

# INSPECTION REPORT

## **CRICK PRIMARY SCHOOL**

Crick

LEA area: Northamptonshire

Unique reference number: 121812

Acting Headteacher: Susan Gallagher

Lead inspector: Derek Watts

Dates of inspection: 24 to 26 January 2005

Inspection number: 266691

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Community  
Age range of pupils: 4 – 11 years  
Gender of pupils: Mixed  
Number on roll: 192

School address: Main Road  
Crick  
Northampton  
Northamptonshire  
Postcode: NN6 7TU

Telephone number: 01788 822633  
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Appropriate authority: The governing body  
Name of chair of Mr Simon Pease  
governors:

Date of previous 11<sup>th</sup> January 1999  
inspection:

## CHARACTERISTICS OF THE SCHOOL

Crick Primary is located in the village of Crick in north-western Northamptonshire. It is a slightly smaller than average primary school. The school has grown considerably in pupil numbers during the past three years, mainly due to new housing developments in the village. Numbers have grown steadily from 141 in 2002 to 192 in January 2005. Most pupils are from a White British background with a small number of pupils from of other backgrounds. The school has no pupils with English as an additional language. The proportion of pupils with special educational needs is below the national average and the proportion of those with a statement of special educational needs is average. The nature of special educational needs is varied and includes specific learning difficulties and social, emotional and behavioural difficulties. The increased housing in the village has meant that the proportion of pupils who join the school other than at the normal starting time has been above average during the past three years. With the completion of housing developments, pupil numbers and the joining mobility are stabilising. The number of pupils eligible for free school meals is low and an indication that overall, the socio-economic circumstances of the school's intake are above average. Children's attainment on entry to the school is average. The school gained 'Activemark' in 2001, 'Healthy Schools' in 2002 and the 'Basic Skills Quality Mark' in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22092	Derek Watts	Lead inspector	English, science, information and communication technology, Design and technology.
32655	John Bostock	Lay inspector	
11849	Mary Dornan	Team inspector	Foundation stage, music, religious education.
32133	Joan Elton	Team inspector	Special educational needs, mathematics, art and design, history.

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>9</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>12</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>17</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>19</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 and 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>29</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The effectiveness of Crick Primary School is satisfactory.** Teaching and learning are satisfactory overall but better in Years 1 and 2. Standards are above average in Year 2 and in Year 6. The school has a positive ethos where pupils have good attitudes to learning and relate well to others. Leadership and management are satisfactory and the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Teaching and learning are good in Years 1 and 2 and pupils are achieving well.
- Pupils' personal development is good.
- Teaching and learning are good across the school in mathematics and science.
- Teaching and learning could be better in reception and in Years 3 to 6, particularly in English.
- Monitoring and evaluation procedures are not rigorous enough.
- Assessment and tracking of pupils' attainment are underdeveloped.
- Partnerships with the community and other schools are good.
- A good range of activities enrich the curriculum.

Since the last inspection, there have been satisfactory improvements. Standards of handwriting and presentation are better. Standards in writing have improved overall although last year's Year 6 underachieved in this area. There has been sound progress in developing pupils' skills for independent learning. The playing field has been secured and an outdoor play area for reception is included in the new building project due to be completed in summer 2005. Assemblies now comply with the requirements for collective worship. Standards in English and science have improved, and they have been maintained in mathematics. Teaching and learning are satisfactory, as they were at the time of the last inspection. Leadership and management were good last time and are now satisfactory.

### STANDARDS ACHIEVED

**Achievement is satisfactory overall.** Children's attainment on entry to the reception class is broadly average. Children in reception achieve satisfactorily. Standards are average and most children are likely to reach the expected early learning goals by the end of reception. Some will exceed these.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	A	C	D
mathematics	A	B	B	C
science	C	A	B	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

In the national tests for Year 2 in 2004, results were well above average in reading and mathematics and average in writing. Standards in the current Year 2 are above average in speaking and listening, reading, writing, mathematics and science. Most pupils, including higher attainers and those with special educational needs, are achieving well due to good teaching. In the 2004 national tests for Year 6, results were above average in mathematics and science but only average in English. These results were lower than previous years due to a higher than usual proportion of pupils with special educational needs in the year group. The similar school data indicates that pupils were underachieving in English and this was mainly due to limited opportunities in writing. The school is taking effective action to address this. Standards in the current Year 6 are above average in English, mathematics and science. Most groups of pupils are achieving satisfactorily from their prior attainment in Year 2. Achievement in Years 3 to 6 is satisfactory rather than good because teaching is less consistent than in Years 1 and 2.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** Pupils have positive attitudes to learning and relate well to others. Behaviour is satisfactory overall. While most pupils behave well, there are elements of inappropriate behaviour in some classes and in the playground. Attendance is good and punctuality is very good.

## **QUALITY OF EDUCATION**

**The quality of education is satisfactory. Teaching and learning are satisfactory overall.** They are good in Years 1 and 2 and across the school in mathematics and science. Teaching and learning, including in English, are satisfactory in Years 3 to 6. In these years, teachers' expectations are not always high enough and the pace of some lessons is less brisk. Learning support assistants are effective and make a valuable contribution to pupils' learning, particularly that of pupils with special educational needs. Systems for assessing pupils' attainment and setting individual learning targets are not consistent across the school. The tracking of pupils' attainment and progress as they move through the school is not effective enough. The curriculum is satisfactory but the teaching time in Years 3 to 6 is below recommendations. A good range of additional activities, including country dancing, drama and football, enrich the curriculum. Pupils' care, guidance and support are effective. Partnerships with the community and other schools are good. Projects in the community enrich pupils' learning and good links with the high school enable smooth transfer.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** The school currently has an acting headteacher and an acting deputy headteacher. A new headteacher will take up the post at the beginning of the summer term. The day-to-day management of the school is effective. The monitoring and evaluation of the school's performance are not sufficiently rigorous and are unsatisfactory. In particular, there is insufficient emphasis on monitoring and developing teaching. This impedes the sharing of good practice and the taking of effective action to address any weaknesses. School improvement planning is sound but is not sufficiently focused on pupils' achievement. Governance is satisfactory. The governors are supportive and all statutory requirements are met. However, they are not sufficiently focused on raising pupils' achievement and providing high quality teaching.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents' views of the school are sound. They are pleased with children's attitude to school, the encouragement they receive from staff and the good range of additional activities provided. However, some parents have concerns about some pupils' behaviour and the leadership and management of the school. The inspection findings are that while these areas are satisfactory, improvements could be made. Pupils have positive views about their school. They like school and participate well in the activities provided.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Establish effective systems for monitoring and evaluating the school's performance.
- Increase the proportion of good teaching in reception and in Years 3 to 6, particularly in English.
- Devise effective systems across the school for assessing and tracking pupils' individual attainment and progress.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Achievement is satisfactory overall. Standards are above average in Year 2 and Year 6. Most pupils are achieving well in Years 1 and 2 and satisfactorily in Years 3 to 6.

