

INSPECTION REPORT

**PYTCHLEY ENDOWED CHURCH of ENGLAND PRIMARY
SCHOOL**

Pytchley

LEA area: Northamptonshire

Unique reference number: 122028

Headteacher: Mrs Julia Havlickova

Lead inspector: John Brennan

Dates of inspection: June 8th – 10th 2004

Inspection number: 257244

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	79
School address:	High Street Pytchley Kettering
Postcode:	NN14 1NE
Telephone number:	01536 790506
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs P James
Date of previous inspection:	8 th – 10 th July 2002

CHARACTERISTICS OF THE SCHOOL

Pytchley Endowed Church of England School is a small village school situated in the village of Pytchley, close to the town of Kettering. There are currently 79 pupils on roll. Many pupils live in nearby villages and on the outskirts of Kettering. A small number of Traveller pupils attend the school, as do a small number of pupils from minority ethnic families. The most significant number of these come from Hungary, of whom two are at the early stages of learning English. A third of the pupils have special educational needs, covering a range of learning and behavioural needs. Three pupils have a statement for their individual needs. This is a high number for the size of the school. Pupils join the school with a wide range of skills but, overall, their attainment when they start school is average. As year groups are small and the factors affecting attainment vary significantly from year to year, attainment levels from one year to the next can vary substantially.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21094	John Brennan	Lead inspector	English as an additional language; English; Information and communication technology; History; Geography; Physical education; Personal, social and health education; Special educational needs
32682	Ruth Wood	Lay inspector	
11472	Mike Beale	Team inspector	Foundation Stage; Art and design; Design and technology; Mathematics; Science; Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory school. Achievement in English and mathematics is satisfactory. Children in the Foundation Stage achieve well, as do pupils who have particular needs. Pupils behave well and have positive attitudes towards school and each other. The overall quality of teaching in the school is satisfactory. The school is well led and the quality of management is satisfactory. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- The children's education gets off to a good start because of good provision in the Foundation Stage.
- Pupils who have special educational needs and those who are at the early stages of learning English make good progress and achieve well.
- In Years 5 and 6, high attaining pupils do not achieve as well as they could because work is not always demanding enough, and pupils' work is not consistently well marked.
- The school operates as a harmonious community, adults and pupils treat each other with respect each and the pupils work hard and enjoy school.
- The headteacher has united the school community and created a sense of common purpose.
- There are some shortcomings in the way the leadership checks up on the quality of teaching and other aspects of the school's work.
- Not enough thought has been given to linking subjects together and teachers do not require pupils to use their writing, mathematical or information and technology skills (ICT) well enough when studying other subjects.
- Parents are supportive of the school and the school works closely with them.
- Pupils' learning is enriched by good opportunities to take part in extra-curricular activities and to go on trips

Improvement since the last inspection has been good. The serious weaknesses identified in leadership and in the curriculum have been tackled well, although there is scope to improve aspects of management. There have been improvements to the provision in the Foundation Stage and for pupils who have particular needs. Standards in reading and writing at the end of Year 2 have improved. Standards in history and ICT have also improved. The provision the school makes for pupils' personal development has improved and so has behaviour. The school has regained the confidence of parents.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	C	C	C
Mathematics	E	A*	A	A
Science	E	A	A	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The pupils' achievements are satisfactory. The children in the Foundation Stage achieve well in their personal, social and emotional development. Their achievement in literacy and numeracy is good and most are likely to reach the goals set for children of this age and a small number will exceed them. It was not possible to judge the children's achievement in other areas of learning but the inadequate outdoor play space restricts their learning in physical development. The results in the national tests in Years 2 and 6 vary considerably from year to year, largely because of small

numbers in each year group. In 2003 the results were average in mathematics and below average in reading and writing at the end of Year 2. At the end of Year 6 they were well above average in mathematics, average in English and below average in science. Work seen during the inspection shows that pupils achieve better in Years 1 to 4 than in Years 5 and 6 because the needs of higher attaining pupils are better met in the earlier years. On the whole, however, pupils achieve well in learning to read and count throughout the school. By the end of Year 2 most pupils read fluently and in the juniors they are more able to answer questions about what they have read. Research skills by the end of Year 6 are underdeveloped; otherwise, standards in reading are average. Standards in mathematics are average in Year 2 and 6, although the pupils' ability to solve problems lags behind their ability with numbers. Standards in Year 2 and Year 6 are average in writing, although pupils do not write as well in other subjects as they do in English lessons. Standards in science are average in Years 2 and 6. Pupils' achievements are satisfactory in history and ICT and pupils meet national expectations in Years 2 and 6. Pupils who have special educational needs and those at the early stages of learning English achieve well and an increasing number reach the national average in tests. The achievement of some Traveller pupils is adversely affected by their poor attendance.

