and print with confidence. They use play-dough successfully to make three-dimensional shapes. Imaginative role play is available indoors and in the outdoor covered area. A few children who play rumbustiously in the home corner would benefit from greater adult involvement in their play. Music making is regularly taught but it was not possible to see any during the inspection.

ENGLISH

73. The results of national tests in 2002 showed that all seven year-olds reached the standard expected for their age in reading and writing. These results are well above those achieved by schools nationally and well above those achieved by schools in similar contexts. This represents a significant improvement since the last inspection. Test results have risen at a higher rate than the national trend over the past four years. Results over the last three years show that there is little variation in the attainment of boys and girls. Factors which account for this improvement include the effective implementation of the National Literacy Strategy and the emphasis that teachers have given to developing pupils' speaking and listening skills.
74. Evidence gathered during the inspection indicates that pupils are working at above average levels in reading and writing and well above in speaking and listening. Pupils with special educational needs make good progress because work is well matched to their needs and teachers use a range of methods and resources which engage their interest.
75. Pupils' skills in speaking and listening are well above those expected for their age. Teachers' high expectations of good behaviour and pupils' good attitudes to learning mean that they often listen intently to adults and each other. This means that they follow instructions carefully and can comment helpfully on each other's work. Many pupils are keen to answer teachers' questions. They do so confidently and are able to explain their thinking and answer at length. This is often the case because teachers encourage pupils to justify their opinions and talk about how they worked things out. In a Year 1 lesson, the teacher encouraged pupils to explain the clues they had used in a picture to identify a character in a shared text. The frequent opportunities that teachers give pupils to talk briefly in pairs mean that they can share ideas, use more interesting words and rehearse what they want to say.
76. By the time they leave the school at the age of seven, pupils have made good progress and they are reading at above the level expected for their age. They enjoy books and read with expression and understanding. Often they will laugh out loud at something funny in their books. Most of the older pupils are confident in discussing the characters and the plot and are able to predict what may happen next and give reasons. The younger and less fluent readers are beginning to develop a range of strategies to make sense of what they are reading but sometimes they only sound out words rather than look at the picture or check whether their reading makes sense. Older, more able pupils are not given sufficient opportunity to make independent choices of what they read. There are limited opportunities for pupils to learn how to locate specific information independently in non-fiction books because the newly established library lacks an effective classification system. Pupils benefit from being heard to read regularly at home and good use is made of reading diaries to acknowledge and celebrate progress and keep up a regular dialogue between home and school.
77. Standards in writing of seven year-olds are above average. Teachers plan a range of interesting, engaging opportunities for writing, including lists, labels, instructions and stories linked to other subjects. Pupils in Year 2 wrote accounts of the Fire of London during history. One pupil described the "yellow glow in the sky". Pupils have positive attitudes to writing. In many cases, this is because teachers mark their work carefully, give specific praise and ideas for how they can improve. Pupils are helped to plan stories and to think through their ideas by talking to each other and to their teachers, so that they know how their writing will end before they begin. They use a range of interesting words and phrases and the most able pupils are beginning to use complex

sentences. Pupils in Year 1 are helped to form their letters correctly but teachers do not always comment on presentation which is not the pupils' best. The school has introduced a new handwriting style. Target cards also remind pupils how they can improve their handwriting. Nevertheless, handwriting standards are not yet consistently good enough. Able pupils in Year 2 can spell longer, less common words, but many other pupils are not spelling the most common, simple words such as 'was' and 'out' correctly in their work books.