#### **Main strengths and weaknesses**

- Pupils achieve well in Years 1 and 2.
- Previous underachievement in writing in Year 6 is being effectively addressed.

#### **Commentary**

1. Children's attainment on entry to the reception class is average. Children receive satisfactory teaching and are provided with a sound Foundation Stage curriculum. Most children achieve satisfactorily and are on course to reach the expected early learning goals in personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development. Standards in reception are average and similar to those reported during the last inspection.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2004***

Standards in:	School results	National results
reading	17.1 (16.6)	15.7 (15.7)
writing	15.5 (15.0)	14.6 (14.6)
mathematics	18.0 (17.0)	16.2 (16.3)

*There were 33 pupils in the year group. Figures in brackets are for the previous year*

2. In the 2004 National Curriculum tests for Year 2, the school's results were well above the national average in reading and mathematics and above the national average in writing. When compared to similar schools, these results were well above average in mathematics and average reading and writing. During the last three years, test results were well above average overall in 2002 and 2004 and above average in 2003. During the last two years, writing results have not been as good as reading and mathematics.
3. In the current Year 2, standards are above average in speaking and listening, reading, writing, mathematics and science. Most pupils, including higher attainers and those with special educational needs, are achieving well. This good achievement is due to good quality teaching and learning. In particular, expectations and challenge are high and tasks are well matched to pupils' different attainment and needs.

#### ***Standards in national tests at the end of Year 6 – average point scores in 2004***

Standards in:	School results	National results
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English	27.0 (29.4)	26.9 (26.8)
mathematics	28.0 (27.6)	27.0 (26.8)
Science	29.6 (31.3)	28.6 (28.6)

*There were 25 pupils in the year group. Figures in brackets are for the previous year*

4. In the 2004 National Curriculum tests for Year 6, the school's results were above the national average in mathematics and science and in line with the national average in English. When compared to similar schools, these results were average in mathematics and science but below average in English. While pupils have achieved satisfactorily in mathematics and science, pupils have underachieved in English. In the 2004 tests, only one pupil attained the higher than expected Level 5 in writing while 13 attained Level 5 in reading. The main reason for the underachievement in English was that pupils were provided with a limited and narrow range of writing opportunities. Tests results were above average overall in 2004. During the previous two years, results had been well above average. A turnover of teachers in Years 3 to 6 and the high number of pupils joining the school after the usual starting time are factors which have contributed to a fall in results.
5. In the current Year 6, standards are above average in all areas of English, mathematics and science. All groups of pupils, including higher attainers and those with special educational needs, are achieving satisfactorily from their prior attainment in Year 2. The quality of teaching and learning is satisfactory overall in Years 3 to 6 and therefore less effective than the good teaching and learning in Years 1 and 2. The school has taken appropriate action to redress the underachievement in English by providing a wider range of writing opportunities. However, in some classes in Years 3 to 6 expectations and productivity in writing are not always consistently high.

### **Pupils attitudes, values and other personal qualities**

Pupils' attitudes are good and their behaviour is satisfactory. Personal development, including their spiritual, moral, social and cultural development, is good. Attendance is above average.

### **Main strengths and weaknesses**

- Pupils' attitudes to their school life are positive.
- Attendance is good and punctuality is very good.
- Pupils' personal development is good.
- Pupils participate well in clubs and activities.
- There are elements of inappropriate behaviour in lessons and in the playground.

### **Commentary**

6. Pupils enjoy school and display positive attitudes to their learning. They settle quickly to their work, co-operate well together and participate in extra-curricular activities.
7. The behaviour of pupils is satisfactory overall. Whilst most pupils behave well in lessons and around the school, there are elements of inappropriate behaviour in some lessons and occasionally in the playground. In a few lessons, particularly in Years 3 to 6, behaviour can hinder the pace and flow of the lesson and pupils' rate of learning is satisfactory rather than good. In the playground, there are examples of boisterous behaviour which can adversely affect other pupils' enjoyment. A significant proportion of pupils believe that not all pupils behave as well as they should and the inspection team agrees.

8. Pupils' spiritual, moral, social and cultural development is good overall. Pupils visit the places of worship of various faiths as well as their local church and have developed their knowledge and understanding of traditions and festivals of the major religions. There are clear rules about class and school behaviour and pupils understand moral rights from wrongs. Pupils learn about their school and local community through, for example, a neighbourhood watch project and village surveys on graffiti and traffic speeding.
9. Pupils' social development is good and this is promoted well in lessons and in additional activities. Pupils' relationships between peers and with adults in the school are good. They work collaboratively in a range of subjects, carrying out science investigations or creating a story using ideas from different group members. Participation in the clubs and some projects also develops their social skills as well as developing cultural awareness. A project with a school in an African village involves pupils in each community writing about their day-to-day life experiences and sharing them. A successful poetry project included pupils giving readings on local radio. Visiting musicians and writers support the school's 'Arts Week'. Work with Warwick University Arts Centre involves pupils from different schools jointly developing stories. Visitors to school and visits made by pupils also introduce various art, theatre and music cultural ideas.
10. The school council, which is well established, provides a good opportunity for pupils to learn about responsibilities of living in a social and democratic environment. Playground 'buddies' are given good guidance by staff on how to carry out this important role. Pupils support those less fortunate than themselves by raising money for various charities.