The school makes good provision for the pupils' spiritual, moral, social and cultural development. Pupils get on well with each other and work hard. With the exception of a small number of Traveller pupils whose attendance is poor, attendance rates are satisfactory. Most pupils are punctual.

QUALITY OF EDUCATION

The quality of education and the quality of teaching are satisfactory. Teaching is strongest in the Foundation Stage and for pupils with particular needs. The latter is largely because the teaching assistants support the teachers very effectively. In the main, reading and mathematics are well taught but there are some shortcomings in the teaching of writing. Teachers have not given enough thought to how pupils use their basic skills when studying other subjects. Teaching in Years 5 and 6 does not demand enough of higher attaining pupils and the marking is of variable standard. The curriculum meets statutory requirements and is enriched by a good number of trips, visitors and after school clubs. The school takes good care of pupils and works in close partnership with parents.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. Good leadership by the headteacher, aided by key staff and with support from the local education authority, has united the whole school community. The curriculum is much improved, but the monitoring of teaching and learning has not been entirely successful and some weaknesses in the teaching remain. Governors are much more involved in the school. They fulfil their statutory duties.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils think highly of the school. Parents particularly like the 'family' feel of the school, and the way the school welcomes them and looks after their children. Pupils feel that teachers listen to them. Both parents and pupils have noticed that behaviour has improved.

IMPROVEMENTS NEEDED

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

- The level of challenge of work given to higher attaining pupils and the quality of marking in Years 5 and 6.
- The way subjects link together and the way pupils use and develop writing, mathematics, and ICT skills across the curriculum.
- How leadership evaluates the impact of actions and checks the effectiveness of teaching.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall pupils' achievements are satisfactory and standards in English and mathematics at the end of Year 6 are average. Children in the Foundation Stage achieve well. Pupils who have special educational needs also achieve well.

Main strengths and weaknesses

- Recent improvements in teaching ensure that children achieve well in the Foundation Stage.
- Pupils achieve well through Years 1 to 6 in reading and in some aspects of mathematics, most notably their ability to work with numbers.
- Higher attaining pupils in Years 5 and 6 are capable of more because some of the work they do is not demanding enough.
- Pupils do not make good enough use of their writing, mathematical or ICT skills when they are studying other subjects.
- Pupils with special educational needs make good progress against the targets set for them.

Commentary

1. Children begin the Foundation Stage with skills and knowledge that are broadly typical for their age, although these vary from year to year. As a result of improved teaching and the close partnership between the teacher and the teaching assistant, the children achieve well. The emphasis given to children's personal development means that many begin Year 1 as well adjusted learners ready for the National Curriculum. Achievement is also good in the key areas of literacy and numeracy, with the vast majority of children on course to meet the goals set for children of this age. A significant minority are likely to exceed them and it is in this area that improved achievement is most marked, with records showing that in the past few years few children have exceeded the expected levels. It was not possible to assess the children's achievements in other areas of learning, but the school does ensure that a good range of activities is planned. The exception being in the children's physical development, where shortcomings in outdoor play facilities restrict learning opportunities.
2. There are a number of factors affecting the standards pupils reach at the end of Year 2 and Year 6 and in national tests. Firstly, improved achievement and standards in the Foundation Stage have not been in place long enough to have had an impact on standards at the end of Year 2. Secondly, the year groups are very small and can lead to large variations in the figures.
3. As a result of good subject leadership and input from the local education authority, the curriculum and the quality of teaching have improved, particularly aspects of literacy and numeracy. National test results for the end of Year 2 in 2003 were average in mathematics and below average in reading and writing. The trend in mathematics has been moving steadily upwards, but in reading and writing it has fluctuated over time. However, the work seen in books and in lessons shows that in reading and mathematics the pupils are now achieving well. Standards at the end of Year 2 have improved and are now average in reading and mathematics. The pupils read quite fluently and have a reasonable range of strategies with which to tackle unknown words. In mathematics they find the answers to simple sums but are less sure about how to solve problems.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	15.6 (14.6)	15.7 (15.8)
writing	14.0 (13.7)	14.6 (14.4)
mathematics	15.8 (14.8)	16.3 (16.5)

