

INSPECTION REPORT

**WELFORD, SIBBERTOFT AND SULBY
ENDOWED SCHOOL**

Welford, Northampton

LEA area: Northamptonshire

Unique reference number: 121997

Headteacher: Mrs Sandra Hoskin

Reporting inspector: Mrs Christine Huard
27290

Dates of inspection: 14th – 16th January 2002

Inspection number: 196733

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Foundation
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	West Street Welford Northampton
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Ian Pryce
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27290	Mrs Christine Huard	Registered inspector	Science Art Music Religious education Equal opportunities English as an additional language	What sort of school is it? How high are standards? a) The school's results and achievements How well is the school led and managed?
19557	Mrs Elizabeth Halls	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
15011	Ms Marion Wallace	Team inspector	Mathematics Information and communication technology Physical education The foundation stage	How good are the curricular and other opportunities offered to pupils?
23054	Mr Graham Johnson	Team inspector	English Design and technology Geography History Special educational needs	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Welford in a rural part of Northamptonshire. The 105 pupils mostly attend from Welford and the surrounding villages of Sibbertoft, Sulby and Elkington. The school was previously grant maintained and now has foundation status. In social and economic terms the area is broadly average. Children enter the reception class in the September following their fourth birthdays. This is a single age group class, but thereafter pupils are taught in mixed age group classes. Overall there are slightly more boys than girls, and there are many more boys than girls in Year 2. All pupils in the school are of white ethnic origin and all pupils speak English as their first language. No pupils are eligible for free school meals. There are 20 pupils (19 per cent) on the school's register of pupils with special educational needs, which is above average. Two pupils have statements of special educational need (2 per cent is average). Additional support is provided for pupils who have difficulties with learning, speech and communication. Attainment on entry is broadly average.

HOW GOOD THE SCHOOL IS

The school is at the heart of the village community. It provides a very sound education, with many good features, for its pupils. The school achieves overall sound standards and those in mathematics and science are above average. Pupils achieve at a level appropriate to their prior attainment and those with special educational needs achieve well because they receive well-focused support. The school has a strong inclusion policy. However, gifted and talented pupils have not been formally identified and although work is generally carefully matched to pupils' needs this is not always the case with the most able. Pupils are prepared well for life in a culturally diverse society. Teaching is highly satisfactory overall and has many good features. The leadership and management of the school are very good and the headteacher is well supported by a good senior management team and knowledgeable governors. They work well together to fulfil the school's aims, enabling it to provide very sound value for money.

What the school does well

- Standards are above average in mathematics and science throughout the school.
- Teaching is good in the Foundation Stage and Years 1 to 4, and has many good features in Years 5 and 6.
- Pupils have good attitudes to their work, and are generally keen and enthusiastic. Pupils' behaviour and their relationships are good.
- There is a wide range of good quality learning opportunities.
- The provision for the pupils' spiritual, moral, social and cultural development is good.
- The school is a caring community and there are good procedures in place for monitoring pupils' welfare and their personal and academic development.
- The leadership and management of the school are very good.

What could be improved

- Standards of extended writing in English.
- Standards of geography in Years 5 and 6.
- Standards in gymnastics throughout the school.
- Consistency in the presentation and quality of work.
- The challenge extended to more able pupils.
- The quality of policy documents in order to reflect what is being taught and how.

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 April 1997. Since then the school has made significant improvements and is well placed to improve further. The key issues identified at that time concerned the unsatisfactory standards in many foundation subjects, inadequacy of planning and assessment procedures, lack of schemes of work in many subjects, poor behaviour management skills and the under-development of the role of senior managers, subject co-ordinators and governors. All these areas show considerable improvement and the issues have been successfully addressed. Standards in the core subjects of English, mathematics and science and all the foundation subjects except geography meet or exceed expected levels, and particular improvements have been made in science, information and communication technology (ICT) and music. Schemes of work, planning and assessment procedures are of good quality and provide a good foundation for learning. The behaviour of pupils is now good and teachers exhibit good behaviour management skills. The leadership and management of the school are very good. The school has a dynamic and wise headteacher and the roles of senior managers, subject co-ordinators and governors have been extended so that they play a full part in the overall management of the school. Teaching and planning are monitored on a regular basis as are the responses and attainment of the pupils. The information gathered is used effectively to improve standards of teaching and learning. In addition to the key issues the school has considerably improved the school environment and raised its profile in the local community by welcoming local volunteers to help in the day-to-day life of the school.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	A*	A	E	E*
Mathematics	A*	A	D	E
Science	A	B	E	E

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

The table shows that standards achieved by pupils in Year 6 fell significantly in 2001. In English the results were in the lowest five per cent when compared with similar schools. However, several factors affected the standards achieved at Welford, which means that the results should be treated with some caution. The group of pupils contained an unusually high proportion of pupils with special educational needs, many of whom had entered the school in the few months prior to the tests. Some pupils actually exceeded the school's expectations. In addition, the group of pupils itself was relatively small thus each pupil was worth more than 4 percentage points. The targets for mathematics and English were not met but were set for the original group of pupils, which changed significantly over the year. The targets set for 2002 are ambitious, but are likely to be met. Over time the improvement in results is shown to have fallen below the national trend because of the large fall in 2001 and a very much smaller one in 2000.

Standards observed during the inspection do not reflect a continuing trend of falling standards. In Year 6, standards in mathematics and science are above average as are those in speaking, listening and reading. Standards in writing are not as high but are in line with what is expected of pupils of this age. This is because pupils have too few opportunities to write at length and their writing does not reflect the punctuation or presentation skills required for the higher levels.

Standards achieved by pupils at the end of Year 2 in 2001 were well above average in reading and mathematics and very high in writing, where the results were in the top five per cent of both schools of a similar kind and nationally and of those of a similar kind. In the Foundation Stage, children achieve standards which show they are likely to achieve all the early learning goals by the time they enter Year 1

and have already met them in communication, language and literacy, mathematical development and physical development. Standards in all the foundation subjects are in line with those required except in geography for pupils in Years 5 and 6. Standards are below average in geography because too little time is allocated to it and there is evidence of much work that is unfinished or hurriedly completed to an unsatisfactory conclusion. This has led to gaps in the pupils' knowledge and understanding of the subject. Standards in gymnastics are also too low. Particularly good progress has been made in ICT where pupils are now confident and standards are improving rapidly.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes towards their work, they are well motivated and keen to learn.
Behaviour, in and out of classrooms	Behaviour is generally very good in the classroom and around the school. The behaviour of a small minority of older boys is occasionally unacceptable in class.
Personal development and relationships	Good relationships exist between pupils and between pupils and staff, contributing to the good overall personal development. Pupils have a good understanding of the impact of their actions on others.
Attendance	This is very good. There are high levels of attendance. Pupils arrive promptly at school and all lessons start punctually.

TEACHING AND LEARNING

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

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 teaching seen was satisfactory overall, although much good teaching was observed. Evidence from pupils' previous work indicates that the standard of teaching in all classes is at least sound and is usually good for pupils in Years R to 4. The school has successfully implemented the literacy and numeracy strategies. Teaching in English is sound across the school and has many good features. The teaching of basic skills in literacy is good except in writing and handwriting where it is satisfactory. Teaching of mathematics is good overall and numeracy skills are taught effectively. Science is taught well and there is evidence of some very good teaching. Work in most subjects is generally matched to the level of pupils' needs but teachers do not use assessment information effectively to plan work for the highest attaining pupils. This means that activities are sometimes insufficiently challenging and behaviour deteriorates when pupils finish tasks too quickly. All teachers try to provide activities, which enable individuals to achieve well in their academic work and, most notably, in their personal development. Where teaching was less than satisfactory this was due to insufficient challenge being provided for all pupils.

Teaching for pupils with special educational needs is good and carefully matched to individual needs. Support staff are well briefed and give high quality support, but would be more effective if they were made aware of pupils' targets in the individual education plans and the means by which these might be achieved.

Particular strengths in teaching are good subject knowledge, interesting tasks and the encouragement for pupils to discuss and debate issues - this was particularly evident in a geography lesson following an assembly, where pupils spoke unselfconsciously about their own views and listened and treated the views of their peers with respect. Pupils in the Foundation Stage and Years 1 to 4 learn effectively because learning skills are systematically taught and because the teacher engenders an enthusiasm for work. Among the oldest pupils the quality of learning is sound. Learning objectives and expectations are not so high. Pupils

do not always take the pride in the presentation of their work that occurs in other classes and written tasks are not always completed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school's curriculum comprehensively embraces all subject areas as well as elements such as thinking skills and citizenship.
Provision for pupils with special educational needs	Good. Pupils are identified at an early stage and appropriate individual education action plans drawn up. However, the means by which targets may be achieved are not always clearly identified. Plans are reviewed on a regular basis. Outside agencies are consulted as appropriate.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision in these areas is very good. Provision for pupils' spiritual development is good and that for their social and moral development is very good. Provision for cultural development is good and prepares pupils well for life in a culturally diverse society.
How well the school cares for its pupils	The school provides a secure, caring and supportive environment in which its pupils can grow and develop.

The school works well with parents and encourages them to participate fully in the school community. The school provides a good range of out of school activities, which are well supported by pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides positive, dynamic leadership and has a clear sense of direction for the school. She is well supported by her senior management team and subject co-ordinators. There is a strong spirit of teamwork and commitment among staff.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities efficiently. They are effectively involved in the school, have a sound knowledge of its strengths and weaknesses and effectively support its development.
The school's evaluation of its performance	The school analyses its results, teaching and curriculum well and takes positive action to improve. It consults appropriately on its further development. The written development plan is a good quality working document, outlining current priorities in depth and effectively communicating long-term goals.
The strategic use of resources	Very good overall. Funds are directed to priority areas and their use is controlled and monitored well.

The school has appropriate qualified teachers and support staff. The quality of resources is good and they are used well. The accommodation is sound overall although the hall is small and a little cramped for physical education for older pupils. The outside environment is good and is used well to enhance pupils' learning opportunities.

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 are happy to attend school and find it a pleasant and welcoming environment. • The behaviour is good and much improved. • Teachers' expectations of work and behaviour are high. • The teaching is good and enables their children to make good progress. • The school encourages their children to take responsibility through activities like whole school circle time (school council) and enables them to become more mature. • The school is well led and managed. 	<ul style="list-style-type: none"> • A small minority of parents was concerned about the school's attitudes towards bullying.