**Attendance in the latest complete reporting year 2003/04 (95.3%)**

Authorised absence		Unauthorised absence	
School data	4.6	School data	0.1
National data	5.1	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

11. Attendance levels have been above the national average during the last three years. So far this year's figures indicate that this good attendance has been maintained. Pupils enjoy coming to school and arrive in good time. Punctuality is very good. There was one exclusion last year, which was justified. There have been no exclusions this 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	143	1	0
White – White and Black Caribbean	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	2	0	0
Parent/pupil preferred not to say	2	0	0
Information not obtained	42	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory overall. The curriculum is satisfactory with a good range of enrichment opportunities. Teaching, learning and assessment are satisfactory overall. Pupils' care, welfare, health and safety are good. The school has effective partnerships with the community and other schools.

### Teaching and learning

Teaching and learning are satisfactory overall, but good in Years 1 and 2. Assessment procedures and the use of assessment are satisfactory.

### Main strengths and weaknesses

- Good teaching and learning in Years 1 and 2 enable pupils to achieve well.
- Teaching and learning are good across the school in mathematics and science.
- Learning support assistants contribute well to pupils' learning.
- There is not enough good teaching in reception and in Years 3 to 6.
- Assessment and target setting systems are not consistent across the school.

### Commentary

#### *Summary of teaching observed during the inspection in 30 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4 (13%)	9 (30%)	16 (53%)	1 (3%)	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

12. Overall the proportion of good or better teaching is lower than is normally found in a primary school. The monitoring of teaching has not been effective enough in identifying and sharing good practice and in taking effective action to achieve consistently good teaching. While teaching and learning are good in Years 1 and 2 there is not enough good teaching in reception and in Years 3 to 6. The quality of teaching and learning is satisfactory overall, which is similar to the finding at the time of the last inspection.
13. In the reception class, teaching and learning are satisfactory. The teacher has good relationships with the children and a variety of activities are provided. However, the purpose of the lessons is not always clear as learning objectives are not always shared with the children. The learning support assistant is well deployed and makes a significant contribution to children's learning.
14. Teaching and learning are strongest in Years 1 and 2, where they are good overall. Pupils achieve well because of the good teaching they receive. During the inspection, over a third of the lessons in Year 1 and 2 were very good, and these were in mathematics and history in Year 1 and in science in Year 2. The rest were satisfactory. The very good lessons were characterised by lively explanations and demonstrations by the teacher which motivated the class. There were high levels of challenge and the pupils responded very well. Interesting learning resources were used very well to promote learning. Time was used very well and the lessons maintained a brisk pace. Clear opportunities were provided for independent and collaborative work. The pupils

were productive, maintained interest and made very good gains in acquiring knowledge, skills and understanding.

15. Throughout the school, teaching and learning are good in mathematics and science. Lessons are well planned and pupils have good opportunities for practical and investigative work. Pupils make good gains in acquiring knowledge skills and understanding. The teaching of English is less consistent. While it is good in Years 1 and 2, it is satisfactory overall in Years 3 to 6. Teachers' expectations and the pace of lessons are not always high enough.
16. In Years 3 to 6, teaching and learning are satisfactory and less consistent than in Years 1 and 2. Teaching varies from very good to unsatisfactory. Less than half the lessons seen in Years 3 to 6 were good or better and only one was very good. These variations in the quality of teaching and learning result in pupils' achievement being satisfactory rather than good. In a very good Year 6 mathematics lesson, pupils were studying coordinates. The lesson was very well planned and structured. In particular, the planning took full account of the different levels of attainment within the class. The teacher used information and communication technology (ICT) well to enhance her presentations skills. Tasks were well matched to pupils' different needs so all were appropriately challenged. The pupils were excited about their learning and made very good gains in plotting and interpreting coordinates. The end of the lesson was used well to review and reflect on their learning. The lesson proceeded at a good pace.
17. Over half of the lessons seen in Years 3 to 6 were satisfactory. The expectations of pupils' learning and behaviour are not as high as in Years 1 and 2. Learning time is not always maximised. For instance, pupils lost interest in some lessons due to overlong teacher introductions and work was not sufficiently well matched to pupils' different levels of attainment. As a result some pupils, particularly higher attainers, were not suitably challenged or extended. Pupils were not always well focused and productivity was satisfactory. One lesson seen was unsatisfactory. This lesson lacked structure and pace and strategies for behaviour management were ineffective. As a result, pupils' attitudes and behaviour were unsatisfactory and they made insufficient gains in their learning.
18. Throughout the school, learning support assistants are well deployed and contribute well to pupils' learning, particularly that of pupils with special educational needs. Learning support assistants are effective in developing pupils' speaking skills and they use clear demonstrations to help pupils with spelling, writing and mathematical operations.
19. Systems for assessing pupils' attainment and setting individual learning targets are not consistent across the school. The tracking of pupils' attainment and progress as they move through the school is not effective enough. The new assessment coordinator has a clear view of what needs to be done and has well thought out plans to improve assessment.

## **The curriculum**

The curriculum is satisfactory overall. Enrichment activities are good and accommodation and resources are satisfactory.

## **Mains strengths and weaknesses**

- A good range of additional activities is provided.
- Good links with partner schools helps to prepare pupils well for the next stage of their education.
- Teaching time is below recommendations in Years 3 to 6.