78. The quality of teaching is always satisfactory or better and in almost half of the lessons observed it was good or very good. This represents an improvement since the last inspection. Teachers plan lessons using objectives from the National Literacy Strategy Framework and they explain these to pupils at the beginning of the lesson. Often, they are written on the board and are referred to throughout the lesson. In this way, teachers make sure that pupils understand the purpose of the lesson and how it builds on what they have learned previously. Teachers' obvious enthusiasm for the lessons rubs off on the pupils who willingly join in with reading and respond eagerly when asked questions. Teachers use drama activities and role-play to encourage pupils to develop their ideas and the language they use. Pupils who have special educational needs make good progress because teachers' skilful use of questions picks up and sensitively deals with any misunderstandings they may have. Teachers frequently praise pupils for their work, although this sometimes happens inappropriately when presentation is not as good as it should be and letters are poorly formed.
79. The literacy coordinator has a good knowledge of the subject and is clear about the priorities for improvement. Careful tracking of pupils' progress in reading and spelling and regular scrutiny of pupils' written work takes place. This informs the targets that are set for improvement and is beginning to be used by teachers in their planning. The coordinator has a clear vision for developing the library so that it promotes independent reading, supports the teaching of information retrieval skills and provides support for teaching and learning in all subjects.

MATHEMATICS

80. Standards in mathematics are above average overall. Pupils' attainment often exceeds the standards expected for their age in numeracy and all other areas of mathematics. Standards in mathematics have improved since the last inspection. At that time, pupils' attainment was just above average but there were weaknesses in their mental calculation and their ability to use and apply their mathematical skills and understanding. These weaknesses have been overcome and, since the year 2000, there has been a steady improvement in the results from the national tests for seven year-olds. Over this time, results have improved slightly faster than the national trend. Pupils of both average and high ability did well in the 2002 tests for seven year-olds; standards overall were above the national average and the average for similar schools. The teachers have high expectations and all groups of pupils now achieve well. There are no marked differences in the performance of boys and girls. Pupils with special educational needs are supported well and make good progress.
81. By the age of seven, pupils have a good understanding of place value to 100. They use sensible strategies to sequence, add and subtract numbers with totals up to 100. The more able pupils work comfortably with numbers up to 1000. Pupils count on and back in tens and have good mental recall of addition and subtraction facts to twenty. Many know the two, five and ten times tables and use these to solve number problems. They know about the properties of two and three-dimensional shapes and

use correct mathematical language to name and describe them. The more able pupils understand right angles as a measure of turn. Pupils are beginning to use centimetres and metres appropriately. They collect information efficiently and present this clearly in simple tables and block graphs. The more able are beginning to interpret this information by answering questions, for example, about the frequency of words with the same number of letters. Pupils use and apply their mathematical knowledge well. They develop their understanding through discussion. For example, they work well in pairs and small groups to identify three-dimensional shapes by describing accurately the number of edges and corners, and the shapes of faces. The more able pupils are beginning to organise and check their work. They can program a mobile robot logically with a sequence of moves, using appropriate measures of distance and direction. The most able pupils suggest ways of recording their work using symbols and abbreviations.

82. Teaching is good across the school. The teaching in all lessons seen was at least good, with some very good teaching seen. Teachers have a good understanding of the National Numeracy Strategy and pay careful attention to basic skills. The pupils have very favourable attitudes to mathematics because teachers are implementing the numeracy strategy imaginatively. Lessons are interesting and, because teachers manage pupils' behaviour very well, pupils learn well together and make good progress. Sometimes, pupils' over-eagerness to get on with their tasks results in written work which lacks sufficient care in presentation. On these occasions, teachers need to make their expectations clear and check that work is tidily and carefully completed. Pupils with special educational needs make good progress because of the well balanced blend of effective support they receive in class and in small withdrawal groups. These arrangements help to ensure that these pupils are able to participate fully in the curriculum. Pupils work hard because they know they are expected to. They are not afraid to ask questions and make mistakes when they are tackling new work because they know their teachers and teaching assistants will help them to overcome difficulties.
83. The three-part lesson structure is well established and used effectively. The intended learning for each lesson is clearly defined in planning and explained to pupils at the outset of their work. This helps pupils to work purposefully. Teachers take great care to plan tasks which interest the pupils, such as using the 'feely' bag to describe and identify three-dimensional shapes. The work is well matched to the pupils' level of understanding and provides a good balance between challenging pupils to acquire new skills and consolidating existing understanding. Also, teachers explain very clearly to the pupils what they are expected to do which means that the pupils are confident about tackling their tasks. As a result, pupils settle down quickly, concentrate well and work productively. Lessons are well planned and run smoothly. Teachers make good use of whole class, individual and small group activities.
84. Good questioning and the effective use of speaking and listening are strong features of all lessons. Teachers maintain a good running dialogue with their pupils, using praise and encouragement thoughtfully. Consequently, pupils feel proud of their achievements and try hard to do their best. Teachers use questions well to make the pupils think hard and extend their understanding. For example, in a Year 2 lesson about sequencing three-digit numbers, the teacher challenged the pupils to explain how they used their understanding of place value to order a set of numbers. She corrected the misunderstandings of some pupils about the value of each digit by asking others to explain their strategies for deciding which was the largest number.
85. Teachers, with the support of teaching assistants, use informal observations and planned assessments effectively to track pupils' progress against key learning