The inspection team concurred with the parents' positive views. It thoroughly investigated the school's attitudes towards bullying. It found that bullying is not tolerated at all. The school has very good procedures in place to deal with anti-social behaviour and any suspicion of bullying should it occur. However, the team also found that the school did not actively apprise parents of the procedures in place other than sending home the anti-bullying policy at regular intervals. The team felt that the school should act more positively in making parents aware of the procedures and actions it will take in the event of any harassment or bullying.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the Foundation Stage with broadly average attainment although within this there is a wide range. During their reception year, children make good progress and the vast majority will achieve the expected goals in all areas of learning and many are likely to exceed them in language, literacy and communication, mathematical and physical development.
2. In the national tests for pupils in Year 2 in 2001, results in reading and mathematics were well above the national and similar school's average and those in writing were in the top five per cent of those nationally and of similar schools. Pupils in Year 6 attained results which were well below average in English and science and below average in mathematics when compared to schools nationally. Compared to similar schools results in English were in the lowest five per cent and those in mathematics and science were well below average.
3. The results at the end of Year 6 have fluctuated over the last few years. They improved greatly in the three years following the previous inspection but fell sharply in 2001. Because of this significant deterioration, and a smaller fall in 2000, the trend of improvement is seen to be below that observed nationally. However there are several reasons for this. The school operates a comprehensive inclusion policy. Last year this resulted in there being an above average percentage of pupils with special needs within the group being tested. With a comparatively small number of pupils taking the tests, each pupil was worth four percentage points. This means that although many pupils performed well and achieved highly in comparison with prior attainment, the national standard was not reached thus adversely affecting the school's overall score.
4. The school has carefully analysed pupils' performance in all the Year 6 tests in 2001 and identified the comparative weaknesses and taken steps to address these. The pupils taking the tests at the end of Year 2 continued the school's recent trend of achieving results that were at least well above average. There has been a steady improvement in reading and writing since 1999 and the good improvement in mathematics in 2000 was largely maintained in 2001. There is no significant difference in the attainment of girls and boys throughout the school. Although the girls out-performed the boys in writing in the tests in Year 2, the inspection team found that the performance of boys and girls was broadly very similar.
5. Inspection evidence confirms that the poor results of 2001 are unlikely to be repeated in 2002. Standards in English in Year 6 are well in line with expectations and pupils' speaking, listening and reading skills are above average. Writing skills are only average because there are too few opportunities for pupils in Years 5 and 6 to write at length. They practise writing opening paragraphs or sentences in a variety of styles for varying purposes. However, they rarely have the chance to put all their skills together. Work is not always completed to the high standard that these pupils are clearly capable of achieving. Handwriting is careless and frequently not joined, and punctuation is often sloppy or completely absent from some work. In Year 2 pupils are achieving average levels in their writing. There are a number of pupils with special needs in this group and although they are achieving well in line with standards expected, few pupils are likely to achieve above average levels. Reading is above average throughout the school because it is taught systematically and pupils have ample opportunities to practice. Pupils' progress is monitored carefully which enables teachers to ensure their needs are met effectively. Speaking and listening opportunities are enhanced through the good use of drama and role-play.
6. Pupils are achieving above average standards in mathematics across the school. This is due to good teaching of the numeracy strategy, the setting of class targets and good teaching by the staff, who are confident and knowledgeable. However, inspection evidence shows that although work is provided to meet the needs of lower, middle and higher attaining pupils, the highest attaining pupils are not always being appropriately challenged because information from assessment is not always used effectively

enough. In addition, there is too much reliance on pupils working with their own year, rather than ability, group.

7. Pupils' attainment in science is above average throughout. It is well taught and pupils learn to investigate independently from an early stage. However, there is a heavy reliance on worksheets for recording, particularly in Years 1 and 2, and Years 5 and 6. In Year 6 this is inhibiting the progress of pupils developing their own ability to record independently at length. Overall, the inspection team judge that there has been a good improvement reached in the standards attained since the last inspection, although there have been fluctuations from year to year for the reasons previously described. The school has predicted targets for 2001 in English and mathematics which are challenging, but achievable.
8. From the observation of lessons and through the examination of their work, pupils throughout the school are achieving at an at least satisfactory level. In Years R to 4, pupils achieve at a good level. It is not possible to use evidence based on prior attainment at the end of Year 2 to judge the value added factor, as the movement and entry of pupils from a year group can quite dramatically change the academic profile. However, the school tracks pupils' progress carefully and on these observations it is possible to judge the sound progress that pupils make.
9. Pupils with special educational needs make good progress and achieve well in relation to the targets set in their individual education plans. Planning is very good and the support staff work effectively with the pupils in lessons. This support could be even more effective if they were more closely acquainted with pupils' targets and the means by which these might be achieved. Standards achieved by higher attaining pupils are good, but the highest attaining pupils are sometimes restricted in what they can achieve because stimulating and challenging extension activities are not provided for them. This is partly because there is no formal policy for identifying gifted and talented pupils as yet, and procedures for this have yet to be developed. There is some hesitancy in allowing these pupils to progress beyond the boundaries of the work set for their year group. This is unsatisfactory and pupils should be challenged to fulfil their potential in all areas.
10. By the end of Year 6, pupils' achievement in ICT is well in line with expectations and pupils are gaining a wide experience in all elements of the subject. Skills are being taught systematically and progressively through the school. The introduction of a computer suite is of considerable benefit to the school. In religious education pupils are meeting the objectives of the local Agreed Syllabus by the end of Year 6 and are showing a sound level of learning which involves a good understanding of the tenets of a range of faiths. Levels of attainment in art meet standards required and more recent work shows the good influence of a co-ordinator who has considerable expertise. Standards in design and technology and history also meet the required levels. In physical education, standards in gymnastics are too low because teachers' expectations are too low and pupils are not presented with enough challenge. Pupils make unsatisfactory progress in geography because too little time is allocated to it and there is insufficient time for pupils to complete their written work, leaving gaps in their knowledge and understanding. The school places a strong emphasis on music and, although too little was observed to make an overall judgement, the standard of singing and performing was high and pupils attain above average standards in this element of the music curriculum.

Pupils' attitudes, values and personal development

11. Overall the pupils have positive attitudes to learning and work hard to achieve the high standards in their work. They like coming to school and readily join in all aspects of school life. In lessons, most pupils listen carefully to instructions, work well independently or in co-operation with others and show an enthusiasm to do their best. They respond eagerly to questions and accept that others may have a different point of view. Most pupils confidently explain what they are doing and are keen to show their work. They concentrate on their tasks, enjoy being challenged and persevere when they find things difficult, learning from their mistakes. However, a small but significant minority occasionally shows unsatisfactory attitudes to classwork, which can have a detrimental effect on the learning of the whole class.
12. Parents are generally pleased with the standard of behaviour and inspection judgements strongly

support these views. Throughout the school, pupils are well behaved and this makes a major contribution to effective learning and to the quality of school life in general. There have been significant improvements in the behaviour since the last inspection, reflecting the importance and emphasis given to behaviour management by the school. Pupils are polite and helpful; they take good care of equipment. There is no evidence of bullying and pupils are aware of what to do if they encounter any. When instances of unacceptable behaviour occur, they are dealt with swiftly and effectively. There have been no exclusions in recent years. Every pupil is made to feel valued and great efforts are made to help pupils behave well and to assume responsibility for their own actions.

13. Through assemblies and personal, social and health education, pupils develop good levels of self-confidence. There is a strong philosophy of re-enforcement and encouragement of good behaviour and pupils readily share in the successes of others. They learn to listen and respect others' viewpoints and to accept advice.
14. Relationships throughout the school are good. The consistency of approach and very good teamwork of staff set a positive ethos. All the staff, teaching and non-teaching, and other adults who help in the school are very good role models. Pupils of different ages relate very well to one another, particularly in the many extra-curricular clubs and in whole school activities such as whole school circle time. There is a friendly atmosphere, with older pupils being successfully encouraged to be aware of the needs of the younger ones. Pupils co-operate in pairs when working in class and collaborate effectively when required to engage in group or whole class activities.
15. The personal development of pupils is very good. Nearly all the parents who completed the questionnaires said that the school is successful in encouraging pupils to become mature and responsible and the pre-inspection meeting reflected the same view. The opportunities for taking responsibility, given in all classes, are eagerly sought and effectively discharged. Some older pupils have tasks across the school, such as setting up the hall for assembly, and being 'friendly faces' in the playground to ensure that no one feels lonely or left out. The setting up of a whole school circle time (school council), with two representatives from each year group, has given all pupils another avenue for having an influence on school policies and procedures. They report back on each meeting the following day and discuss with their peers how ideas adopted may be followed through effectively. Through involvement in fund raising activities for charities, such as the Christmas Shoebox Appeal, pupils develop a good awareness of the needs of less fortunate people.
16. Attendance is very good and well above the national average for primary schools. Most pupils attend school regularly and arrive at school on time. Almost all absence is authorised and due to sickness. Occasionally holidays are taken during term time although the school actively discourages this practice.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is good in the Foundation Stage and Years 1 and 2, and satisfactory in Years 3 to 6. It has improved since the last inspection because there is now a much greater proportion of good or very good teaching and a corresponding reduction in the number of unsatisfactory lessons, of which there was only one in the course of the inspection. A key feature of this improvement is that teachers now take much more careful account of the wide range of aptitude and ability among their pupils when they plan their work, with the result that they now generally set tasks that offer pupils a sufficient challenge. However, the highest attaining pupils are not always sufficiently challenged, particularly in mathematics. In Years 5 and 6 standards of finished work are not always high enough. Here, many good pieces of work are started well but are not always pursued to a successful conclusion. Although the content of much written work across the school is of good quality, standards of handwriting and presentation are inconsistent; these sometimes vary not just within a class, but within the work of individual pupils.
18. As at the time of the last inspection, teaching in the Foundation Stage is good. Basic skills in reading, writing and number work are taught systematically and thoroughly. In reading, for example, there are well-established patterns for teaching letter sounds and word recognition, well understood by both children and parents. Lessons are well structured and managed, and the teacher builds well on pupils'

previous learning because she has a good understanding of the learning needs of each child. Questioning is used well, so that children are encouraged to respond enthusiastically and to listen attentively during class discussions.

19. In Years 1 and 2, the quality of teaching is good in almost all lessons. Lessons are well planned and organised, and work is generally well matched to the aptitude and ability of pupils, enabling them to make good progress. In reading for example, the teaching builds systematically and carefully on the knowledge and understanding pupils acquire in the Foundation Stage so that they develop a solid foundation for the acquisition of more advanced reading skills. Writing skills are taught satisfactorily. While pupils in Year 2, for example, develop an ability to narrate events clearly, punctuation and handwriting are not always executed to the standard of which pupils are capable. Work is well organised, for example in mathematics and geography, and pupils are well supported in their individual work by both the teacher and classroom assistants. Sufficient time is allowed in each lesson for discussion, individual work and a review of learning; lessons usually proceed at the right pace and pupils generally develop good powers of concentration, especially in Year 1.
20. The quality of teaching is satisfactory overall in Years 3 to 6. However, examples of good teaching were seen in both classes, and one very good lesson was observed for pupils in Years 3 and 4. Strong features of the teaching here are that teachers generally display good subject knowledge and offer clear explanations to pupils. Good opportunities are afforded to pupils to discuss their work, either as a class or in pairs or groups, so that they develop a good understanding of what is expected of them in the course of a lesson. Teachers offer work that is generally well matched to pupils' aptitude and ability, although that set for the most able pupils is not always sufficiently challenging. In Years 3 and 4, pupils are offered clear and specific learning objectives so that they are in no doubt as to what the teacher expects from them by the end of the lesson. As a result, pupils are well motivated to finish their work, and learning moves forward at a good pace. In Years 5 and 6, lesson objectives are not always so sharply defined, with the result that work is sometimes left unfinished or not completed to the high standard of which pupils are capable. Sometimes, too, the introductions to lessons are too long. The teachers in Years 5 and 6 work well in partnership, taking trouble to plan and prepare their work closely together so that they offer their pupils a full and balanced curriculum. Across both classes, teachers use questioning well, sometimes facilitating discussions in small groups and encouraging pupils to plan and predict the outcomes of their work, for example in mathematics and design and technology lessons. Pupils are generally enthusiastic about their work and often display good general knowledge. In one very good science lesson for example, pupils made good use of previously acquired knowledge about bones; this contributed very effectively to the quality of the investigative work they were undertaking. Teachers generally make good use of resources, for example in history, and these make a positive impact on pupils' interest and on the quality of their learning.
21. Across the school, the quality of teaching and learning in English is satisfactory. Teachers generally display good knowledge of the subject, offering clear explanations and using questioning well to promote pupils' understanding. The teaching of basic skills is generally good, except for writing and handwriting, where it is satisfactory. Although pupils are not always allowed sufficient time to write at length, other English lessons are generally well structured and organised so that pupils have ample time to discuss, to work independently and to reflect on their learning at the end of the lesson. Teachers monitor pupils' progress well as they are working; as a result, they have a good understanding of their successes and the difficulties pupils have encountered when work is reviewed at the end of the lesson.
22. The teaching of mathematics is good throughout the school. The numeracy strategy is used well to support pupils' learning, and pupils generally develop a range of skills in mental arithmetic which are applied successfully to more complex calculations as they move through the school. Teachers have a good knowledge of the subject and put this to good use in their questioning and in explanations that are effectively reinforced, for example, when pupils learn to multiply by tens and hundreds in Year 6. Pupils are well motivated by work that is relevant and interesting, and respond well to lessons that proceed at a good pace. Those with special educational needs are well supported in their learning, both by teachers and classroom assistants who have a good understanding of pupils' strengths and weaknesses.