## **Commentary**

20. The school provides a broadly based curriculum. All National Curriculum subjects plus religious education are taught. The planning for most subject areas is good and the school has been recently building links between subjects.
21. The school provides good opportunities to develop speaking and listening skills. The school is increasing the range of writing opportunities in order to raise achievement in writing, particularly in Years 3 to 6. There are good opportunities for pupils to apply and develop numeracy skills in other subjects. There are some good examples of ICT being used to support learning across the curriculum but this practice is not consistent across the school.
22. A good range of additional activities are provided including art, netball, football, country dancing, cross-country and drama. Visits and visitors make a good contribution to the curriculum and support many subjects well. During the year, visits have been made to a Sikh temple by Year 6, to St Margaret's Church by Year 2, to the National Art Gallery by Year 5 and 6 pupils, and pupils in Year 4 have been on a two-day residential trip to Everdon. Also, a whole-school visit was made by the Northampton Music Service 'Rock Band'. All these extra activities make the curriculum more interesting and relevant for pupils. They support pupils' interest and motivation in their work and also enhance pupils' personal and social development.
23. Pupils are prepared well for their next phase of education and good induction procedures in both the Foundation Stage and in Year 6 ensure a smooth transition for all pupils. The school has good links with the pre-school and other playgroups in the local area. This enables all children to settle quickly and easily into the routines of mainstream school. Staff from the local secondary school visit Year 6 pupils, take some lessons and discuss each pupil's needs with the class teacher. A programme of visits is set up for Year 6 pupils to visit the high school and ensure that pupils know the expectations and school routines before they transfer.
24. Pupils in Year 3 to 6 are not receiving the recommended hours of taught time. Furthermore, teaching time is sometimes lost when lessons do not start on time. The below recommended teaching time has a negative effect on pupils' overall achievement.

## **Care, guidance and support**

The school takes good care of the welfare, health and safety of its pupils. It provides pupils with satisfactory support, advice and guidance and takes good account of their views.

## **Main strengths and weaknesses**

- Pupils trust teaching and other staff to help them when needed.
- Good provision is made to ensure pupils' care and welfare.
- Induction of pupils at the start of the year is handled well.
- The school council provides an important channel for pupils' ideas to be heard.

## Commentary

25. Staff care about pupils' emotional and physical well-being and this helps develop a trusting relationships between pupils and staff. Nearly all pupils feel there is an adult to turn to in case of trouble or if they need help with their work.
26. The schools' arrangements ensure the care and welfare of pupils are well managed. Good use is made of medical services, advice is given about healthy living, sports are encouraged, seating is provided in the play areas, supervision of breaks is well organised and some games, such as skipping, are available. Accidents and incidents are handled sensitively and appropriately. Pupils' health and safety is well provided for through regular maintenance of equipment and the building. The safety of pupils is well protected while the current building project is in progress. The school is currently reviewing and developing its risk assessment procedures. Parents and pupils feel satisfied that the school takes good care of the children.
27. Induction of new pupils at the start of the year is carried out well. They are visited at pre-school, playgroups and home before they start. Pupils have a 'taster' half-day visit to school and there is an early meeting for parents at the commencement of the year. Start arrangements are staggered over six weeks to ensure pupils are not overwhelmed. Teachers discuss pupils individually as they progress through the school and 'hand over' to each other comprehensive details of their work and personal development. The school has several pupils arriving during the school year and these are not inducted as thoroughly.
28. Pupils' ideas and opinions emerge through the school council and class council arrangements in the school. These are well run and the school council discusses topics in a mature way. It represents all classes and years, has elected members and is chaired by pupils with guidance by a teacher. The school uses some of the subjects discussed in its planning. Recent discussion has included topics relevant to pupils such as graffiti and internet use. Council members are expected to feed back and seek ideas and opinions with their classes.

## **Partnership with parents, other schools and the community**

The school's partnership with parents is sound. Links with the community are good, as are links with other schools and colleges.

### **Main strengths and weaknesses**

- Parents are involved in the school and work with the school to help their children learn.
- A significant number of parents have concerns about the school.
- The school makes good use of the community to support pupils' learning.
- The school and pupils benefit from the involvement with other schools.

### **Commentary**

29. Several parents help in lessons, or listening to reading, or with trips, such as for swimming lessons. The Friends of Crick School association is active, arranging several fund-raising events which are well attended by other parents, pupils, families and the community. Its work has enabled the school to add to its resources. Parents receive good notification of topics to be covered and the homework planned to be done each term. Courses are arranged for parents to improve their understanding of numeracy and literacy lessons so that they can better help their children's work. Pupils have a home/school communication book which aids communication. Newsletters each week include information about forthcoming events, changes to arrangements and praise for pupils' successes. The school also has a web site which has been praised by other schools. The school consults parents about their views of the school and the development of their children.
30. Parents' views of the school are satisfactory. The results from the parents' survey and comments made at a parents' meeting indicate that most parents are satisfied with the school. Parents state that their children like school, and they are pleased with the way in which the school encourages pupils to be mature and independent and the range of activities provided. While the return rate for the parents' questionnaire was modest, a significant number of respondents expressed concerns about information provided about pupil progress, the seeking of parents' views, behaviour and bullying and leadership and management. The inspection team agree with the positive comments made by the parents. Arrangements for reporting pupil progress are satisfactory. There are two evenings a year when parents can discuss this with teachers. Annual reports are satisfactory but do not always give specific information about the standards attained. The school could do more to seek parents' views. While the inspection team found no evidence of bullying, there are elements of inappropriate behaviour and behaviour is satisfactory overall. Leadership and management are satisfactory.
31. The community provides good support to pupils' learning. Pupils in all years enjoy visits. Visitors to school include theatre groups, writers and musicians as well as police and fire services, clergy, medical professionals and sports coaches. Pupils visit the local church and other places of worship, and senior citizens are invited to carol services and shows. The fayres are open to families and friends. These activities result in useful learning for pupils. Recent projects have involved nearby universities, local radio and surveys with the local community.
32. The school is a partner with other local primary schools from which teachers and other staff benefit through shared training, curriculum discussions, sports links and planning work. Pupils benefit from specialist teaching in art and design, science, mathematics,



modern foreign languages, and design and technology as well as ICT technical support. Higher attaining pupils benefit from participating in mathematics challenges.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are satisfactory overall. The leadership from the headteacher is satisfactory. The governance of the school is sound.