There were 16 pupils in the year group. Figures in brackets are for the previous year

4. In the juniors the increased emphasis on comprehension means that pupils are increasingly able to make inferences about a writer's intentions and to look for clues in the text to substantiate a point of view. However, in mathematics the continued lack of emphasis given to problem solving means that although pupils continue to develop well in their ability to compute, their ability to carry out mathematical investigations still lags behind. Results in the National Tests for 2003 were well above average in mathematics, average in English and below average in science. Results in English and especially in mathematics have improved in each of the past two years. However, the current standard of work, as revealed in pupils' books, suggests that standards this year are average overall in English and mathematics. In science, standards at the end of Year 2 have improved since the last inspection and are now average and they are also average at the end of Year 6. Across the curriculum some of the work pupils are expected to do in Years 5 and 6 is not demanding enough to meet the needs of higher attaining pupils. There are fewer opportunities for them to initiate their own work, to carry out investigations and to solve problems than in other year groups.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.0 (27.5)	26.8 (27.0)
mathematics	28.7 (30.0)	26.8 (26.7)
science	27.9 (30.0)	28.6 (28.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year

5. There are too few opportunities for the pupils to write at length in subjects other than English and although there are signs of good improvement, most notably in story writing, achievement overall in writing is satisfactory and current standards are average at the end of Year 2 and Year 6. In ICT the pupils meet national expectations at the end of Year 2 and Year 6 and develop a reasonable range of skills. However, as in mathematics, there are few opportunities for the pupils to use and develop these skills. In history, standards have improved since the last inspection and now meet national expectations at the end of both Year 2 and Year 6.
6. Pupils with special educational needs achieve well. They make good progress in developing their basic skills of reading, writing and mathematics. They also learn to listen well and develop sufficient confidence in their speaking skills to enable them to make good contributions in lessons. The good progress they make is primarily due to the very good support they get in lessons from teaching assistants. The school has a small number of pupils who are at the early stages of learning English, who also achieve well. Their needs are quickly identified and teaching assistants deployed to provide the necessary help. Traveller pupils encompass the full ability range and they achieve well. However, one or two have poor attendance and their fragmented experience of school adversely affects achievement.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Pupils' moral, social and cultural development is good; spiritual development is satisfactory. Attendance rates overall are below average.

Main strengths and weaknesses

- Pupils like school and have positive attitudes to learning.
- All who work and learn in school are clear about expectations that govern behaviour.
- The good opportunities for social, moral and cultural development have a strong impact on pupils' outlook and values.
- Relationships at every level are good, with pupils from differing backgrounds working and playing well together.
- Attendance rates for most pupils are satisfactory, with the exception of a small number of Traveller pupils, whose attendance is poor.
- The school has good procedures to promote attendance.

Commentary

7. Under the strong leadership of the headteacher the school has worked with considerable success to address issues identified at the time of the last inspection, which noted that a significant number of pupils found concentration difficult and highlighted some challenging behaviour. Close attention to school routines and the building of common practices has led to an improvement. There is now a shared understanding amongst staff and pupils about what is expected from them and rewards and sanctions are consistently applied. Pupils respond well to the high expectations that are quietly made. As a result the pupils feel that the school is a safe and secure place in which to learn and this is beginning to have an impact on their achievement. Parents recognise the success the school has had, with several pointing out the school is a better place for their children to be and are confident that any misbehaviour is dealt with quickly.
8. The school does what it can to encourage attendance and monitors each pupil's attendance closely. Although still below average, attendance rates have improved in each of the past two years. Personal contact is made with the families of pupils whose attendance is causing concern and the school works closely with a Traveller liaison team to promote the attendance of Traveller pupils.
9. Teachers give much thought to the organisation of lessons and are helped in this by teaching assistants. Behaviour in class is good. The pupils listen carefully to each other and like to discuss ideas in groups. They work sensibly in groups and can also work well independently, remaining well focused on their work and trying to do their best at all times. Behaviour in the playground has improved since the last inspection. Pupils with differing needs and from differing backgrounds get on well together and there is a strong sense of harmony in the school. Lunchtimes are very civilised with pupils of different ages mixing together and chatting amiably. Outside, pupils play well together and older pupils look after younger ones. The recent introduction of a Race Equality policy and the general vigilance of staff put the school in a good position to monitor this aspect of the pupils' behaviour. There have been no exclusions at the school in the last year.
10. Pupils' personal qualities develop well while they are at school. From the very start the pupils are encouraged to be independent. They grow in confidence and maturity during their time at the school because the expectations the school places on them increase as they get older. For example, older pupils help to organise assemblies and lunchtime activities and, guided by a successful mentoring scheme, befriend newcomers to the school. This ensures that newcomers to the school soon settle and become part of the community.
11. Good relationships prevail throughout the school and teachers are both patient and kind. In all situations the pupils are treated with courtesy and fairness, which encourages them to treat each other the same way. Consequently, pupils have a well-developed awareness of the needs