23. The quality of science teaching across the school is also good. Lessons are well prepared, and teachers pursue clear learning objectives. As a result, pupils have sufficient opportunities to estimate, predict and experiment, and to draw conclusions from their work. Teachers devise a range of interesting tasks in which pupils, for example, investigate the properties and purposes of bones or measure the amount of air in the soil. Pupils work well in groups and pairs, discussing their work sensibly and responding thoughtfully to the teachers' clear explanations and questioning. Many display good background knowledge that they contribute readily to class discussion.
24. The quality of the teaching of information and computer technology is good. Pupils have adequate opportunities to practise the skills necessary to make progress in the subject, and computer programs are used imaginatively to support learning in other aspects of the curriculum, such as English, geography and history.
25. Religious education is satisfactorily taught. A strong feature of the subject is that teachers use questioning well to encourage pupils to share their experience and to offer their opinions. As a result, pupils speak unselfconsciously about their own views and treat the beliefs of others with respect. Teachers display appropriate subject knowledge and are sensitive to the values and beliefs of each pupil.
26. The teaching of history is satisfactory across the school, and a full range of skills is taught. The use of primary sources, which include detailed studies of the village of Welford, contributes significantly to the quality of pupils' learning. The teaching of geography is satisfactory in Years 1 and 2, but unsatisfactory in Years 3 to 6 overall because the older pupils do not have sufficient opportunities to pursue work to its conclusion. While good work is often started, much of it is left unfinished because of pressures of time, and pupils do not therefore acquire sufficient depth of understanding.
27. Too little teaching of design and technology was seen for an overall judgement of its quality to be made. However, it is evident that teaching in the subject has improved markedly since the last inspection because teachers now possess sufficient subject knowledge to ensure that pupils learn about all aspects of the design and making process. No judgement may be made about the quality of teaching in music, art and design or physical education because too few lessons were seen. Although one unsatisfactory gymnastics lesson was seen in which the skills practised were inappropriate, discussions with pupils about what they have learned during the year indicate that teaching overall is likely to be of satisfactory standard.
28. The teaching of pupils with special educational needs is good in every class. Teaching and support staff collaborate well in planning and develop a close mutual understanding of working practices. Support staff are generally well briefed, and many display a high degree of skill in their work. For example, they generally use questioning skills well and employ good strategies to ensure that pupils remain closely focused on the task to be completed. However, support staff are not always aware of the targets identified in the pupils' individual education plans, nor the means by which these targets should be achieved. This additional information would make for a more cohesive approach and have an even greater impact on pupils' learning.
29. The quality of pupils' learning is good at the Foundation Stage and at Key Stage 1. Pupils are interested in their work and generally concentrate well in discussion and when they are working on individual tasks. They make good progress in their acquisition of skills and understanding because teachers have a good understanding of what they need to learn next and devise tasks that are matched well to pupils' aptitude and ability. Younger pupils at Key Stage 2 make similar good progress in their learning because skills are systematically and thoroughly taught, and because the teacher engenders an enthusiasm for work that makes a positive impact on the quality of learning. Among older pupils in the key stage, the quality of learning is sound. Here expectations and lesson objectives are not always so sharply defined so that work is not always finished to the expected standard and there is less evidence that pupils take pride in their work. Across the school, pupils develop good working rapport with their teachers. Most clearly enjoy their work, and the quality of relationships in the classroom generally has a very positive impact on the quality of pupils' learning.

30. Homework is set regularly and is used systematically and to particularly good effect to support the teaching of reading and spelling. In other areas of the curriculum, its effectiveness is less pronounced. While it is used well on some occasions to reinforce learning, checks are not always made to ensure that it has been completed to the standard required. The quality of marking also varies in consistency and usefulness. On occasions, this is used with discrimination to encourage and to reinforce learning, but sometimes there is little evidence that pupils act on the written advice they receive.

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

31. At the time of the last inspection, the curriculum was judged to be broad and balanced although aspects of subjects such as ICT had weaknesses and other subjects such as art, design and technology and music were not taught in sufficient depth. These issues have been addressed and significant improvements made leading to good overall provision. The curriculum for ICT has developed particularly well; improved planning and clear development plans are guiding further development in this subject. Insufficient time is allowed for geography, which means that there are gaps in pupils' learning. The school has continued to enrich and extend the curriculum with a wide range of experiences and activities for all pupils. The quality and range of learning opportunities are good for all pupils in Years 1 to 6 and satisfactory for children in the Foundation Stage. All statutory requirements for the curriculum are appropriately met.
32. In the Foundation Stage appropriate emphasis is given to children's personal, social and emotional development, communication, language and literacy skills, mathematical and physical development. Provision for creative development and knowledge and understanding of the world is satisfactory. The reception class works to the nationally recommended early learning goals and all the children achieve these before they enter Year 1 and join in the National Curriculum.
33. The National Literacy and Numeracy Strategies have been effectively implemented and follow national guidelines. Teachers' planning is consistently and securely based on these strategies and this has resulted in significant improvement in pupils' achievement.
34. Policies for most subjects are out of date and do not reflect what is currently being taught or how it is being taught. These should be updated to ensure they reflect the current provision. All subjects have a clear plan for the development of their subject. Planning is good for Years 1 to 6 and satisfactory in the Foundation Stage. The school uses nationally recognised documents to aid its planning in many subjects and effectively adapts the ideas to the needs of the school and the particular needs of individual classes, groups and children. This has contributed to the good standards in science and mathematics.
35. The school meets the requirements of the Code of Practice for pupils with special educational needs. Careful planning and organisation for pupils with special needs ensures they have equality of access to the full curriculum. Pupils are taught alongside their classmates in the classroom. This has a positive impact on their self-esteem. However, support staff are not always fully aware of the targets in pupils' individual education plans and how to implement them fully. At present the school does not provide a suitably challenging curriculum for the gifted and talented pupils as it does not yet have a policy and therefore no formal procedures for identifying them.
36. The school is committed to equal opportunities both in policy and practice. This has enabled it to become an inclusive institution. Equal opportunities are reflected in the school's aims and policy documents. Relevant role models are provided for pupils. Boys and girls have equal access to all activities, including sports.
37. The provision for personal, social and health education, including sex education and attention to drug misuse, is very good and is covered within subjects such as science. The curriculum content for personal, social, health and emotional development is well planned and receives a prominent focus throughout the school often through activities such as circle time. Year 3 to 6 pupils have targets for personal, social and health education. Planning is good and learning objectives for lessons are clearly identified. Older pupils have the opportunity to learn about citizenship and have good opportunities to

discuss areas such as the principles of democracy and dictatorship and to explore the implications of elections and parliament. Planning includes good opportunities to research information.

38. The curriculum is enriched by a wide range of visits and visitors. Years 5 and 6 take part in a residential visit each year, which actively contributes to their personal and social as well as their academic achievement. The school has received visits from theatre groups to supplement learning in a number of areas. The pupils are offered an interesting range of extra-curricular activities that cater for a wide range of interests, such as netball, mathematics, board games, music and football.
39. The school enjoys very good links with the community. There are strong links with St Mary's church and parish. A representative from the church visits very regularly to take assembly and pupils attend special services in the church. Members of the parish work with the pupils at Easter time to produce a 'Good Friday Road Show' Visits from members of the local community also form a regular part of support for the school. For example, the piano is played enthusiastically in assembly by a friend of the school, which enhances and contributes to the good quality of the pupils' singing. The school benefits from good relationships and effective links with partner institutions and is a member of a local cluster of schools. Pupils participate in a wide variety of sporting and musical events. There are close links with the pre-school which is situated within the school grounds. Most of the children attending the group move on to the school and the transition from pre-school to full time school is good. Teachers liaise regularly with local schools and share expertise for ICT and literacy. The schools effectively work together to provide a seamless transfer between the different phases of education. Pupils also benefit from working with a variety of local artists, illustrators and authors.
40. The development of pupils' spiritual awareness is good. Whole-school assemblies are held regularly. Key stage and singing assemblies provide pupils with knowledge and insight into values and beliefs of their own and others and enable them to reflect on their experiences. For example, some thoughtful discussion by pupils in Years 3 and 4 about the conditions and wages of tea workers in Sri Lanka showed they had reflected closely on the theme of a recent assembly. Good links exist with the local church, which the school uses for special celebrations such as Christmas and the pupils benefit from the lay reader attending to conduct an act of worship on a regular basis. Opportunities to promote pupils' spiritual awareness are seized upon in lessons. For example, in a music lesson, pupils were discussing protest songs over time and reflecting about injustices not only in recent years but going as far back as the seventeenth century and the days of Bonnie Prince Charlie.
41. Provision for pupils' moral development is very good. Principles distinguishing right from wrong are promoted appropriately and consistently by all staff, who provide very good role models for the pupils. Pupils are taught to reflect on their own and others' actions. There were several good examples of pupils clearly showing displeasure with pupils whom they considered were digressing from the expected behaviour. This clear moral code provides a firm basis for the good behaviour, evident throughout the school, both in the classroom and outside.
42. Provision for pupils' social development is very good. Pupils are encouraged to work co-operatively and take responsibility for their work and for others. Class and school responsibilities increase appropriately as pupils move through the school. Most pupils willingly undertake duties, such as tidying up the area around the school, collecting registers, and in doing them demonstrate a good level of commitment. They support charities through events such as the Christmas Shoebox Appeal, and Shelter and this further develops pupils' social awareness and their knowledge and understanding of the wider world and national communities. Older pupils are given the opportunity to take part in residential visits, which enable them to develop independence and good social skills. The well-organised class and whole school circle times develop pupils' citizenship skills. They undertake various projects, such as organising fund raising events, devising playground rules and ensuring the inclusion of all pupils at playtimes through their 'friendly faces' initiative.
43. The provision for pupils' cultural development is good. Pupils are provided with a wide range of opportunities to appreciate their own cultural traditions, especially through visiting local sites in connection with their historical studies. In addition, an appropriate range of opportunities is provided for pupils to develop an understanding of the diversity of other cultures. Much of this is delivered through the curriculum, for example, through stories from other cultures in literacy lessons, studies of

contrasting communities in geography and the work of a range of artists.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school makes good provision for the welfare support and guidance of all pupils, in a caring and supportive environment. Parents expressed the view that the school provides good support for their children and is a caring place in which their children are happy and safe. Inspection evidence confirms these opinions. The school is an orderly, caring and sharing community, which abides by a few pertinent and well-formulated rules. This has a beneficial effect on pupils' learning and gives them the confidence to cope with school life and encourage them to learn successfully.
45. Pupils' progress and personal development are monitored well. A strong feature of the school's provision is that those with potential special needs are identified early; this in turn ensures that pupils receive support early for the learning difficulties they encounter. Pupils are set targets that are realistic and challenging, and these are regularly reviewed to determine whether they remain appropriate. Targets are shared with pupils and parents, so that all understand the goals to be reached, but the strategies and activities to be employed to achieve them are not specified in sufficient detail to help in planning work. As a result, the targets set for pupils with special needs are not always pursued in the classroom as closely as they might be. Pupils' individual education plans are well maintained and regularly reviewed; they provide a full record of pupils' progress. Parents are fully informed of their children's difficulties and achievements. When the school seeks advice from external agencies, parents are fully consulted and involved when individual educational plans are drawn up and reviewed.
46. Procedures for monitoring and improving attendance are very good. Parents are generally conscientious in notifying the school of their children's absence and staff follow up any absences where no notification has been received. The school actively discourages term time holidays and rarely sanctions them particularly in the weeks of national tests. Holidays taken at this time are deemed unauthorised. Punctuality is monitored appropriately. The school liaises closely with the education welfare service where necessary.
47. There are very good procedures in place for child protection and promoting the wellbeing, health and safety of all pupils. Staff have a high awareness of the issues and good knowledge of the procedures. The school has close links with other agencies and deals very effectively with any concerns they may have. The school is clean and well maintained and health and safety checks are carried out regularly. The school actively promotes healthy and safe living through its comprehensive personal, social and health education programme.
48. The school has effective procedures to promote good discipline and behaviour with a reward and sanction system that pupils understand and value. However, not all staff are consistent in the implementation of this system which sometimes lessens its effectiveness. Good procedures are in place for dealing with bullying or racial harassment and any incidents that arise are taken seriously and promptly and effectively dealt with. Pupils with behavioural difficulties are managed well. Individual behaviour plans are drawn up and regularly reviewed.
49. Well established induction arrangements help settle the youngest children into school. Appropriate transfer arrangements are made with the secondary school and the school aims to achieve a smooth transition between the different stages of education.
50. The monitoring of pupils' academic and personal development is good overall. Since the last inspection the school has worked hard to develop a policy and improve this aspect of its work. Assessment is now more consistent throughout the school. The school's procedures for monitoring and supporting pupils' academic progress are good. Pupils' progress in English, mathematics and science is rigorously assessed and recorded. Teachers carefully track pupils' progress in these subjects through the results of national tests, optional tests and reading tests. Teachers have also developed assessments for all other subject areas but these are not as consistently developed and used. Assessment is particularly good in Years 3 and 4. The headteacher and all members of staff have ensured that procedures have improved significantly since the last inspection.