objectives. They are also good at identifying difficulties in order to help pupils improve in the next lesson. Assessments are recorded regularly and used to set targets for the next steps in pupils' learning and for their longer term attainment at the end of Year 2. The mathematics coordinator has used the results of the national tests and school assessments well to strengthen learning and teaching by identifying strengths and weaknesses in the curriculum and gaps in pupils' knowledge.

86. Teachers mark pupils' work diligently. In the most effective marking, teachers comment clearly on whether or not the learning objective has been achieved and indicate what needs to be done to improve the work. However, some marking focuses mainly on general effort and comments are not sufficiently precise in pointing the way forward. Homework tasks are linked well to classroom activities and encourage parents to become involved in supporting the mathematics that their children are learning at school. Homework includes tasks which are open-ended and challenge all pupils at an appropriate level.
87. Pupils make satisfactory use of ICT skills in mathematics. They explore the use of two-dimensional shapes when constructing pictures on screen, and save and print their work successfully. They also develop their skills of counting on and back in tens by using 'counting machine' activities from a website with their teachers. Mathematical skills are applied and developed well in other subjects. For example, shape, position and direction are explored in dance sequences; measurement of length is used for model making in design and technology; and measurement of time is used to investigate the waterproof qualities of fabrics.
88. The subject is well led by the knowledgeable coordinator, who has recently taken responsibility for mathematics. With the willing cooperation of the staff, she is continuing the good work of the previous coordinator to improve the implementation of the National Numeracy Strategy. Teachers have been supported through training, opportunities to observe successful practice and the provision of a good range of resources. The coordinator reviews teachers' planning regularly and monitors standards through scrutiny of pupils' recorded work and test results.

SCIENCE

89. By the time pupils are seven the standards in science are above average. Since the last inspection, standards have risen and the curriculum has improved because pupils are given more opportunities to develop their understanding of fair testing and to acquire a scientific vocabulary. In the 2002 national assessments, the proportion of pupils reaching the expected level was very high; the proportion achieving the higher level was well above the national average. Pupils' progress is now good in all aspects of science.
90. Pupils in Year 2 know how to make a simple electrical circuit and successfully draw diagrams to demonstrate their understanding. They know about aspects of safety in the use of electricity. They can choose an appropriate method for sorting materials, such as wallpaper, and complete the task well. They competently classify living creatures by the number of legs they have. They are aware of the need for a healthy diet and understand that food and drink play a part in growth and development. In their lessons they describe the changes that have taken place when bread and chocolate are heated.
91. More able pupils understand that some changes can be reversed, as when water melts, then freezes and melts again, and that some changes cannot be reversed; for

example toast cannot change back into untoasted bread. They make predictions prior to investigations and draw conclusions from their results. They are learning to think like scientists and are acquiring scientific terminology to describe their findings.