### **Main strengths and weaknesses**

- There are some enthusiastic subject coordinators but generally their role is underdeveloped.
- Leaders and staff have created a positive school ethos.
- Procedures to monitor and evaluate the school's performance are unsatisfactory.

### **Commentary**

33. At the time of the inspection, both the acting headteacher and acting deputy headteacher had been in position for just two weeks. A recently improved senior management structure consisting of a headteacher, deputy headteacher and senior teacher has enabled an acting headteacher and acting deputy until the new headteacher takes the post in summer 2005. The acting headteacher and acting deputy headteacher are working well as a team. Leadership and management were reported to be good at the time of the last inspection.
34. The governors of the school are supportive and have a sound understanding of the school's strengths and weakness. They have been particularly effective in bringing about improvements to the school's site. However, the governors are not sufficiently focused on raising pupils' achievement and providing high quality teaching and learning. All statutory requirements are fulfilled.
35. The school has a clear statement of aims, which include providing challenging and enjoyable learning opportunities that enable all pupils to reach the highest possible standards. Teachers having high expectations and encouraging high standards of pupil behaviour also feature in the aims. While these are based on strong educational principles, they are not sufficiently pervading the day-to-day life of the school. School leaders and staff have created a positive school ethos in which pupils can learn. School leaders are good role models for pupils and have established constructive relationships with them. However, leadership is not sufficiently focused on raising pupils' achievement and providing high quality teaching and learning.
36. In response to the recent 'Excellence and Enjoyment' document, the senior management team and staff have been working towards creating a more interesting curriculum and increasing good links between the subjects. Good opportunities for speaking and listening are provided, pupils apply and develop mathematics well across the curriculum and the use of ICT to support pupils' learning is progressing well. The school is also working towards 'Artsmark' for developing pupils' skills in the creative arts. These are good initiatives but some are recent and are not yet leading to good achievement across the school.
37. The role of the subject coordinators is generally underdeveloped because they are not sufficiently involved in monitoring and developing their subjects throughout the school.

The coordinators of mathematics and history are enthusiastic and lead by example by providing very good teaching. However, they have not had sufficient opportunities to observe and support colleagues across the school in order to share and spread their very good practice. The special educational needs coordinator provides effective leadership. She knows the pupils well and monitors provision on a regular basis.

38. The management of the school is satisfactory overall. The day-to-day organisation is effective and helps to ensure that school operates smoothly. The school's evaluation of its own performance is not sufficiently rigorous and is therefore unsatisfactory. The self-evaluation document provided prior to the inspection was more generous in its assessment of areas such as pupil achievement, teaching and learning, the curriculum and leadership and management than the inspection findings. While teaching and learning have been monitored by the previous headteacher, subject coordinators have had little opportunity to observe and support teaching and learning. As a result, there has been little sharing of good practice and insufficient action to develop elements of teaching needing improvement. School improvement planning is sound and identifies appropriate areas for development. However the targets for improvement and the criteria to measure the successful implementation of the plan are not sufficiently focused on pupils' achievement.
39. Financial planning and management are sound. A recent local education authority auditors' report was good and the few recommendations for improvement have been effectively addressed. Financial data shows a higher than usual carry forward. Much of this is appropriately earmarked for the new building project and improving special educational needs provision. The school provides satisfactory value for money, which was the case at the last inspection.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	708,290
Total expenditure	699,684
Expenditure per pupil	3,644

Balances (£)	
Balance from previous year	63,690
Balance carried forward to the next	72,296

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

40. Children's attainment on entry to the reception class is broadly average. There are good induction procedures and the school has maintained effective links with the nearby pre-school and other playgroups in the area. The reception teacher visits the pre-school and children's homes, and there are exchange visits for children between pre-school and the reception class. These arrangements enable children to settle into the reception class quickly.
41. Standards are average in all areas of learning. Most children are likely to reach the expected early learning goals by the end of reception and a small proportion will exceed these. Children are achieving satisfactorily in all areas because they receive satisfactory teaching. Standards and provision are similar to those reported at the last inspection. Satisfactory improvements have been made since the last inspection.
42. The quality of teaching and learning in reception is satisfactory. The teacher has good relationships with the children and a variety of activities are provided. However, the purpose of some activities is unclear because learning objectives are not always effectively shared with the children. The learning assistant provides effective support and makes a significant contribution to pupils' learning. This was particularly so in ICT and in cooking sessions. The balance of teaching the whole class, groups and individuals is not always appropriate. During the inspection, the teacher spent too much time interacting with individuals and not enough attention to teaching groups or the whole class. The assessment of children's attainment is sound but the results of assessment are not used well to guide teaching and learning. As a result, tasks are not always sufficiently challenging or well matched to children's needs.
43. The leadership and management of the Foundation Stage are satisfactory. The children in the reception class are now all taught as one age group rather than being mixed with pupils from Year 1. This organisation is easier for planning teaching and the curriculum. This is an improvement since the last inspection. Accommodation and resources are satisfactory. Staff and children are looking forward to moving to a new and bigger reception classroom in summer 2005 which will include a purpose-built outdoor area.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **satisfactory**.

#### **Main strengths and weaknesses**

- Adults are good role models for children.

#### **Commentary**

44. Children are aware of the daily routines in the classroom such as lining up to go out to play, sitting on the carpet to introduce whole-class sessions and 'tidy up' times. They are given a pattern of work which promotes their independent personal skills well. Most

take turns and share equipment and resources although the odd few are less cooperative. Adults are good role models and have established good relationships with the children. The majority of the children are well behaved in most lessons.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils have developed a positive attitude to books.
- There is not enough direct teaching of language and writing skills.

### **Commentary**

45. The teacher uses whole-class sessions appropriately to model reading and encourage the children to listen carefully. In these activities, children have good opportunities to contribute. Most children understand the stories and some higher attaining children are beginning to express their ideas. Role-play is not always sufficiently focused through clear learning objectives with specific questioning and vocabulary modelled by adults. Too often children are left alone in the role-play area and opportunities to extend their language are missed. All children are encouraged to take books home and basic reading skills are developing well. There is good communication between home and school through reading diaries and parents support their children well. Children are provided with opportunities to write but there is insufficient direct teaching to demonstrate skills such as correct letter formation.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Mathematical vocabulary is promoted well.