and feelings of others and show good respect to adults and other pupils. The pupils describe their school as 'a friendly school where there's always someone you can talk to.'

12. Pupils have a clear understanding of right and wrong because moral issues are covered well both in lessons and in assemblies. The extensive range of extra-curricular activities gives pupils opportunities to develop their social skills, and residential visits for all junior children provide a valuable opportunity for them to mix socially whilst also developing independence and self-confidence.
13. Pupils have a good understanding of their own culture because they are both involved in local activities such as the community flower festival and visit an impressive range of art galleries, theatres, cinemas, and museums. The influence of other cultures is introduced through music and books and by an involvement in multi-cultural arts events such as the African themed 'Arts in the Park.' Although pupils' understanding of their place in world is guided further by the Christian ethos of the school, the school is less successful in fostering pupils' spiritual development. Assemblies and class discussion times provide suitable opportunities for pupils to explore feelings and beliefs. However, this sort of reflection is rarely seen in pupils' writing and other aspects of work.

Attendance in the latest complete reporting year 2003 (93.4 %)

Authorised absence		Unauthorised absence	
School data	5.7	School data	1.0
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Overall, the quality of teaching is satisfactory and, although improved, the curriculum is satisfactory.

Teaching and learning

The quality of teaching and learning is satisfactory overall. Teaching in the Foundation Stage is consistently good. Assessment is satisfactory.

Main strengths and weaknesses

- Good teaching in the Foundation Stage ensures that children's education gets off to a positive start.
- Throughout the school the teachers' co-operate effectively with teaching assistants who, in turn, make a strong contribution to the achievement of all pupils.
- Good relationships between teachers and pupils ensure classrooms are calm and productive.
- Teaching in Years 1 to 6 is securely based on the national strategies for literacy and numeracy
- Teachers do not give enough thought to how pupils make use of their writing, ICT and mathematics skills when studying other subjects.
- Some tasks set for pupils in Years 5 and 6 lack challenge, and adversely affect the achievements of higher attaining pupils.
- The quality of marking is variable, particularly in Years 5 and 6.

Commentary

14. The teaching in the Foundation Stage is good. Teaching strikes an appropriate balance between activities that, by giving children a degree of choice, develop independence and those that are more teacher directed and are aimed at developing key skills in literacy and numeracy. The

teacher plans a good variety of activities with well thought out assessment procedures ensuring that work is pitched at the right level. Careful attention is paid to routines and to ensuring children learn how to behave properly towards each other. As a result there is a productive working atmosphere, which enables staff to target individuals and groups of children for particular attention. A feature of the teaching is the way in which the teacher and teaching assistant work together. The teaching assistant is fully involved the day's work and works with the teacher in assessing and teaching pupils.