92. The quality of teaching is good. In Year 2, lessons are well structured with adequate time for conclusions to be drawn and information shared. The good adult support in lessons increases the opportunities for pupils' learning to be active and stimulating. The higher attaining pupils are given time to expand their ideas and are challenged in their thinking by the teachers' questions.
93. Lessons seen in Year 1 show that teachers have high expectations of pupils. They, too, ask challenging questions and set some engaging activities, for example, finding the most suitable material to repair Teddy's umbrella. This engages the pupils' interest and helps them to see the purpose of the investigation. The lessons are generally well planned and teachers explain to the pupils what they will learn, but pupils are not always given enough opportunity to think of their own ways of testing, nor do they develop their own methods for recording their results. Not enough time is allowed for lower attaining pupils and those with special educational needs to handle materials and to talk about the things they notice.
94. Teachers make informal assessment of pupils' attainment and progress. Pupils' work is marked well so that pupils are praised and encouraged and know what it is they do well. However the standards of presentation amongst the older pupils are not high enough. Insufficient care is given to handwriting, spelling and careful drawing.
95. There is a clear teaching programme for science with good opportunities for fair testing and the acquisition of scientific vocabulary. The subject leader has plans to check on the quality of teaching and the standards that pupils achieve across the school. However, she does not yet have enough information on what works well, and why, to enable her to make effective action plans to further improve learning and teaching. Information and communication technology is not yet used to develop scientific understanding. The subject leader has identified this as an area for development.

ART AND DESIGN

96. During the inspection, it was only possible to see one art and design lesson. However, a range of other evidence was available including:
 - teachers' planning;
 - pupils' work displayed in classrooms and around the school;
 - discussion with pupils;
 - discussion with the subject coordinator and other teachers;
 - observation of the art club.
97. Pupils make satisfactory progress and, in general, they achieve the standards expected for their age. This is similar to the findings of the previous inspection. By the time they are seven, pupils have experienced a suitable range of activities, including drawing, painting, printing, pattern making, computer aided design and three-dimensional work in textiles and clay. They also develop their knowledge and understanding of techniques and materials by working alongside local artists.
98. Pupils work carefully to produce well observed drawings and paintings. Their use of line and shading is well developed and pupils make sound progress in drawings in pencil. They also make good, accurate use of pastels and paint to record their

observations of, for example, winter trees. The higher attaining pupils think carefully about the use of colour and texture to improve the accuracy of their work. Pupils learn to mix paint and use their initiative to achieve the colours and effects they want in their lively and imaginative pictures. For example, pupils described how they experimented with paint to find the right colours for their paintings of aliens. The pupils also look at the work of other artists, for example, Van Gogh, to develop their appreciation of the ways in which images can be represented. In the after-school art club, the teacher used a range of pictures and questioned the pupils skilfully to help them recognise Piet Mondrian's use of colour and geometric shape. She developed their understanding and use of paper collage techniques well to produce their own pictures in the style of Mondrian. The art club makes a good contribution to developing pupils' enthusiasm and improving their skills.

99. The pupils in Year 2 made good use of textiles to make puppets so that they could perform for the Reception classes. The teacher encouraged them to think carefully how they might alter their work to represent the facial features of their puppets more effectively.
100. In the lesson seen, the pupils were making textured pictures for printing. The teacher maintained a very productive dialogue with the pupils as she demonstrated rubbing and press-printing techniques. She encouraged the pupils to think ahead and put forward their own ideas. She listened very carefully and helped them to clarify what they needed to do to produce successful prints, for example, how they might use the paint roller to ensure even coverage of the print block. The teacher also provided a range of opportunities for experimenting with different materials to print from, including sponges, plastic and wooden shapes. As a result the pupils made very good progress in developing print making skills and deciding how colour could be used to achieve different effects.
101. The school is in the process of moving from its current scheme of work to the nationally recommended scheme. The coordinator is managing this transition well. She also has good plans to further develop the subject by building up the stock of artefacts and examples of artists' work, which is too limited at present and includes few examples outside the western tradition.
102. The coordinator monitors the subject by informal discussion with staff and pupils, and by checking displays of work in classrooms and around the school. However, at present there are not enough opportunities for her to evaluate teaching and learning systematically.