### **Commentary**

46. Both the teacher and learning support assistant promote children's mathematical vocabulary well. This was demonstrated when the children were asked to line up to go to the kitchen. They were encouraged to talk about first, second and third in the line. Registration is also used to develop children's knowledge, skills and understanding in number, shape or simple measurement. Children are encouraged to count together in ones, in twos and in tens to a given number. In one session, the teacher introduced the children to a 'cube' and they used this learning well when building models later in the day. Resources for mathematical development are good and are used well to promote children's learning.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **satisfactory**.

## **Main strengths and weaknesses**

- Children are introduced to other cultures well.

## **Commentary**

47. Children use simple computer programs with adult support and most children demonstrate good control of a mouse. However, during the inspection there were insufficient planned opportunities to use the two computers in the classroom. Satisfactory opportunities are provided to develop a range of appropriate skills through cooking activities and construction play. Visits out of school and visitors to the classroom support children's learning well. Teaching involves a good range of activities to cover early understanding of religious festivals. This helps children develop an awareness of their own culture and that of other people.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **satisfactory**.

## **Main strengths and weaknesses**

- There is no designated outdoor play area but this will soon be addressed.

## **Commentary**

48. There is no designated outdoor play area for the reception class children to extend their physical development. This was an issue at the last inspection. However, this will soon be addressed with the new purpose-built classroom and outdoor area planned for completion in April 2005. Children improve their manipulative skills by working with clay, making models from reclaimed materials and through cutting and gluing card, but some need adult help with this. The hall is used on a weekly basis for the children to use tricycles, other vehicles and climbing equipment. In a physical education lesson children demonstrated sound skills in travel and good spatial awareness.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

## **Main strengths and weaknesses**

- Children have good opportunities to work with different media.
- Role play activities can lack purpose.

## **Commentary**

49. In creative development children used shapes and colours well to make kings' and queens' crowns. Children are provided with a wide range of opportunities to work creatively with clay and paints. In an art session some children chose the brush they needed and most were able to explore with different paints. Despite limited space in the classroom, the teacher has provided role-play areas such as the Post Office.

However, children do not always have sufficient guidance in role-play and so the purpose of the activity can be unclear.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **satisfactory**.

#### **Main strengths and weaknesses**

- Pupils achieve well in Years 1 and 2 due to good teaching.
- The school is taking effective action to raise achievement in writing.
- Assessment and target setting procedures are not consistent.
- Opportunities for speaking and listening are good.

#### **Commentary**

50. Standards are above average in all areas of English in the current Year 2 and Year 6. Pupils achieve well in Years 1 and 2 and satisfactorily in Year 3 to 6. Pupils' achievement is satisfactory overall. The quality of teaching and learning is more consistent in Year 1 and 2 and this accounts for the difference in achievement. Standards in Year 2 and in Year 6, during the last inspection, were above average in speaking and listening and average in reading and writing. Standards have therefore improved in reading and writing.
51. The National Curriculum test results in English for last year's Year 6 indicated underachievement in writing. This has been down to a limited range of writing opportunities provided and teacher turnover in Years 3 to 6. The teaching force is more settled and the school is increasing the range of writing provided. However, in some lessons, expectations of what pupils can write are not always high enough and there is insufficient time for pupils to focus on extended pieces of writing of high quality. By Year 6, pupils write in a range of styles and for different purposes. They write playscripts, letters, poetry, newspaper reports and persuasion. The school is exploring ways of further increasing the range of writing that might particularly appeal to boys, such as technical reporting, adventure and mystery writing and writing through sport.
52. Teaching and learning are satisfactory overall. They are good in Years 1 and 2. Teaching and learning are less consistent in Years 3 to 6. Lessons are well planned with clear learning objectives identified. These are effectively shared with the class so they know what they are to learn. In the good lessons, activities and tasks are well matched to pupils' different levels of attainment. This helps to ensure that all pupils are suitably challenged and they make good gains in their learning. Learning support assistants are well deployed and make a valuable contribution to pupils' learning, particularly that of pupils with special educational needs. For example, in a good Year 2 lesson, the support assistant was particularly effective in developing pupils' spelling and writing skills by giving clear demonstrations on a small whiteboard. She checked pupils' understanding through well-framed questions. Where teaching is satisfactory, rather than good, the pace of the lesson is less brisk and expectations of what pupils can achieve are not as high. As a result, pupils' productivity and rate of learning are satisfactory.

53. Teachers provide good opportunities for speaking and listening in English and in other subjects. Teachers use questioning effectively to encourage discussion. Pupils have good opportunities to talk about their work in pairs and small groups. By Year 6, a significant number of pupils are articulate speakers.
54. The school does not have a consistent approach to assessing and recording pupils' attainment. There are some good example of target setting for groups and individuals in some classes, such as Year 2. However, this good practice is fragmented. Procedures for tracking pupils' attainment as they progress through the school are not effective enough but the English and assessment coordinators have identified these areas as priorities for improvement. This year, the school plans to use the full range of non-statutory national tests available to support assessment procedures.
55. The leadership and management of English are sound. The new coordinator of English is very recent to the post and is working closely with a local education authority literacy consultant in order to raise pupils' achievement. There are clear plans to extend the sharing of good practice through observing teaching and learning. Overall the school has made sound improvements since the last inspection.

### **Language and literacy across the curriculum**

56. Pupils' application and development of language and literacy skills across the curriculum are sound overall. Speaking and listening skills are promoted well in other subjects. For instance, in a good Year 6 science lesson, pupils were given the opportunity to identify and define different forces. The teacher used effective questioning to encourage discussion. Pupils responded well and provided articulate explanations. Pupils' writing across the curriculum is a priority area and there are some good examples of this. In history in Year 2, pupils write clear factual accounts of the work of Florence Nightingale. Some take on the role of the famous nurse and write a diary. In history in Year 6, pupils write well thought out arguments for and against evacuating children in World War II. In science, pupils produce clear accounts of their investigations, saying what they did and what happened. Higher attaining pupils include clear conclusions.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good overall.
- The new co-ordinator has accurately assessed the school's development priorities.
- Assessment, tracking and individual targets setting are underdeveloped.
- Pupils apply and develop numeracy skills well in other subjects.