51. The use of the information gathered is satisfactory but teachers do not always use the results of assessment to match the work of highest attaining pupils in the mixed age classes to their particular needs. There is some reluctance to provide work for pupils based on overall ability in a subject and teachers are too hide-bound by the constraints of what is prescribed for those in a certain year group.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The school's relationship with parents is good and benefits from the commitment of staff to work in partnership with parents. From the response to the parents' questionnaire and at the parents' meeting, it is apparent that parents are supportive of the school and in particular the events organised by the School Association. Funds are raised each year and used to enhance the school's resources and the education which pupils receive. Most parents comment favourably on the openness of the school, say that they are made to feel welcome and that staff are very approachable.
53. The quality of information for parents is good. Much is made available to parents through open evenings, parents' evenings and termly curriculum information sheets. Parents' consultation evenings are well attended and parents have good opportunities for both formal and informal discussions with staff. The school has developed a home/school agreement which is supported by the great majority of parents. The school prospectus provides useful information and the recently issued Governors' Annual Report to Parents celebrates the achievements of the school with the required information in an attractive format. Annual written progress reports to parents are good; they report on each subject of the curriculum, detailing what children know and can do and what they need to do to improve.
54. Individual education plans for pupils with special educational needs are drawn up to provide appropriate targets, which are shared with parents at meetings and reviews. The school liaises closely with parents whose children have individual behaviour plans.
55. Parents are appreciative of the opportunities they have to see achievement assemblies and school productions. Parents and some grandparents come into school regularly to help in classes or assist with other tasks to help the school. Regular homework is well supported through parents' help at home with activities such as reading, spellings and tables.
56. The school has successfully built on the good relationships established with parents and continues to actively promote partnership in learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The overall quality of leadership and management is very good. The headteacher and senior staff manage the school effectively and efficiently. The leadership provided by the headteacher is outstanding. Since the previous inspection, significant improvements have been made and the headteacher has a clear view of what the school needs to do to improve further the quality of pupils' education and the standards they attain. Appropriate monitoring measures have been introduced. For example, pupils' progress is tracked from the time they enter the school and there are good arrangements in place for evaluating the quality of teaching and learning throughout the school. As a result, areas for improvement have been swiftly identified and measures put in place to effect improvement where necessary.
58. The school's aims are built on the acronym 'CARE' and emphasise the importance of good relationships, firm discipline and enable all pupils to make progress by building on each child's previous learning. The headteacher has generated a strong team spirit amongst the staff. They have a firm commitment to supporting each other and to helping the school to improve. There is a consistency of approach that ensures that the school's fundamental aims and values are reflected in most important areas of the school's work. This results in a well-ordered and pleasant learning environment in which pupils are able to learn effectively.
59. The standard of subject co-ordination has significantly improved since the last inspection because co-ordinators have been offered appropriate training to help them fulfil their roles effectively. Although all staff have multiple responsibilities they have a very good understanding of the requirements and work

enthusiastically at managing their subjects efficiently. They do this through an appropriate programme of monitoring. They have had some opportunity to work alongside colleagues in the classroom and observe teaching; they undertake effective scrutiny of pupils' work and monitor subject planning. The role is comprehensive, as co-ordinators are also responsible for offering advice and support and managing a budget for their areas.

60. The special needs co-ordinator is well trained and experienced. She demonstrates both in her teaching and in discussion that she has a good knowledge of the needs of individual pupils. She maintains close contact with parents and the external agencies from which the school generally receives prompt support and sound advice. The school's policy for special educational needs is succinct, helpful and recently revised. The school has adopted a robust policy for the inclusion of pupils with special educational needs who are made to feel that they are important members of the school's community. This is reflected in the prominent role of the governor with responsibility for special educational needs who keeps her colleagues well briefed on this important aspect of the school's work.
61. The governing body is effective in fulfilling its responsibilities and making sure that the school fulfils its statutory requirements and provides all it should for its pupils. The governors are kept well informed by the headteacher and have a clear picture of what goes on in the school. The committee chairmen show a good understanding of their responsibilities, and the governing body works well together through its committees. For example, governors have gained a good understanding of the school's financial dealings as a result of an effective finance committee and the premises committee keeps a careful oversight of all accommodation issues. The curriculum committee is quite well aware of the improvements made in the breadth and balance of the curriculum and carefully monitors on-going curriculum developments, for example, the progress being made with development of information and communication technology and the purchase of appropriate equipment to ensure requirements are met.
62. Since the last inspection the school has developed effective systems for monitoring, evaluating and developing the quality of teaching. The headteacher and subject co-ordinators observe teaching or work alongside colleagues and provide useful feedback. Staff identify issues for whole-school development that are contributing to the successful implementation of the National Strategies for Literacy and Numeracy. Pupils' attainments are compared with those of pupils from all schools nationally and those of a similar kind and they are analysed by gender and ethnicity to ensure equal opportunities are given to all pupils. Pupils' national test papers are analysed in order to identify specific strengths and weaknesses in the curriculum.
63. The school's priorities for development are chosen well. They are clearly set out in a development plan, together with specific targets and suitable action plans to help it achieve its intention. The school has carefully worked out action plans for each subject area which expand on the strategic long-term development of the school. These carefully considered action plans are the responsibility of the post-holder to fulfil. Financial planning effectively links spending with priorities in the improvement plan. In addition, there is a well thought out and useful overview of the improvements and reviews the school is planning to make over the next few years until 2004. There is a good programme for monitoring the plan and success criteria are clearly stated. This should enable governors and the headteacher to systematically and thoroughly review progress, to amend the long-term plan where necessary and to ensure that adequate time and funding is available for staff to carry out improvements thoroughly.
64. The financial planning process is well organised. There is a clear cycle of financial planning and review that is linked directly to the school development plan. There is good liaison between governors, the headteacher and administration officer in formulating the budget. Governors take an active part and feel ownership of the budget and the strategies behind it. They fully explore all options open to them and take decisions with confidence because of their own expertise and the objective information provided to them by the headteacher. Effective corporate decision making ensures that the financial resources available to the school are properly targeted towards improving standards throughout the school.
65. The governing body works very closely with the headteacher and administration officer to monitor the

school's budget efficiently. The priority is to try and secure levels of staffing to ensure that the headteacher does not have to have full time class responsibility. The spending plan is well organised and tries to make certain that the finances available to the school are effectively used to enable the school to continue its present educational strategies. The headteacher and governors are very aware of the need to provide as high a standard of education as possible and their planning is solidly based on ensuring that the school's educational provision is sustainable and that, as far as is possible, its educational targets are met.

66. The school makes good use of new technologies especially in support of administration activities, where computerised systems are well used. Good use is made of computerised assessment procedures to track pupils' progress and identify areas for improvement over a wide range of criteria.
67. The school's overall administration arrangements, and the day-to-day control of its finances, are of a high quality. The school's administration officer is well organised, competent and committed. This makes a very significant contribution to the smooth running of the daily life of the school community. Very good use is made of the information available from the school's computerised management system and there are good financial and administrative control procedures in place.
68. The headteacher and members of the governing body use the four principles of compare, challenge, consult and compete well to ensure that the school provides best value in its educational provision. There has been considerable improvement since the previous inspection when the overall monitoring and evaluation role of governors was not sufficiently developed. The school's self-evaluation procedures are well organised. All elements of the school's spending are evaluated to ensure that the most economic, effective and efficient quality of education and support is provided for the pupils in its charge.
69. The number of teaching and support staff fully meets the demands of the broad curriculum that the school offers. The complement of ancillary staff has been increased in recent years in order that the school may meet more effectively the wide range of learning needs found among pupils in each class. Support staff and teachers develop a close understanding that has a positive impact on the quality of pupils' learning. Although the school has no recently qualified staff, those new to the school are well supported by the headteacher and other colleagues, and quickly develop a sense of belonging. The school has well established arrangements for performance management, and opportunities for appraisal are extended to every member of the school's staff. Good opportunities are offered for training; staff are well motivated to attend training courses because professional needs are closely linked to those of the school through careful consultation with the headteacher. Support staff are well trained and sometimes share the training offered to teachers. This is good strategy that promotes a common understanding of the aims and values of the school.
70. The accommodation is adequate for the taught curriculum. The original Victorian building has been attractively modernised and extended. However, the hall is small and slightly over-crowded during Year 5 and 6 physical education lessons and the outside classroom is very small and has no facilities such as toilets. This means that older pupils are very cramped and working conditions are not ideal. The library is placed so that it can only be reached by going through a classroom, although this does not inhibit its use it does provide a little disruption at times. Good use has been made of all available space - the siting of the computer room and various stock and storage areas all make maximum use of space available. The outside accommodation is excellent and provides a variety of interesting features such as an environmental area and garden class. The playground has been re-surfaced and a small field provides good opportunities for physical education. There is a small safe play area for the pupils in the Foundation Stage.
71. Resources are good overall. They are good in English, mathematics, music, physical education and religious education. They are satisfactory in the other curriculum areas. Since the last inspection the school has worked hard to establish a computer suite with twelve computers and printers. There are computers in all classes. The computer suite is very well used by all classes throughout the school and this efficient use is contributing to the rising standards in ICT. The range of software to extend learning across all curriculum areas is good, this is being well used to enhance other subject areas. The library is easily accessible for all classes. There is a good range of fiction and non-fiction books

and these are all used well. The many theatre visits and visitors to the school also enrich the provision. Resources provided during the lunchtime breaks enhance and extend physical education skills such as skipping, throwing and catching. Resources for the Foundation Stage are good overall and satisfactory for outdoor play. The environmental area outside has been well planned and developed and is well used by all classes. Resources are centrally stored and easily accessible. The school makes good use of its space and resources to enhance learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72 The school has made good progress since the last inspection. However, in order to improve further the governors, headteacher and staff should:

- 1) Improve standards in extended writing by providing more opportunities for pupils to write at length across a range of genre (eg mystery, adventure etc).

(see paragraphs: 5, 92-96)

- 2) Raise standards in geography by ensuring enough time is allocated to it to allow pupils to complete their work to a satisfactory level.

(see paragraphs: 10, 26, 31, 121, 123, 124)

- 3) Raise standards in gymnastics through out the school by raising teachers' expectations of their pupils and ensuring that tasks set reflect appropriate challenge for the pupils.

(see paragraphs: 10, 27, 140-143)

- 4) Improve the consistency in standards of presentation by:

- agreeing and applying an appropriate handwriting policy;
- adopting a consistent approach to marking across the school;
- encouraging pupils to take a pride in their work by ensuring that it is completed to the high standards of which they are capable.

(see paragraphs: 5, 17, 20, 29, 93, 94, 96, 108)

- 5) Ensure gifted and talented pupils are appropriately challenged by:

- making arrangements to identify them formally;
- providing tasks that are stimulating and well matched to their particular needs;
- using assessment information more effectively in order to match work to their needs.