DESIGN AND TECHNOLOGY

103. Pupils make satisfactory progress in design and technology and they achieve the standards expected for their age. Good progress has been made in establishing the nationally recommended scheme of work to ensure that all pupils experience a broad and balanced range of design and construction activities. Teachers plan activities carefully and encourage pupils to take an active part in organising their own work in collaboration with others. As a result, pupils are well motivated and make satisfactory progress in all aspects of the subject.
104. The younger pupils know how to join components in a variety of ways and use simple tools to cut, shape and combine different materials. They think about the purposes of their models and adapt their designs accordingly. For example, pupils in Year 1 were given good opportunities to choose materials and use tools to make models of playground equipment. The classroom was well organised and the pupils quickly

located the resources they needed to construct their models from the simple plans they had made. They made good use of scissors and sticking tape to shape and join materials. They talked confidently about the reasons for some of the features of their models. For example, they described how the long grass would be good for hide-and-seek and the need for a fence around the pond.

105. The older pupils are developing good designing skills and sound evaluation skills. Pupils make good use of a simple planning format which guides them to think about the purpose of their product, what they will need to make it and, when completed, how successful it is. Sound organisation and management of practical work and a systematic approach to the development of constructional skills ensure that pupils are well supported and make satisfactory progress. For example, pupils in Year 2 were beginning to evaluate their puppets against the design criteria agreed at the outset of their work. They discussed how appealing their puppets would be to the Reception children they are making them for. They were encouraged to experiment with a range of materials, including wool, thread, ribbon and buttons to produce the facial features they wished to create. The teacher encouraged them to think carefully and make decisions about how they would attach these to their glove puppets. After some initial investigation, most chose appropriate gluing methods but some persisted with ineffective techniques and materials. Teachers make good use of questioning to help pupils evaluate the success of their work. For example, they modelled appropriate ways of comparing the finished puppet with the original design and challenged the pupils to think how it might be improved and what they had learnt whilst making it. The higher attaining pupils described the sequence of stages from design to finished product. They gave reasons for specific features of their design and their choices of materials and techniques. For example, one boy described how he had made his glove puppet the right size for his hand.
106. Pupils show very good attitudes to design and technology. They behave very well and show high levels of interest and enjoyment. They explore their own ideas confidently and they persevere when confronted with problems. They are keen to share their ideas with each other, as well as materials and equipment.
107. The recently appointed coordinator is continuing to build on the successful introduction of the nationally recommended scheme of work. This has provided a clear framework for building pupils' capabilities effectively. At present, she has not systematically monitored standards of teaching and learning throughout the school, although she plans to do this through observing lessons and discussions with teachers and pupils.

GEOGRAPHY

108. Due to the school's time-tabling, it was not possible to see a geography lesson or to make a judgement about the standards that pupils achieve. The curriculum is appropriately planned and sufficient time is given to the teaching of geographical skills. Teachers use the locality to develop pupils' understanding of places and the buildings within them. Very good use is made of the pupils' holiday experiences to broaden their understanding of places beyond their home town. Postcards from holiday destinations, photographs and maps are all well displayed and help to maintain pupils' interest and enthusiasm for geography.

HISTORY

109. Standards in history are satisfactory. Pupils remember well their lessons from the previous term about Florence Nightingale and the Great Fire of London. They know that information about the past can be found in books, photographs and from eyewitness accounts, such as Samuel Pepys' diary. They can compare the nurses' uniforms of today with those of the Victorian period and, similarly, today's fire fighting equipment with that of four hundred years ago. Pupils are beginning to recognise that there are reasons why people in the past acted as they did.
110. Teachers offer an appropriate and interesting programme of activities which helps pupils to learn history in different ways. For example, in their study of the Great Fire of London they learned to represent the past by making a large collage picture and by acting out a fire fighting scene in their drama lessons. The curriculum is also enriched by visits to the local heritage centre where regular exhibitions are held on past times in Finedon.
111. At present, the subject coordinator does not check learning and teaching systematically across the school. However, she recognises this as a weakness and there are plans for her to observe and work alongside colleagues to further improve practice.