### **Commentary**

57. Standards are above average in Year 2 and pupils are achieving well due to the good teaching they receive. Standards are also above average in the current Year 6. Pupils are achieving satisfactorily from their prior attainment in Year 2. Achievement is satisfactory overall. While the teaching and learning seen during the inspection was

good overall, achievement in Years 3 to 6 has been adversely affected by teacher turnover, which has resulted in some inconsistencies in the quality of teaching. Since the last inspection, the above average standards reported in Year 2 and Year 6 have been maintained.

58. The quality of teaching and learning is good overall with very good examples seen in Year 1 and in Year 6. Although teaching is never less than sound, it is more consistent in Years 1 and 2 than in Year 3 to 6. Most lessons are well planned. Learning resources are used well to promote pupils' learning. Teachers' explanations and instruction are clear and presented at a good pace. Pupils are attentive and make good gains in acquiring knowledge and skills. Mathematical vocabulary is promoted well and pupils have good opportunities to use and apply this. Learning support assistants are well deployed and make a significant contribution to pupils' learning, particularly that of pupils with special educational needs. The ends of lessons are generally used effectively to review and reinforce the main teaching points. In a very good lesson in Year 1, pupils worked in groups and independently in doubling numbers. Very good class routines had been established and so no learning time was lost. Interesting tasks were well matched to pupils' needs and pupils rose to the challenges provided. Two pupils practised doubling, using a computer program. During the lesson, pupils made very good progress. Where teaching is satisfactory rather than good, the introduction and explanations are overlong and lacked inspiration. As a result, some pupils lose interest and concentration. The tasks set were not sufficiently challenging for the higher attainers.
59. Leadership and management of mathematics are good. The new mathematics coordinator leads by example by providing very good teaching. She has effectively reviewed standards and provision and has well thought out plans for further improvements. For example, she has correctly identified the need to establish effective systems for assessing pupils' attainment, setting individual learning targets and tracking pupils' progress as they move through the school. She has communicated to parents about numeracy strategies so that they can now help their children. However, she has not yet had opportunities to observe and support teaching and this prevents the sharing of good practice and the identification of elements of teaching needing improvement.

### **Mathematics across the curriculum**

60. Pupils apply and develop their numeracy skills well in other subjects such as geography and science. For example, pupils in Year 6 measure weight in newtons and mass in grams competently. Higher attaining pupils produce clear line graphs to show the stretching of a rubber band as 100-gram masses are added.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils achieve well in Years 1 and 2.
- There are good opportunities for investigations.
- Assessment and monitoring procedures are underdeveloped.



## Commentary

61. Standards are above average in Year 2 and pupils are achieving well due to effective teaching. In Year 6, standards are above average and pupils are achieving satisfactorily from their prior attainment in Year 2. Pupils' achievement is satisfactory overall. Variations in teaching and learning in Years 3 to 6 account for achievement being satisfactory rather than good. Since the last inspection, standards have improved from average to above average by Year 2 and Year 6.
62. The quality of teaching and learning seen during the inspection was good overall but varies from satisfactory to very good. Lessons are well planned with clear learning objectives identified. Teachers' explanations and instructions are clear and informative. In the best lessons, pupils were provided with good opportunities to plan and carry out investigations. In a very good Year 2 lesson, pupils in groups investigated toys cars travelling down a ramp. The teacher introduced the task very well by using a computer program and a digital projector. Pupils acquired knowledge that force is needed to make the car move. Pupils made predictions and worked well in groups, setting up the apparatus with effective help from learning support assistants. Most pupils predicted what would happen to the car. Higher attaining pupils suggested questions which could be tested, such as, "What happens to the car when the ramp is made higher?" Pupils made observations, and measured the distance the car travelled. Pupils are not yet repeating tests or designing their own charts to record results.
63. In a good Year 6 lesson pupils were challenged by the teacher's effective questioning. The pupils responded well and demonstrated a clear understanding of forces as they expressed their ideas clearly. Pupils applied their numeracy skills well as they investigated the stretching of a rubber band as 100-gram masses were added. Higher attaining pupils produced line graphs of their results and some pupils used ICT to convert their results into a line graph.
64. The school does not have a clear and consistent system for assessing pupils' attainment, but is aware that this is a key area for improvement. The marking of pupils' work is satisfactory. Comments of encouragement and praise are provided for good work. However, guidance on how pupils could improve is less in evidence.
65. Leadership and management are sound. The planning of the curriculum has improved and there are more opportunities for pupils to carry out investigations. Teachers view samples of pupils' work in order to monitor standards. However, the coordinator has had limited opportunities to observe and support teaching and learning. Overall, the school has made good improvements since the last inspection.

## INFORMATION AND COMMUNICATION TECHNOLOGY

*Information and communication technology (ICT) was sampled, as not enough lessons were timetabled during the inspection to make a full report.*

66. Since the last inspection, the school has set up a 15-station computer suite with a computer-linked whiteboard for demonstrations. This is a good facility but it was not always used fully during the inspection.
67. In a Year 2 lesson seen, teaching and learning were satisfactory. The teacher read the book 'Handa's Surprise' and used good fresh fruits to develop pupils' knowledge of different fruits. The computer-linked whiteboard was used well by the teacher to demonstrate to pupils how to identify fruits using a 'branching key'. Pupils were then

given sound opportunities to use identification keys on the computer to identify six different fruits including pineapple and banana. The task set was not sufficiently challenging for higher attainers and pupils' attitudes and behaviour were only satisfactory. In this lesson, standards were broadly average. In a good Year 5 lesson, pupils set up a new spreadsheet and entered data from a recent science investigation after clear demonstrations by the teacher. Pupils entered data on pulse rates for when the body is at rest and after moderate and strenuous activities. Higher attaining pupils began to use formulae to calculate the mode and mean of their results.