(see paragraphs: 5, 9, 17, 20, 35, 51, 102)

- 6) Update subject policy documents to ensure that they reflect what is being taught in each area and how.

(see paragraphs: 34, 109, 115, 120, 129, 139)

In addition the school should consider the following minor issue:

Take steps to ensure that classroom assistants are aware of the targets of the children they are supporting, and the means by which they may be achieved (see paragraphs: 9, 28, 35, 45).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	18	8	1	0	0
Percentage	0	4	63	29	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	103
Number of full-time pupils known to be eligible for free school meals	0

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	18

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	3.0

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	6	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	6	6	6
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	6	6	6
	Total	13	13	13
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	9	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	12
	Girls	7	6	7
	Total	15	14	19
Percentage of pupils at NC level 4 or above	School	68 (91)	64 (91)	86 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	9
	Girls	7	7	7
	Total	15	16	16
Percentage of pupils at NC level 4 or above	School	68 (91)	73 (91)	73 (91)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	89
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	21.6
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	112

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	234070
Total expenditure	232440
Expenditure per pupil	2526
Balance brought forward from previous year	22690
Balance carried forward to next year	24320

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0.5

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	103
Number of questionnaires returned	72

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	40	1	0	0
My child is making good progress in school.	40	56	3	0	1
Behaviour in the school is good.	36	61	0	0	3
My child gets the right amount of work to do at home.	28	58	6	0	6
The teaching is good.	46	47	1	0	6
I am kept well informed about how my child is getting on.	32	50	10	7	0
I would feel comfortable about approaching the school with questions or a problem.	54	29	10	6	1
The school expects my child to work hard and achieve his or her best.	43	50	0	1	4
The school works closely with parents.	26	56	11	6	0
The school is well led and managed.	51	46	0	0	3
The school is helping my child become mature and responsible.	39	53	1	1	4
The school provides an interesting range of activities outside lessons.	21	54	15	0	8

Other issues raised by parents

A very small minority of parents was concerned about the school's response to concerns over possible bullying.

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

72. Children are admitted to the reception class in the September following their fourth birthday. Most children attend the pre-school on site and this enables them to make smooth transition into full time education. There are two preparatory meetings for new parents and children make weekly visits during the term prior to entering the school full time. Attainment on entry is broadly average and one child has a statement of special educational needs. Information from assessment on entry is carefully collated and contributes to the ongoing assessment procedures carried out during the year. These are good and are used well to inform planning. The reception class is well resourced and provides an appropriate learning environment for young children. Standards have been maintained since the last inspection and by the end of the reception year all children are likely to have achieved the expected goals in all areas of learning and some are already working on National Curriculum levels. All children achieve well and make good progress in their learning. Standards of work seen are above average in personal, social and emotional development, communication, language and literacy, mathematical development and physical development. The Foundation Stage class is well supported by a full time teacher and two learning support assistants.

Personal, social and emotional development

73. Children's personal, social and emotional development is good and reflects the good teaching in this area of learning. Children enjoy coming to school in a safe and secure environment and happily leave their parents and carers. They settle into school routines well because the teacher is welcoming and provides well-organised tasks. Children have well-developed co-operative skills, they share resources sensibly and play alongside and with each other. Their ability to work independently is well developed. They maintain their interest in lessons and demonstrate good levels of concentration. They are learning an understanding of right and wrong because the teacher clearly identifies expectations of behaviour. They are developing a sense of responsibility, for example, passing snacks to each other during break periods and tidying up. The majority say please and thank you and the observant adults soon remind those who lapse in their manners. Lessons provide good opportunities for children to develop their independence, confidence and initiative. The teacher consults the children regularly with questions such as, 'How shall we do this?' The children are quick to respond with good ideas. For example, they suggest many different ways to perform and sing their alphabet song. Joy in learning is evident, for example as all the children leap with glee during their 'Blast off' counting game in mathematics.
74. Teaching is good and effectively contributes to standards achieved because consistent messages are clearly given and reinforced in a friendly but firm way. A strength in teaching is the use of questions and the opportunity to talk to others. This contributes to growing levels of confidence and joy in learning.

Communication, language and literacy

75. Standards are above average in speaking and listening, reading and writing. All children achieve well in this area of learning. They listen attentively, focus on their teacher and other adults and follow instructions. An appropriate programme of work provides good support for pupils with special educational needs. Children respond to questions very well and suggest ideas and solutions to problems. They talk to each other and adults confidently and with a good range of vocabulary. Most children understand positional language, for example they arrange themselves one behind the other. Children make good progress in their reading and they have a positive attitude to books. Higher attaining children are working at National Curriculum reading levels. They read confidently and identify and talk about the characters and events of the story. Lower attaining children are achieving the early learning goals and are working towards the first level of the National Curriculum. They recognise basic

words. Children take books home on a regular basis and parents comment on the reading. All children can write their own name and copy adult writing, some higher attaining children are writing independently. They can recognise letters of the alphabet and write them correctly. They suggest simple sentences describing their recent news. Most children can recognise the sequence of a story and can cut and arrange pictures to show the correct sequence of events. The teacher gives clear guidelines to improve and help children write their letters correctly, for example 'Zig, zag, zig.' The simple chant accompanies the movement and helps children learn to write the letter 'z'.

76. Teaching is good. The teacher has a good knowledge of how to teach literacy skills to young children and makes books and writing exciting for them. The very good relationship the teacher has with the children contributes to very good levels of learning. Questions are used skilfully to extend pupils' thinking and explanations are clear. Support staff are used well and this contributes to the good progress made in learning.

Mathematical development

77. Standards are above average. All children achieve well in this area of learning. Children are developing good number skills and all confidently count forwards and backwards from twenty. Higher attaining and average children can identify numbers 15-20, some can count up and down in tens to ninety. Lower attaining pupils identify numbers up to ten. The majority have a good understanding of 'more than' and 'less than' because the teacher uses very effective methods to help children understand this. They count the toy animals in the semi-circle and know there are more animals on one side than the other. Children know and identify basic shapes such as circle, square and triangle.

78. Teaching is good and resources and questions are used well. Most children are appropriately challenged but there are occasions when higher attaining children could be challenged more in their play activities. A strength in teaching is clear explanations and the way the teacher motivates the children. Teaching strategies are very effective; for example the teacher pretends to make a mistake and to be unsure of how to write 13 on the board. The majority of children know and recognise that it has been written the wrong way round. This method also develops children's ability to help others and contributes to personal, social and emotional development.

Knowledge and understanding of the world

79. Standards are average overall. Children make sound progress in developing their ICT skills and in developing an interest in the world in which they live. They notice and identify differences between features of the local environment. They have a good understanding of maps and symbols and show great excitement when asked to create a map for Pirate Pete to find his way back to the treasure. They produce a map using the computer and create another using crayons and paper. Higher attaining and average children have a good understanding of features on a map such as mountains, church, and rivers. They understand how the map can help you plan a route from one feature to another.

80. There are good opportunities for children to develop their early computer skills both in the classroom and, once a week, in the computer suite. They have good mouse control. Children are encouraged to click and drag when making a map. The session is well planned so that all children make maximum use of the time available in the suite. Children have some opportunity to investigate and use simple tools and construct items such as paper clocks. However, there are few opportunities for children to construct a wide range of objects themselves. Scrutiny of planning indicates that children have good opportunities to learn about the world around them. These opportunities are enhanced by visits such as that to a local farm to see the lambs.

81. Teaching is good and contributes to the good learning throughout the Foundation Stage. Clear guidance is given in the computer suite and this contributes to children's positive attitudes and developing confidence with computers. Opportunities are sometimes missed in activity sessions to extend vocabulary, for example when children create bubbles with soap and water. Children learn that soap and water mix together to make bubbles but opportunities to extend the learning further are missed.

Physical development

82. Children's physical development is above average. Their co-ordination is generally good. All children use scissors well and cut with control, they grip and use pencils or crayons confidently. All children can change independently for physical education. They know they must warm up their muscles at the beginning of the lesson. Higher attaining and average children show sensitivity in their movement. They are aware of the space around them as they weave in and out of each other, stopping and balancing on a tile on command from the teacher. Children have good opportunities to develop co-ordination and skipping skills are well developed. Children's physical skills are well developed because the teacher provides good opportunities for children to explore a wide range of small equipment. As a result, children are developing their ability to roll, kick, bounce, throw and catch a ball. A higher attaining pupil rolls the ball with her hand and stops it with her feet. Children lift, carry and position apparatus sensitively.
83. Teaching is good and planning identifies learning clearly; activities are well-organised and appropriately challenging for children. Children have two sessions in the hall each week and access to a secure outdoor area although this was little used during the inspection period.

Creative development

84. Scrutiny of work indicates children achieve average standards in their creative development. Opportunities for children to develop and use their imagination are not as well developed as other areas of learning. Children cut out shapes accurately and they use paint and paint brushes appropriately. They paint their own portrait using several colours. Singing is tuneful and children sing the letter song with enjoyment, good rhythm and clear diction. They know a range of songs confidently from memory because they listen with concentration and systematically learn the words and tunes. The teacher often uses songs to reinforce learning effectively. The role-play home area is well used but it is not a very stimulating and imaginative learning environment.
85. No teaching was observed in this area but scrutiny of work suggests teaching is satisfactory. Children experience an appropriate range of activities and these are well organised.

ENGLISH

86. By the ages of seven and eleven, pupils attain standards in English that are well in line with the national average. Although these appear similar to those seen at the time of the last inspection, there is clear evidence of an overall improvement of standards in reading and in speaking and listening skills.
87. Last year's test results indicated that standards among seven year-olds were very high in comparison with the national averages, while those at eleven were well below those achieved nationally. However, this apparently wide discrepancy between standards at the end of each key stage was not evident in this inspection. Standards in test results in 2001 at the end of Year 6 appear lower than expected because of the presence of an unusually high proportion of pupils with special educational needs. Conversely, standards in 2001 among pupils in Year 2 appear very high and are unlikely to be repeated in 2002. These anomalies are in neither case a reflection on the quality of English teaching but on the wide differences in pupils' ability within each cohort accentuated by the fact that numbers in each are relatively small.
88. In Years 2 and 6, standards in speaking and listening are generally above those expected nationally because pupils are given sufficient opportunity to express themselves and to listen carefully when teachers and other pupils are speaking. Standards in reading are also above the national average. This is because reading is taught and practised systematically across the school and because pupils' progress in this aspect of their work is carefully monitored. Standards in writing are in line with national averages and are not so high as those in reading because pupils are not given enough opportunities to write at length nor to produce finished work of the quality of which they are capable. For example, while pupils in Year 6 practise writing opening paragraphs or sentences in different

styles for a range of audiences, they have too few opportunities to pursue their efforts to a conclusion.