INFORMATION AND COMMUNICATION TECHNOLOGY

112. At the end of Year 2 pupils reach standards which are broadly in line with those expected for their age. This is an improvement since the last inspection when standards in ICT were well below the expected level. The school has implemented a national scheme of work to ensure that pupils cover the full requirements of the National Curriculum and that there is a systematic and structured approach to the development of skills. This represents good progress in addressing weaknesses, which were highlighted in the last inspection report.
113. Pupils in Year 2 use computers competently. This is the result of teachers ensuring that pupils have regular opportunities to practise and develop their capabilities following direct teaching to the whole class. Pupils show good control of the mouse and are making sound progress in typing simple texts. Able pupils can save and retrieve their work, make alterations and print out their final versions. In a mathematics task, pupils collected information, compiled tables and made attractive graphs using the computer. Using an art program, Year 1 pupils create and print out colourful pictures using straight lines, flood fill and spray tools. Pupils have had limited opportunities to gather information from CD Roms.
114. All pupils, including those with special educational needs, make at least satisfactory progress. This is because teachers take great care when planning lessons to ensure that pupils are well supported by clear instructions, prompt sheets or sensitive help from teaching assistants. Pupils are very keen to talk about how they have used computers at school and are aware of some of the ways computers are used in the wider world. They co-operate well when using computers in pairs and are beginning to think about how to solve some simple problems when things go wrong, such as how to remove unwanted line spaces.
115. A small amount of teaching was observed, during which pupils made good progress. This session, along with teachers' planning documents, show that they have good subject knowledge of ICT and are integrating it into other subjects. Teachers have undertaken a course of training to raise their own levels of confidence and competence, which was an area of weakness identified in the previous inspection.

116. The co-ordinator is enthusiastic and hardworking. Information and communication technology resources have improved since the last inspection and Year 2 pupils have been able to use the computer suite at the nearby junior school. At present there is no formal system for monitoring the subject. However, the coordinator is introducing a system for assessing pupils' progress and plans to use this to monitor standards and evaluate strengths and weaknesses in the subject.

MUSIC

117. Only one music lesson was observed during the inspection, together with a whole school assembly in which singing played a significant part. It is, therefore, only possible to comment on some aspects of the subject. In the lesson seen and in the assembly, pupils attained the standards expected for their age in performing and composing music and in singing. They are encouraged to think of themselves as musicians and they work together well, using their voices expressively to sing songs and recite chants.
118. At the time of the last inspection, there were too few opportunities for the pupils to listen to, reflect on and respond to a wide range of good quality music. A new scheme of work has been introduced which covers all aspects of the National Curriculum requirements. There are regular opportunities for pupils to listen to music from differing times and cultures and to understand how different moods and images are created.
119. The pupils sing enthusiastically and they are encouraged to understand how tempo, dynamics and rhythm can be used to evoke feelings. They sing a range of songs from memory with clear diction and tuneful expression. As they move through the school, pupils have good opportunities to play untuned percussion instruments to accompany songs and to create their own musical compositions. They use these instruments to select sounds and to perform simple rhythms. The pupils enjoy singing and are eager to be chosen to play percussion instruments. Instruments are treated with care and respect.
120. In the Year 2 lesson observed, the teacher planned a good sequence of activities to develop the pupils' understanding of tempo and how this is used to produce particular musical effects. The pupils combined spoken chants and percussion instruments to create their own musical images. Most pupils were actively involved throughout the lesson and made satisfactory progress. However, a few pupils lost their way towards the end of the performance. The teacher recognised their difficulties and concluded the lesson with a preview of what the class would be doing in their next music lesson and how there would be further chances to take part in similar activities.
121. Good links are made between music and other subjects. For example, there are good opportunities for pupils to respond to music in constructing dance sequences. There is a good range of percussion instruments. The coordinator monitors resources regularly to ensure that they are readily available to all classes and maintained in good repair. At present, there are few opportunities for the coordinator to evaluate teaching and learning systematically, other than in assemblies and class performances.