15. This profitable partnership between teachers and teaching assistants is a common feature of the close teamwork found throughout the school. Consequently, pupils with particular needs achieve well. Teaching assistants are quick to spot pupils in need of support and work well with those who have special educational needs and pupils who are just beginning to learn English. In addition, they help new pupils to settle and those who have been absent for some time to get back into the routines school. Help given at the beginning of lessons enables pupils to join in with the whole class, while targeted work in groups enables assistants to tailor some of their work to needs identified in individual learning plans. They are also proactive in helping pupils with their reading, by providing individual attention.
16. The school has put much thought into improving pupils' behaviour. All teachers and teaching assistants implement the school's policy, which has resulted in an improvement to the working environment in classes, a weakness noted in the last inspection. The quality of relationships is now a consistent strength of the teaching. These are characterised by mutual respect, which enables both teachers and pupils to go about their work in peace. Pupils feel able to give of their best and join in lessons well. Very little time is wasted and there is little need for teachers to admonish pupils. There is a high degree of participation in whole class activities and teachers are able to work with a chosen group of pupils in the confidence that pupils working by themselves will make the most of their time.
17. The careful implementation of the national strategies for literacy and numeracy has led to improvements in the teaching of basic skills. Questioning has improved, with effective strategies being used to help pupils of all abilities join in well in the opening part of lessons. For example, in a literacy lesson in Years 3 and 4, the teacher asked pupils to share answers with a partner before opening up answers to the whole class. Such strategies led to a high level of pupil involvement. However, there is scope for such strategies to be used on a more consistent basis and some teaching, especially in Years 1 and 2, still relies on taking answers from pupils who put their hands up and so does not engage enough pupils in class work. Demonstrations are clear, and in Years 3 and 4 they are aided by the good use of a large computer screen. The most successful teaching of basic skills is found in the teaching of reading and mathematics. Group reading sessions are handled well and are helped by questioning which lead the pupils to a deeper understanding of what they are reading. In mathematics the teaching of mental mathematics and calculations are strong points, but too often teachers do not devote enough time to teaching pupils how to solve problems.
18. There are still some shortcomings in the teaching of writing. Apart from the lack of insistence on good presentation, the most significant weakness is that there are too few opportunities for pupils to write at length. Although there are isolated examples of pupils writing in imaginative ways in other subjects, such as in history, teachers have not given enough thought to this aspect of the work. This lack of context for the development of key skills is also evident in mathematics and ICT work.
19. The Year 5 and 6 teacher was absent from school during the inspection but the work in books and on display paints a picture of teaching which does not always meet the needs of higher attaining pupils. Pupils with special educational needs continue to achieve well because of the systems targeted at their needs. Work is better matched to their abilities and the teaching assistant is deployed and used well. However, the higher attaining pupils, in particular, do not make the progress they are capable of. Work in the key subjects of English, mathematics and

science gives too little scope for pupils to make decisions or to work in an investigative, imaginative or open ended manner often enough.

20. There are inconsistencies in the way pupils' work is marked. This was a weakness identified in the last inspection. The best marking is found in Years 1 and 2 where every opportunity is taken to point pupils in the right direction and to follow up advice given in future marking. Marking is more inconsistent in the juniors and in Years 5 and 6, in particular, it does not give pupils a clear enough idea of how they might improve their work.

Summary of teaching observed during the inspection in 18 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	9	7	1	0	0

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

The curriculum

The quality of the curriculum is satisfactory. Opportunities for enrichment to the curriculum are good. The quality of accommodation and the level of resources are satisfactory.

Main strengths and weaknesses

- Improvements in curriculum planning have led to an improvement in the pupils' achievements.
- Although there are some early signs of curriculum innovation, not enough thought has been given to finding links between subjects.
- Provision for pupils with particular needs, especially those who have special educational needs, is good.
- A wide range of visits and visitors and the good range of after school activities, especially in sport, add variety to the curriculum.
- Outdoor play facilities for children in the Foundation Stage are inadequate.

Commentary

21. Curriculum planning for individual subjects has rectified shortcomings identified in the last inspection in which the curriculum was found to be unsatisfactory. The implementation of the national strategies for literacy and numeracy has helped raise standards in reading and mathematics. The school ensures all subjects of the curriculum are allocated sufficient time. As a result standards have risen in history and ICT and statutory requirements for ICT are now met. However, there is scope for further improvement, for example in the amount of investigative work older pupils undertake in science. The school's more considered approach to curriculum planning is helped by half termly curriculum review meetings which give co-ordinators a chance to check that the guidelines they have produced are being followed but as yet monitoring does not rigorously investigate the quality of pupils' learning experiences.
22. A sign of curriculum innovation can be seen in the school's decision to block time for design and technology. Pupils enjoy this approach, with a girl in Year 6 commenting that; 'You are able see work through to an end instead of stopping at the end of lesson and waiting a week for the next one.' The school places this practical subject at the end of term and pupils say they like the difference to the style of learning these times present. Much of the school's thinking has gone into developing individual subjects and ensuring progression of skills in mixed aged classes. Developing links across the curriculum has taken a back seat and, therefore, these are not well thought out.