89. Pupils make good progress in developing their speaking skills as they move through the school. In literacy lessons, for example, teachers use questioning well to ensure that all pupils have the opportunity to contribute to discussion and to offer opinions on the character or plot of the text they are studying. However, closed questioning that anticipates the nature and length of response is sometimes used too frequently. This means that pupils are not always challenged to justify their reasoning or to explain their views. In many lessons, pupils have ample opportunity to discuss their work and ideas in pairs and small groups, for example in mathematics and history lessons. During acts of collective worship, pupils have opportunities to speak at greater length to a wider audience; this is a good strategy that helps to develop confidence and fluency in speaking. Across the school, pupils generally display listening skills above the order of those seen nationally. Although in a very few lessons a small minority of pupils finds difficulty in listening when others are speaking, pupils generally show good powers of concentration and attend carefully to the views and contributions of others. Teachers generally take care to include all in discussion; they are at pains to encourage those reluctant to speak and to value the contribution of those with special educational needs.
90. Pupils make good progress in the acquisition of reading skills as they move through the school. Building on the good start they receive in the Foundation Stage, pupils become increasingly confident in their reading skills. For example, pupils in Year 1 practise simple words that end with different consonant groups, while those in Year 2 become familiar with more complex words containing silent letters. The learning of reading is carefully structured in the early stages so that pupils increasingly read more difficult books and are well prepared to read a wider range of literature as they become more competent. As a result, many Year 6 pupils are fluent, confident readers; some are beginning to read more adult literature and ready to attempt classical texts. Across the school, pupils are well supported in their reading efforts, a strong feature of the school's provision which ensures that even older, more confident readers are heard regularly by an adult. Generally, parents support well their children's efforts in learning to read and this partnership between home and school makes a positive impact on the standards achieved. Those with special educational needs are well supported in their learning and teachers and ancillary staff have a good understanding of the learning needs of pupils in this aspect of the curriculum.
91. Standards in writing are in line with the national average. When they enter Year 1, many pupils can already write a simple sentence to explain a picture or describe a single event; some are able to link two or more ideas together in a simple narrative. Pupils' writing skills are further developed so that, by the end of Year 2, most are able to narrate a series of fictional or real events in chronological order and develop an awareness of audience by commenting on the events they have related. Many use full stops and capital letters accurately, although pupils are not always expected to check their work for omissions so that even more accomplished writers may leave a number of lines of their work unpunctuated.
92. In Years 3 to 6, pupils continue to make sound progress in the development of their writing skills. In Years 3 and 4, the range of purposes for which they write widens. In Year 4, for example, pupils write commentaries on characters from books they have read; they sometimes redraft their work, writing about imagined events from different perspectives. In Years 5 and 6, pupils write biographies of the famous, sometimes drawing from the writing of others in their own work. They relate events from historical perspectives, such as the last voyage of the *Titanic*, and begin to construct reports using a defined writing format. However, pupils do not always have the opportunity to write at sufficient length, nor do they always finish work they have begun. The use of punctuation across the key stage is inconsistent, not just from pupil to pupil, but within the work of individuals. For example, some higher attaining pupils, who clearly understand how to use commas to clarify meaning within a sentence, sometimes produce a paragraph of work where punctuation is almost entirely absent. While sometimes work is carefully marked, on other occasions repeated errors are left unchecked so that pupils do not always have a clear understanding of the standards to which they should aspire. Those with special educational needs make good progress in their writing because they are well supported, both by teachers and classroom assistants.
93. Throughout the school, standards of spelling are good. Pupils are taught the necessary skills

systematically and practise them regularly and thoroughly. As a result, many develop into confident spellers by the time that they leave the school. However, standards of handwriting and presentation are inconsistent and are generally below those seen nationally. Relatively few pupils regularly join their writing by the time they leave the school. While some younger pupils develop a neat, legible hand, many older pupils still print and, for some, this hampers the speed with which they complete their work.

94. The quality of teaching and learning at both key stages is satisfactory overall, but with some good features. Teachers generally show good subject knowledge, offering clear explanations and asking the right questions to promote pupils' understanding. The teaching of basic skills in all aspects of English is good, with the exception of writing and handwriting, where it is satisfactory. Lessons are generally well structured and organised so that pupils have ample time to discuss, to work independently and to reflect on their learning at the end of the lesson. However, pupils do not have sufficient opportunities to write at length. Teachers monitor pupils' progress well as they are working, questioning them to check their understanding or redefining tasks that they find challenging. Generally, teachers set work that is well matched to pupils' aptitudes and ability, although, on occasions, higher attaining older pupils are set closed tasks that do not allow them the opportunity to demonstrate what they know and understand. The marking of work is variable in quality and there is not always sufficient insistence that pupils act on the written comments teachers have made. Relationships between pupils and teachers are good, and these make a very positive impact on the quality of teaching and learning. Those with special educational needs are well taught and well supported, so that they make good progress.
95. The English curriculum is appropriately broad and balanced and the guidance of the National Literacy Strategy is generally followed closely. The full range of reading and spelling skills is systematically taught. Pupils practise a wide range of writing skills, but sometimes the curriculum does not allow pupils sufficient opportunity to consolidate those that have been learnt. The subject is well managed and the school carefully analyses the performance of individual pupils, developing a good understanding of the achievements and learning needs of each. The subject manager and headteacher monitor teaching, offering written feedback and suggesting areas for improvement.
96. Resources for the subject are good. There are sufficient stocks of good quality fiction books, easily accessible and clearly arranged and stored. Pupils use the library regularly and effectively. The English curriculum is enriched by drama and performance and sometimes by visits to the theatre. Computers are used well to support pupils' learning. Pupils have the opportunity to develop simple word-processing skills or to work on programs linked to English skills they need to practise.

MATHEMATICS

97. In Years 2 and 6 standards of work are above the national average. Pupils are well on course to achieve standards well above average in the national tests. Over the last three years standards have been above the national average with a dip in the 2001 results for Key Stage 2, which were well below average. This result did not reflect the true picture due to the small numbers in the cohort and the high numbers of pupils with special educational needs. All pupils, including those with special educational needs, achieve well and make good progress; they are well supported by classroom support assistants. The school has set challenging and realistic targets for improvement and standards in the work seen suggest that the school will achieve them. Since the last inspection, standards have been maintained for the older pupils and improved for the younger ones.
98. By Year 2, pupils have a good knowledge of place value up to and beyond a hundred. They identify number bonds to ten and can quickly identify missing numbers in a 'warm up' mental activity. Pupils recognise place value of two digit numbers and can partition two digit numbers into tens and units. Pupils can match two digit numbers on a 100 number board. Pupils make good progress in their learning because the teacher explains the work skilfully. They can work effectively with coins and numbers. ICT is used very well to reinforce learning and pupils work systematically through relevant mathematical problems on the computer screen. Pupils have a good knowledge of shapes and they can identify some of the properties associated with them. For example, they know a square has four equal sides. Pupils develop good measuring skills, they measure the classroom in metres identifying the width and length. In contrast they measure their own hand span in centimetres and carefully

record their results.

99. Pupils in Years 3 and 6 build well in their earlier achievements. In Year 3, pupils begin to solve word problems involving time and money and investigate the symmetry of two-dimensional shapes. Higher attaining pupils in Year 4 estimate and measure capacity. Higher attaining pupils in Year 5 are secure in their long multiplication and division. They can determine fractions of amounts such as $\frac{1}{6}$ of £10.50. Data handling is well used; pupils produce graphs to show and interpret information. Year 6 pupils have learnt to read and write standard units of weight and they have a good understanding of imperial measures. By Year 6 most pupils add and subtract accurately and use different methods such as 'partitioning' to solve multiplication problems. They have a good knowledge of tables and understand the value of decimal fractions and their equivalent percentages such as $.01 = 1\%$ or $.75 = 75\%$. Pupils measure accurately to the nearest centimetre and find the perimeters of shapes using a simple formula. Investigative work is secure; pupils measure objects determining circumference, diameter and radius. Higher attaining Year 6 pupils confidently find fractions of numbers, they multiply and divide using decimals. Lower attaining pupils recognise decimals notation to two places. Most pupils in Year 6 have a firm understanding of different methods for multiplying hundreds, tens and units by tens and units.
100. Key vocabulary is identified in all classes and emphasised appropriately in lessons. The knowledge of mathematical language is good throughout the school. In Years 3 and 4 a good range of words such as 'digit' and 'predict' are clearly displayed. Teachers reinforce the use of vocabulary very well and check pupils' understanding and use of it in mathematics. Numeracy is used well across the curriculum to reinforce other subject areas, such as science. The use of ICT is developing well and pupils have opportunities to develop their mathematical skills using the computer although this aspect could be developed further. All pupils have class targets for mathematics.
101. Teaching is good overall and lessons are conducted at a brisk pace. Teachers are clear in their explanations and whole group teaching is very effective. Attitudes and behaviour are good when the activities are challenging and the teacher sets clear guidelines and expectations. When pupils are insufficiently challenged and pupils complete work very quickly, behaviour occasionally deteriorates. Teachers use a wide range of strategies to ensure pupils understand and interact with pupils well, using appropriate questions to explore their knowledge. Planning is generally good and provides clear learning tasks so pupils understand what they have to do. Teachers usually provide appropriately challenging work for average and lower attaining pupils. However, in some classes, higher attaining pupils are not challenged sufficiently in their learning. This is because teachers do not always use the information gained from assessment procedures to devise work that is more closely matched to the pupils' needs. Resources are used effectively to re-inforce learning and to clarify explanations, particularly for pupils with special educational needs. Work is marked regularly and homework is well used to support lessons.
102. The co-ordinator monitors teaching and learning well. Subject performance is closely monitored and evaluated; this process contributes to the high standards achieved. All pupils with special educational needs are very well supported. Resources are good for mathematics and are used well to enhance learning. Numeracy has a prominent focus around the school.

SCIENCE

103. Standards seen in the school are above average in Years 2 and 6. This is an improvement since the last inspection when they were average. Inspection evidence suggests that pupils in Year 2 are likely to achieve above average standards by the end of the year. However, it is unlikely that standards will reach the very high levels achieved in 2001, when the results were in the top five per cent of those achieved nationally. This is because there is a higher percentage of pupils with special educational needs in Year 2 this year and, with a small group, this will affect overall results. Standards at the end of Year 6 fell sharply in 2001 because the group had a high percentage of pupils with special educational needs and were generally lower performing. This year, standards achieved to date are significantly higher and pupils in Year 6 are likely to achieve above average standards overall. This is because of the emphasis placed on scientific enquiry and the good quality of the teaching throughout the school.

104. Pupils' overall achievement is good, given their average attainment when they start school. The pace of learning is good, particularly in Years 1 and 2, because of the skilful and challenging teaching of topics such as life and living things or when investigating forces. Pupils in Years 1 and 2 have used the school's environmental area to find and identify a range of mini-beasts. They have estimated the length of various creatures, thus developing their mathematical skills. They investigate forces by experimenting with pushing, pulling and twisting movements using plasticine. This knowledge is further re-inforced during constructive play when pupils make pipe cleaner figures and identify the twisting, pushing and pulling movements made to construct them properly.
105. By Year 6 pupils know how sounds are made, how sound travels and understand about sound waves. They understand that day and night are linked to the movement of the earth spinning on its own axis and show understanding of the rotation of the earth around the sun and the moon around the earth. Pupils learn about forces by measuring the rate of descent of the parachutes they make, altering the weights attached and noting the differences. They show a good understanding of gravity and air resistance. They have conducted experiments to show that air has weight and carried out investigations to find out how to measure the amount of air in a soil sample.
106. Science is well represented in displays around the school. Pupils in Years 1 and 2 have an inter-active display where they can sort materials in a number of ways. In Years 3 and 4 there is an interesting assortment of bones and skeletons for pupils to investigate and identify, thus re-inforcing class work.
107. The quality of teaching and learning is good overall and some very good teaching was seen during the inspection. This was in Years 3 and 4 where the teacher had set clear objectives for the lesson. She had a wide range of resources - carefully cleaned and sterilised bones - which fascinated and aroused pupils' interest immediately. Some were jointed and provided a fascinating insight into movement for the pupils. They were from a range of animals - mostly cattle, sheep and poultry, although there were skulls of a horse, badger, rabbit and fox. After a brisk and fascinating introduction where pupils showed that they understood the function of the skeleton very well, pupils were provided with a range of resources to help them identify the various bones in each box. Learning was highly effective because pupils worked extremely well together. They compared features of the bones and used keys and other reference material to help them make accurate identification. They recorded the bones' characteristics and their findings neatly in chart form. The teacher involved the pupils very well in order to sustain their interest and promoted language skills effectively by using correct terminology such as 'spine'. Both the other lessons observed were of good quality and showed that teachers have good subject knowledge and can impart this well to their pupils. Pupils' learning is generally good, but the recording of work, particularly in Years 5 and 6, is often of a disappointing quality, although the content is good. Lines are drawn not ruled, there are crossings out and there is a general air of sloppiness about some of the work presented. In addition, although work is regularly marked, comments pertaining to this are not always followed up. This means that, although they are constructive initially, they lose their positive impact by not being pursued.
108. Science is managed well. The co-ordinator has only recently taken responsibility for this area. She has very good subject knowledge and has attended training to enhance this further. She is aware of the developments that need to occur and plans to update the very out-of-date policy as soon as possible. A challenging curriculum is provided, based on nationally recognised schemes of work. Resources are good and are used well in teaching to enhance pupils' learning. Good opportunities are provided through the use of the school's environmental area. Assessment procedures are good and pupils' progress is tracked carefully.