PHYSICAL EDUCATION

122. During the inspection, only dance and games lessons were observed but teachers' plans for all aspects of physical education were seen and discussions took place with teachers and pupils. The curriculum includes gymnastics, games and dance and there are detailed schemes of work. In the lessons seen, the pupils achieved the standards expected for their age in dance. In games they achieved standards above expectations.
123. In the last inspection, there were weaknesses in the pupils' behaviour and in aspects of teaching in physical education. These weaknesses have been overcome. Pupils' behaviour is now good and lessons run smoothly and at a good pace. Pupils have good attitudes to learning in physical education. Pupils at all levels of attainment are keen to improve their performance and they are appreciative of the efforts and successes of others. There were also weaknesses in the accommodation and outside play area at the time of the last inspection. The playground has been resurfaced and is now safe and even. The hall is kept free of unnecessary furniture and equipment and, although it provides limited space for vigorous activity, teachers are careful to ensure that pupils remain well aware of others and the confined space they have to work in.
124. Teachers make good use of individual and paired activities to develop skills systematically in lessons. In the games lesson seen, the pupils made very good progress in exploring ways of passing and controlling a ball with a bat. The teacher demonstrated ball control skills very clearly and used pupils' successful achievements to emphasise key skills. Consequently, pupils practised good hand/eye coordination and understood that watching the ball carefully would lead to successful control. They showed an awareness of space and made good use of this when they worked together in pairs, batting the ball to each other. They also used space sensibly and safely and showed good awareness of others in the dance lesson. The pupils made good progress in devising, practising and developing their dance motifs. The teacher's enthusiasm encouraged the pupils to try out new ideas and interpret the music as they built their jagged icicle shapes and then melted. The teacher used a good range of methods to maintain the pupils' interest and the impetus of the lesson. For example, she challenged the pupils to combine their dance actions with those of other pupils.
125. Lessons begin with suitable warm-up tasks and end with appropriate cool-down activities. This ensures that the pupils are properly prepared for vigorous activity and recognise its effects on their bodies. Generally, teachers provide good opportunities for pupils to demonstrate what they have achieved and to learn through observation how they can improve. Pupils are required to participate actively throughout most of the lessons but occasionally they spend too long watching demonstrations or listening to instructions. The pace of the lesson drops at these times, the pupils become less engaged and their progress slows.
126. The physical education coordinator has not yet systematically monitored standards throughout the school. However, she has made good use of the 'Top Sport' initiative to improve the staff's skills and add to the school's resources. Equipment is stored tidily and accessibly, and the pupils use it with care. The after-school club provides good opportunities for the pupils to build on their skills and experiences in dance.

RELIGIOUS EDUCATION

127. Since the last inspection, there has been an improvement in the standards of Religious Education. Pupils' attainment is now in line with that expected in the

Northamptonshire Agreed Syllabus. Year 1 pupils remember well the events leading to the birth of Jesus. They can name some symbols and customs related to the celebration of Christmas and they are developing a sound understanding of the similarities between religions, for example, comparing the use of candles and light between the Jewish and Christian faiths.

128. By the time they are seven, pupils know that the Bible and the Torah are 'special books'. They learn how important it was for Jesus to tell stories as a means of teaching about God. Pupils listen to Bible stories and recount the main events, for example, in the stories of the Ten Lepers and the Feeding of the Five Thousand. Through such stories, they are beginning to understand the thoughts and feelings of others and human qualities like loyalty and commitment.
129. Pupils in Year 2 understand the meaning of prayer and know that it is an important part of faith. For instance, they can offer ideas for writing a prayer of thanks. They make sound attempts at writing prayers for themselves but their written work is sometimes hurried and poorly presented because they are not given sufficient guidance by the teacher.
130. The teaching is always at least satisfactory and sometimes good. A quick pace to the questioning, good use of interesting resources and an enthusiastic voice all contribute to lively lessons in which all pupils are fully engaged. The best teaching inspires and motivates pupils to ask questions and find out more through books.
131. A sound three-year programme of work has been written since the last inspection. This gives teachers good guidance to enable them to build pupils' knowledge and understanding in a structured way. The school has insufficient artefacts, posters and books to stimulate and support the pupils' learning. Opportunities for collective worship and visits from local Christian ministers make a sound contribution to pupils' religious education and personal development. Christian places of worship are visited to enrich the curriculum. At present, the new subject leader has few opportunities to check systematically the quality of teaching and the standards pupils achieve.