68. The study of pupils' work shows that in Year 6, higher attaining pupils have produced multimedia presentations on topics such as 'Crick Primary School'. They use text editing facilities and import photographs and images. They use a range of effects to enhance the presentation and add their own recorded commentary. Other Year 6 pupils produced a biography of a Chris Bonnington 'flyer' using a publisher program. They confidently imported photographs and images.
69. The school is in the process of trialling different systems for assessing and recording pupils' attainment. The part-time coordinator is also building a record of samples of pupils' work. This work is annotated and assessed against National Curriculum levels. These systems are potentially good but are not established consistently across the school. The part-time coordinator has had few opportunities to observe and support teaching. The school's ICT governor has set up an impressive school website.

### **Information and communication technology across the curriculum**

70. The use of ICT to support teaching and learning is satisfactory. While there are good examples, not all teachers use it consistently well. In mathematics in Year 6, pupils use spreadsheets to show the relationship between length, width, perimeter and area in a rectangle. Also in Year 6, four higher attaining pupils entered the results of a force investigation onto a spreadsheet. These were converted to a line graph and interpreted. The teachers with computer-linked whiteboards in their classrooms use them well to enhance presentations and to illustrate ideas.

### **HUMANITIES**

*Religious education was sampled as insufficient lessons were timetabled during the inspection. Geography was not inspected. History was inspected in full and is reported on below.*

71. **Religious education** is taught in accordance with the Northamptonshire Agreed Syllabus. The school has good links with local clergy and other representatives of local religious groups. Friday assembly is a time when religious leaders in the community visit the school and talk about their work. This offers pupils an opportunity to explore the values and beliefs of world religions and the way in which they impact on people's lives. Lessons provide opportunities for pupils to explore, question and reflect on these different religions and cultures. The co-ordinator is enthusiastic and has worked hard on further enhancing the locally agreed syllabus for use in school. She has rightly identified that monitoring and assessment arrangements now need to be firmed up so that her work makes an impact on whole-school delivery of the curriculum. Resources are good, plentiful and varied.

### **History**

Provision is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils are achieving well in Years 1 and 2.
- Pupils' learning is enhanced by a good range of additional activities.
- The coordinator has insufficient opportunities to monitor and develop teaching.

### **Commentary**

72. Standards are above average in Year 2 and pupils achieve well because of good teaching and learning. Standards in Year 6 are average and pupils are achieving satisfactorily due to satisfactory teaching and learning in Years 3 to 6. Since the last inspection, standards have improved from average to above average by Year 2. The average standards in Year 6 are similar to those reported last time.
73. The quality of teaching and learning is satisfactory. A very good lesson was seen in Year 1 but all other lessons were satisfactory. There were good features in all these lessons, such as the use of interesting pictures and artefacts and providing opportunities to research independently. However, lessons were not always sufficiently focused, the pace was sound rather than brisk and higher attainers were not sufficiently challenged. As a result, pupils made satisfactory gains in their learning rather than good. In a Year 1 lesson, teaching and learning were very effective. Pupils entered an artefact-rich environment and worked on a range of interesting and creative activities related to toys. The teacher used very good questioning to enable pupils to sequence objects, show a sense of chronology and to answer questions about the past through careful observations. Using role-play, jigsaws and other co-operative games, pupils learned together and from each other.
74. Leadership and management are sound. The coordinator is enthusiastic and leads by example in her teaching. She has built up a good range of resources and visitors to enrich every topic. She monitors teachers' planning and has viewed samples of pupils' work to monitor standards and coverage of the curriculum. While her own teaching is very good, her influence on the teaching and learning in other classrooms is limited because she has not had time and opportunity to monitor lessons.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

*Art and design and design and technology were sampled. Physical education and music were not inspected.*

75. There are some interesting pieces of **art and design** on display. These incorporate a wide variety of materials in both two and three dimensions. Pupils have been given opportunities to work with techniques such as collage, pottery, printing, wax-resist and computer graphics. In Year 4, pupils use 'pointillism', collage and print to interpret digital photographs from unusual viewpoints. Pupils have clear opportunities to study the works of famous artists and explore their individual styles, such as the work of Henri Matisse and Breughel. In the good Year 6 lesson observed, pupils appreciated how their art lesson on mask-making related to topics in design and technology and history. The lesson was well organised and suitable resources were selected. A strength of the lesson was the teacher's clear instructions to the class and the skilful encouragements and intervention provided to individuals. As a result of her prompts

about guidelines, reinforcement and the use of relief, all pupils made good progress towards the construction of an authentic yet very individual Aztec mask.

76. No lessons were seen in **design and technology** but pupils' work was examined and discussions were held with pupils. The planning of the curriculum is sound and appropriately based on national guidance. Pupils in Year 2 designed and made Joseph's coat. They used a paper template for the design and chose the materials they would need. White cotton or linen was cut for the coat and attractively decorated with different coloured felts. Pupils made judgements about their work and stated what they liked best. In Year 6, the pupils' work on structures was well linked with the Ancient Greeks in history. Pupils produced clear labelled designs of Greek Temples. They researched the materials that were used in ancient times. Using appropriate cutting and joining techniques, they constructed their own models of wood and card. The work seen was of an average standard. There is little evidence of pupils in Years 5 and 6 working with gears, pneumatics or motorised mechanisms.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

*This area was sampled as no lessons were seen.*

77. The school offers sound opportunities to promote pupils' personal, social, health education and citizenship. There is appropriate planning for sex education, drug awareness and healthy eating. The school received the national Healthy School standard that promotes health education in 2002. The school operates a 'buddy patrol' system on the playground, set up this term, where pupils who are not able to sort out a problem between them can ask for help. The school further promotes citizenship across the curriculum by involvement in local initiatives such as anti-bullying and walk to school weeks as well as links with neighbourhood watch, the police and the parish council.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*