ART AND DESIGN

109. No art lessons were observed during the inspection. However, conversations held with staff and pupils, together with the displays of art work around the school, show that pupils make sound progress and generally achieve standards in line with those expected at the end of Years 2 and 6. They have experience in using a range of media and experimenting with a number of techniques. The school has improved well on the poor standards reported at the previous inspection through good quality management by the co-ordinator and also the good use of time and integration of art into cross-

curricular topics.

110. Pupils in Years 1 and 2 have experimented using a computer to create pictures in the style of Mondrian. These are very structured and filled in precisely using the appropriate tool. Pupils then used paint to create similar patterns but using curved lines and filling in a myriad of colours. The contrast between the two styles is striking and promotes many opportunities for language development as well as increasing pupils' artistic knowledge and skills.
111. Older pupils in Years 5 and 6 have created still life pictures. They have designed their own compositions and backdrops and explored well the techniques of enlarging objects to an unreal size. Many of the results are reminiscent of work created by Georgia O'Keefe and Andy Galsworthy and the teacher showed their work to the pupils, after the pupils had completed their own compositions, to show their techniques. The pictures were planned carefully in sketch books prior to execution and these show how much thought and care the pupils put into their art work.
112. Sketchbooks are used effectively throughout the school. Pupils in Years 3 and 4 used them to develop their skills in drawing portraits. They looked at pictures by famous artists such as Renoir and Hogarth and looked at how family relationships are shown. They went on to create their own studies, first of a face before moving on to a full body. They carefully studied the placement of features and responded well to the highly constructive comments made by their teacher about their work. When drawing a seated or standing pose they looked carefully at how light and shade could be used effectively to ensure a three-dimensional effect, and many were successful in creating this.
113. The whole school has contributed to the displays in the hall on the theme of winter. These are imaginative, evocative and very atmospheric. They have been extremely well executed by every class group and included a range of media. The reception class created a snowy hillside with fir trees. A three-dimensional conifer made of corrugated cardboard formed the centrepiece and the picture was made more realistic by the addition of pine needles and cones. Years 1 and 2 created giant candles using art straws to create pattern by cutting, folding, pleating and cutting and sticking on end to make an imaginative three-dimensional collage. Years 3 and 4 made a mystical woodland with trees using a range of materials from net, bin bags, cellophane, string card, fabric and crepe paper. They show an extremely good understanding of how materials can be used in an imaginative way to create unusual and interesting effects. Years 5 and 6 use their skills in mathematics to good effect in creating a village. Three dimensional stars were particularly effective.
114. The subject is managed very effectively by a recently appointed member of staff. She has many good ideas for the development of the subject, including updating the policy document in order to reflect recent initiatives, and was responsible for the 'winter' theme of the hall displays. She has very good subject knowledge and has well defined plans to raise the profile of art teaching in the school. It is evident that the teaching has improved since the last inspection and is allowing pupils' skills to develop progressively. The school has a wide range of resources, including a kiln, which are used very well.

DESIGN AND TECHNOLOGY

115. By the ages of seven and eleven, standards in design and technology are in line with those expected nationally. In contrast to the last inspection, when standards were noted to be below national expectations, there is now firm evidence that pupils achieve at the expected level and make satisfactory progress as they move through the school. This is because the subject is now taught systematically and because pupils generally have sufficient practice in the stages of planning, designing, making and evaluating that the National Curriculum requires.
116. Pupils at Years 1 and 2 make satisfactory progress in the subject. Using a class story as their inspiration, they make pictures with detached figurines that are then incorporated onto a background as a simple moving part. Pupils experiment in different methods of joining cardboard and paper, for example by using paper fasteners, or in strengthening materials with the help of art straws. They practise the constituent skills necessary in joining a range of materials successfully so that they achieve greater success when they make a final model and begin to understand that different

materials and methods of joining are required in different circumstances. Pupils are also introduced to simple aspects of food technology, for example, by making chocolate logs and icing them.

117. Building on this sound start, pupils in Years 3 and 4 make good progress in design and technology. They acquire an increasing sense of the importance of careful planning and design in making a successful working model and test their ideas on prototypes before attempting to make a finished product. In one good lesson for example, pupils were investigating lever and linkage systems in preparation for making a pop-up book. Pupils here are involved in the full design process from the planning to the evaluation stage. Most pupils record each process in detail, modifying their design as necessary and offering a full evaluation of their work when it is completed. In Years 5 and 6, pupils make more ambitious models, for example, by using a cam to create vertical or lateral movement or pulleys and motors to produce the circular motion of a fairground carousel or Ferris wheel. Here, progress is satisfactory. While pupils continue to explore the various stages in the design process, there is less evidence that they learn from each aspect with the same degree of rigour. For example, some pupils produce detailed exploded designs of the working models they wish to create but show little evidence that they have evaluated their effectiveness thoroughly, while others produce evaluations of designs which are themselves not sufficiently detailed to be useful when the model is made. Pupils with special educational needs make good progress in the subject and are mostly well supported in their work.
118. Although too little evidence of teaching was seen to make an overall judgement on the quality of teaching and learning, sufficient evidence was gathered to enable some conclusions about their quality to be drawn. Basic skills in making are generally well taught; these are almost always practised separately before being employed in the final version of a model. Teachers speak confidently about their work and their knowledge of the subject has clearly improved since the last inspection. An example of this is that all aspects of the design process are practised across the school, although they are not always exercised to the same degree on each occasion in every class. In the one lesson seen, questioning was used very effectively to check pupils' understanding; there was sufficient discussion, illustrated with relevant and helpful examples, to ensure that pupils developed a good understanding of what was expected of them and enough time was allowed for pupils to discuss the implications of their ideas and to put some of these to the test. Pupils enjoy their lessons and the teaching clearly enthuses pupils. This was in evidence when Year 6 pupils described the successes of the working models they had recently designed and made.
119. The curriculum is sufficiently broad and, in the course of time, each aspect is taught at appropriate depth. The subject manager, new to the post, has a clear understanding of strengths and weaknesses in the subject and has established the right set of priorities for development. For example, she is currently reviewing the school's policy for the subject and has established helpful guidelines to help older pupils to focus more clearly on each stage of the design process. Resources for the subject are at least satisfactory in number and quality. New equipment has been recently purchased and this, together with consumable materials, is centrally held and easily accessible. Formal assessment in the subject is not well developed, but teachers have a close informal understanding of the aptitudes and abilities of their pupils, reflected in some classes, for example, in the ways in which pupils are grouped for their work.

GEOGRAPHY

120. Standards in geography by the age of seven are in line with those expected nationally. Pupils make satisfactory progress in their understanding of some of the fundamental principles of geography between the ages of five and seven. By the age of eleven, standards in the subject are below those expected nationally. While the progress of pupils between the ages of seven and nine is generally good, that of older pupils at Key Stage 2 is unsatisfactory because they do not have the opportunity to pursue work to its expected conclusion; while much work starts promisingly it is often left unfinished or is hurried in its presentation. As a result, there are gaps in pupils' knowledge and understanding.
121. By the age of seven, pupils have become familiar with their home village and begin to appreciate that others live in environments different from their own. Some know the difference between types of dwelling, for example, 'bungalow', 'detached house' and 'terraced house', and understand that some

buildings are important because they offer particular amenities. They know that buildings in towns may differ in appearance from those in villages and some can offer sound reasons why skyscrapers are a feature of urban landscapes. Pupils begin to appreciate the importance of maps in representing the relative location of different features and to learn some of the conventions used to represent roads, waterways and buildings. They have some understanding of relative distance, although very few can give simple directions with any accuracy.

122. As they move through Key Stage 2, pupils acquire a much wider understanding of the world around them. By the age of nine, for example, pupils know that life in different parts of the world is very different from their own. They compare their own lives with that of children living in a village in southern India and begin to understand how climate and weather affect patterns of work and recreation. Between the ages of seven and nine, pupils make good progress because they are set challenging work that requires them not merely to learn about aspects of life locally and in other parts of the world, but also to seek geographical explanations for the phenomena they describe. They become aware of environmental questions that affect life in Welford and begin to understand some of their implications. Older pupils in the key stage do not make the expected progress because there is not enough opportunity for work to be brought to a satisfactory conclusion. Pupils here become aware of the different forces that shape the landscape, such as river and coastal erosion. They learn about aspects of life in some of the countries visited by others, or those that influence world events, and compare the population and size of different countries. Building on previous work, they look more deeply into local environmental issues, such as the construction of a village by-pass. Across the school, pupils with special educational needs make progress in the subject similar to that of other pupils and generally receive good support in their efforts.
123. Only two geography lessons were observed in the inspection. It is not possible to make firm judgements about the quality of teaching and learning from these. However, it is possible to draw some conclusions about their quality from these, an analysis of pupils' work and from discussion with pupils. At Key Stage 1, lessons are thoroughly prepared. The tasks for the lesson and its content are carefully explained so that pupils acquire a clear understanding of what they are learning and how to complete their work. Much of pupils' work is carried out orally, but this does not prevent pupils from developing a sound knowledge and understanding of the subject by the age of seven. Teaching and learning at Key Stage 2 shows some good features among pupils between seven and nine, but are less secure among older pupils. The principal reason for this difference relates to the time allowed for work to come to a satisfactory conclusion. While much of the work among younger pupils is conscientiously completed, that of older pupils is often left unfinished, and many pieces of potentially good work are not completed to the standard of which pupils are capable. This is principally because too little curricular time is allocated to the subject and because the teacher responsible for geography, who shares the teaching of the class, has insufficient opportunity to see the work through to a satisfactory conclusion. Across the key stage, teachers display good knowledge of the subject and plan their work well. In both of the lessons observed, one at each key stage, teaching was good. These were well structured and pupils were offered clear objectives of the work they were expected to achieve in the course of the lesson.
124. The curriculum is sufficiently broad and balanced, but not enough time is allowed to enable older pupils to cover the requirements of the National Curriculum at the expected depth. The subject manager has a good understanding of strengths and weaknesses in the subject. Resources are sufficient and the school makes good use of visits to the local and distant environment. The geographical features of the village are used well to enrich the curriculum and pupils make residential visits to different locations in alternate years so that they may contrast different environments.

HISTORY

125. As at the time of the last inspection, standards in the subject by the ages of seven and eleven are in line with those expected nationally. Pupils make sound progress as they move through the school acquiring not just historical knowledge but an increasing awareness of how to interpret and make use of original sources of information.
126. Pupils begin to acquire a sense of the past by the time they are seven. They appreciate that the lives

of children in the past were different, and in some ways harder, than their own; for example, that toys and clothes were less plentiful than they are today. They understand that some events are more remote in the past than others and that the lives of some are remembered in different ways for their sacrifice, for example on Remembrance Day, while those of others are recorded in books or celebrated on film. Between the ages of seven and eleven, pupils undertake a more systematic study of past civilizations. Those in Years 3 and 4, for example, compare the lives of rich and poor in Tudor times and examine some of the principal events of the reigns of Henry VIII and Elizabeth I. Good use is made of the village of Welford as a historical resource: pupils examine the reasons for the existence of buildings and their original functions so that they begin to develop an understanding of cause and effect and to view the village in its historical context. Pupils in Years 4 and 5 learn about life in ancient Egypt, examining some of the beliefs and practices of its people. Years 5 and 6 know about some of the features of more recent British history, including aspects of life for children in the Second World War and the attendant hardships of evacuation, rationing and the Blitz. Through a study of census returns for Welford, they acquire some understanding of life in the village in Victorian times.

127. Only one history lesson was observed, and it is not possible to make an overall judgement on teaching from this. However, it is possible to draw some conclusions about the quality of teaching and learning from an analysis of work, discussions with pupils and staff and an examination of teachers' planning. Although the time allocated for teaching history is barely sufficient, planning shows that all staff seem to make good use of this and teach the subject in enough depth, displaying good subject knowledge and using historical resources imaginatively to support their work. As a result, pupils not only acquire a sound knowledge, but also begin to develop an understanding of how to interpret information and how people find out about the past. However, the quality of learning across the school could be higher still if more time were allocated to the subject. For example, there is very little recorded history at Key Stage 1, while at Key Stage 2, work is sometimes finished too quickly. On occasions, the overuse of photocopied worksheets constrains pupils' thinking and anticipates the level of their response. Homework is sometimes used well to support learning; for example, older pupils carry out a survey of aspects of life in the village. Pupils at Key Stage 2 can explain clearly what they have learned, an indication that teaching methods are at least sound, and they have a good understanding of where to locate historical information for independent research.
128. The history curriculum is broad and balanced enough, although the time allowed for the subject at both key stages is only just sufficient. The subject manager is well aware of the areas where history requires further development; for example, the subject policy is in urgent need of review. Formal assessments of pupils' work are sometimes made and teachers display a good informal understanding of their pupils' strengths and weaknesses. Teachers' planning is regularly evaluated and there is some monitoring of teaching. Historical resources are used very well to enrich pupils' understanding of the subject, particularly those which lie beyond the school, and teachers make good use of museums and visits to the local villages. Older members of the community also sometimes visit the school to share their experiences with pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. By the end of Year 2, standards are above average and by the age of Year 6 attainment is typical of what one would expect to find nationally. All pupils, including those with special educational needs, achieve well and make good progress. Since the last inspection, the school has made very good progress developing teaching, learning and raising standards in ICT. The school has invested heavily in computers and software and has created a computer suite. Time is allocated for all classes to use the suite each week and also additional time is given to use computers in the classroom areas.
130. Pupils in Year 2 are confident users of information and communication technology. High attaining and average pupils are able to log on and open the program to be used. Year 2 pupils have a good understanding of the keyboard functions. They use the delete and shift keys when needed and can add capital letters. Typing skills are competent and pupils make very good progress when they draw a picture using painting software. Pupils in Year 1 and 2 use shape tools to produce a picture of themselves. They use colour fill and label facial features. Most can log off and save their work. ICT is used very well to enhance learning in many other subject areas. Year 2 pupils use the computer to explore a map of their local area. Year 1 and 2 pupils have good experience of modelling. They import

three bears and dress the teddy. Pupils in Year 2 produce pie charts and bar graphs to show eye colour.

131. Pupils in Year 6 are making satisfactory progress in presenting information in a variety of forms and adding to and amending and improving that information. Older pupils have a sound understanding of spreadsheets. They investigate a Victorian census form of the local village and record information. Pupils identify the number of people living in Welford in 1851 and 1891 and the most common surname. Pupils work at a fast rate and achieve a lot in a short time. All pupils have a very positive attitude to computers and enjoy the work. Pupils in Years 3 and 4 produce their own articles for the class 'Express'. They produce tables and design word searches. Work observed on display was well designed and presented. Pupils added speech bubbles and designed jokes and puzzles. Older pupils produce symmetrical butterflies, they import shapes and use shadow and colour filters. There are good opportunities for pupils to make up their own games. Older pupils research information from the Internet for science and history. They have a clear understanding of spreadsheets and how information can be inserted and used for research. They have all used e-mail. Pupils in Year 3 and 4 use pie charts and bar graphs to illustrate work in science.
132. No teachers were observed teaching ICT so no judgement can be made about teaching. A learning support teacher in the computer suite teaches groups of pupils. They were given clear guidelines for completing the work and expectations of what techniques would be used. Year 5 pupils responded with 'Wow!' as they found the local village name on a spreadsheet. The learning support assistant clearly demonstrated how to drag and insert symbols onto the map. Assessment and record keeping is good. All pupils have their own disc and completed work is retained. There is a portfolio of work for each class but this shows topics covered and does not give information on individual progress. Good support is given to pupils with special educational needs so they achieve alongside others with adult support.
133. Subject leadership is good there is a clear and comprehensive action plan for the development of the subject. The subject co-ordinator has worked hard to ensure the curriculum provision is based upon a progression in skills, knowledge and understanding throughout the school. A computer suite has been established through careful use of the accommodation. The provision for hardware is satisfactory but the provision for software is good. The use of ICT to enhance other subjects is potentially a strong feature. The school has set challenging targets in this subject. Planning is based on national guidelines. Lesson plans are monitored and some lesson observations take place. The subject makes a good contribution to the pupils' spiritual, moral and social and cultural development.

MUSIC

134. It is not possible to make an overall judgement about standards in music as only one lesson was observed during the inspection. However, it was possible to listen to pupils singing in assembly and a range of tapes was played of recent school productions and performances. From these it is possible to say that standards in singing are above average and the school has made considerable improvement in this area since the last inspection. Music is an important part of school life.
135. Pupils show a genuine enjoyment and interest in music as they enter the hall and listen attentively to the music being played prior to assembly. They sing with great enthusiasm during collective worship accompanied competently by a friend of the school. Younger pupils in Years 1 and 2 sing happily during a singing assembly. They learn the words to their song through the simple expedient of repetition, which is effective and means that all pupils can join in. They listen carefully to the music being played and then join in. Practice and repetition ensure that pupils learn well. They can play simple percussion instruments and keep time well.
136. Tapes of the pupils' Christmas performance in church showed that pupils in Years 3 to 6 are competent at singing a wide range of complex songs. They appreciate and pay attention to the dynamics of a song and can cope with two or more part rounds competently. Their performance skills are well developed. Articulation is excellent and pupils maintain pitch and sing with excellent tonal quality.

137. In the lesson observed, pupils in Years 5 and 6 listen attentively to a range of protest songs, from The Skye Boat Song to the modern compositions of Bob Dylan. They understand that the lyrics convey a meaning relevant to their time in history. They show particularly good understanding of lyrics such as 'Where have all the flowers gone?' and reflect and express their own views on war cogently and sensibly. They go on to write their own compositions and show sensitivity in dealing with the issues of today such as foxhunting and whaling. The teaching in this lesson was good. It was well planned and well matched to pupils' interest and understanding. The pace was brisk and pupils were fully involved and learned effectively because they played an active part in the lesson.
138. The school has made good provision for the teaching of music. The co-ordinator manages the subject effectively and has a good action plan for developing the subject further. This includes a review of the out-of-date policy, which no longer reflects what is taught or how it is to be taught. There is a good, varied scheme of work, although assessment procedures have yet to be developed. Music is well resourced although the use of information technology programs is limited.

PHYSICAL EDUCATION

139. Standards of attainment in physical education meet the expected levels in Years 2 and 6. All pupils, including those with special educational needs and higher attaining pupils, make broadly satisfactory progress in their learning except in gymnastics where learning is poor. In Year 2 standards in gymnastics are below those expected and by Year 6 standards have fallen further and are poor. Deficiencies in accommodation and lack of appropriate challenge and guidance in lessons contribute to the limited progress pupils make. In swimming standards appear to be well above what is required.
140. Since the last inspection standards have been maintained in all areas of activity except gymnastics. Scrutiny of planning and discussion with pupils and teachers indicate that all areas are taught to at least a satisfactory level. In discussions, pupils in Year 2 revealed a reasonable knowledge of composition, performance and appreciation of dance. They indicated a satisfactory knowledge of games and could describe how to dribble a ball effectively and what part of the foot is used to control the ball. In the gymnastics lesson observed they showed they knew how to lift and carry the apparatus safely. They could demonstrate how to travel using a curling pathway but their skills and ability to link movements together are limited.
141. Discussions with Year 6 pupils showed they have a sound knowledge of attack and defence strategies in small-sided invasion games. They could explain how to maintain and regain possession of the ball. Pupils understand and describe the effect of exercise on the body and appreciate the importance of athletic activity. Pupils' attainment in the gymnastics lesson was poor because there was no real guidance or challenge to improve and develop gymnastic movement. The level of performance, composition and evaluation were well below what is expected.
142. Although no swimming was observed during the inspection, evidence indicates that this is a strength of the physical education curriculum. All pupils achieve the expectations in swimming and attainment is recorded and identified through a carefully considered progression in swimming awards. Pupils experience all the strokes and water skills. Discussion with pupils and staff indicate that these sessions are well organised and contain an appropriate range of swimming activities to develop skills.
143. No judgement can be made on teaching as only two lessons were observed. One of these was taught by a student in training. In these lessons, both of which were gymnastics, although planning for the lessons was clear, the execution, particularly in Years 5 and 6, was not vigorous enough and there was insufficient challenge for the pupils to be able to perform at the required level.
144. The use of literacy and numeracy skills is limited. Correct terminology is used and pupils are articulate when talking about the effect of exercise on the body and this is linked effectively with work in science.
145. The co-ordinator is enthusiastic and a good role model. Resources are good, they are easily accessible and in good condition. Deficiencies in the accommodation contribute to the limited progress pupils make in gymnastics. Pupils have the opportunity to challenge and play competitive

games against other schools and extra-curricular clubs are well supported. The playground is well marked and games skills are enhanced by the daily access to games equipment during the lunch and break times.

RELIGIOUS EDUCATION

146. By the end of Years 2 and 6 pupils attain standards which are in line with those expected for the Northamptonshire Agreed Syllabus for Religious Education. Their achievements are satisfactory. Sound standards have been maintained since the last inspection. Standards are judged not only on the lessons observed during the inspection but also on the scrutiny of work and the evidence of work on display.
147. Only two lessons were observed during the inspection. The overall quality of teaching was satisfactory. Pupils in Years 1 and 2 reviewed the giving and receiving of gifts at Christmas and considered why this was so important. They discussed sensibly the gifts they had received and also talked about the gifts they would give a young baby. Year 2 pupils went on to consider why they would give the presents they had suggested. The teacher encouraged the pupils to think how they felt and the emotions raised by the gift giving. Questions were well worded to enable pupils to reflect on their feelings and also enable the teacher to assess how much the pupils were learning. The focus of the lesson moved from discussion to drama. In the role-play that followed, the pupils re-enacted their roles in the infant production in the church. This was a helpful recap of the Christmas story and enabled pupils to focus on the importance of it away from all the excitement of Christmas preparations. An examination of pupils showed that pupils in Years 1 and 2 have made a study of Judaism, looking at the importance of the family, prayer and attendance at the synagogue. Their study of festivals such as the Passover and Hanukkah shows a thorough coverage of the curriculum and a sound understanding.
148. A scrutiny of work and a lesson observed show that pupils in Years 5 and 6 are learning about Hinduism and the significance of symbolism. They understand the different ways in which believers express their ideas. In the lesson observed the teacher showed sound subject knowledge and appropriate expectations of the pupils. The pupils worked well together in small groups and the work they produced was of good standard. By the end of the lesson they were able to explain what they had learned. Examination of pupils' work in Years 3 and 4 shows very good progress made with studies of Christianity, Sikhism and Islam. Pupils demonstrate a good, detailed knowledge of the most important characters, festivals and customs associated with Sikhism and the significance of the 5 'K's. Similarly they show a wide coverage of Islam and the importance of a pilgrimage to Mecca. Intertwined with these studies is on-going teaching covering the importance of Christianity, reflecting the foundation status of school. The pupils are developing a good understanding of a wide range of faiths and beliefs, which will enable them to grow up well prepared for life in a multi-cultural society.
149. The subject is very well managed. A very good and full policy has been introduced. This shows clearly how and what is to be taught in order to meet the requirements of the Locally Agreed Syllabus. An appropriate action plan has been prepared showing that work on judging the level of pupils' work still has to be developed. The resources for the subject are sound. The subject makes a good contribution to the spiritual and cultural development of the pupils. There was little evidence of the use of information technology to support the work in the subject.