23. The provision for pupils with special educational needs is good. The individual support provided for pupils is effective and well matched to their needs. Individual plans for all pupils have generally clear and explicit targets. A similar approach is adopted for pupils who are at the early stages of learning English. Here, prompt assessment and individual learning plans also ensure that needs are well met.
24. The curriculum benefits from a good range of trips and visitors that add interest. The school ensures that trips related to history and geography receive greater prominence. This was a weakness noted in the last inspection. While these experiences add to pupils' experiences, a lack of thought given to follow up work means that they do not contribute as strongly as they could to pupils' writing skills. The school has extended the clubs and activities the pupils can take part in after school and it makes good use of the expertise of specialist coaching staff, and is able to offer a particularly good range of sporting clubs. A high proportion of pupils attend these activities and both parents and pupils are very appreciative of them.
25. The accommodation is satisfactory, apart from the outdoor play area for Foundation Stage children. This is difficult to use. Plans to address this are at an advanced stage. The school has made important improvements to resources, most notably in ICT, and in the range of books that support the teaching of reading. The library, however, is difficult to use because it is not well organised and has an adverse effect on the research skills of older pupils. There are enough well qualified staff and they receive very good back up from the good number of support staff.

Care, guidance and support

Provision for ensuring pupils' care, welfare, health and safety are good. Support and guidance for pupils are good and the school has satisfactory procedures to involve pupils in the work of the school.

Main strengths and weaknesses

- The day-to-day care of pupils is good.
- Careful tracking of pupil progress enables the school to respond speedily to the particular needs of pupils.
- There are good transition arrangements for all pupils joining or leaving the school.
- Although pupils have confidence that their concerns will be taken seriously there are no systematic procedures to seek their views.

Commentary

26. There is a strong, caring ethos in the school in which pupils feel secure. Playground supervision is alert and any accidents or incidents of poor behaviour are quickly and sensitively handled. The school ensures that all the routine operational health and safety checks, including risk assessment, are regularly carried out and carefully recorded. Procedures to deal with child protection, disability access and critical incidents are effective although the school lacks an up-to-date, school specific health and safety statement.
27. The school monitors pupils' progress closely and quickly identifies pupils in need of extra help. Arrangements for pupils with particular needs, such as special educational needs, pupils at the early stages of learning English or Traveller children, are good. Their needs are quickly identified, evaluated and carefully monitored. The school is very flexible in the way it deploys teaching assistants and uses assessment to good effect to direct extra help at pupils who are in need of greater attention. As a result these groups of pupils achieve well.
28. Induction arrangements for pupils entering and leaving the school are good. Parents of children in the Foundation Stage appreciate the opportunity to attend an open evening about the school and for their children to attend three pre-school visits prior to entry. The mechanism for the transfer of pupils to secondary school is also good. The school alerts parents early in the

autumn term to raise awareness of the transfer process. It also initiates contact with the various secondary schools to ensure pupils' smooth transition. To ensure the continuing welfare of pupils who have special educational needs, the headteacher ensures that there is effective liaison.

29. Pupils feel that teachers listen to and value their views. Pupils are encouraged to take responsibility around the school by carrying out monitor duties and by taking care of new and younger pupils and in this way contribute to the smooth running of the school. However, there is currently no formal system, such as a school council, for pupils to make constructive suggestions and input to the school in a collective way.

Partnership with parents, other schools and the community

Partnership with parents is good. Links with other schools and colleges are good and links with the community are satisfactory

Main strengths and weaknesses

- The headteacher and staff are welcoming and accessible to parents who feel fully involved in the school.
- Information provided to parents is good.
- The school has recently forged some stronger links with the local community.
- The school takes part in some joint work with other schools and colleges.

Commentary

30. The quality of the partnership between parents and the school has improved significantly since the last inspection and it is now good. Without exception, parents were positive about the work of the school, the progress their children are making and the information provided for them. The school has regained the full backing of parents. In addition, the school has sought more formal ways of seeking parents' views, with a recent survey revealing some suggestions that have been taken forward into the school development plan. This is giving parents a greater say in how the school operates.
31. Curriculum details circulated to parents at the start of each term are effective in enabling parents to support their child's learning at home, with reading diaries welcomed by parents as a useful means of communicating about their child's progress. Parents' evenings are well attended and the opportunity to review pupils' work at "Come and See" evenings is appreciated, providing an informal way of helping parents see the breadth of work that goes on in the school. School reports are comprehensive, although not all reports give a clear indication of the standards achieved. The entrance hall provides a good focal point for information to parents and the results of the parental survey are prominently displayed alongside an attractive and informative school prospectus.
32. Although links with the local community are satisfactory the school is actively seeking to improve these. To this end it has recently become more involved in village occasions, taking part in the local flower festival and the parent teacher association (Friends of Pytchley School) organising a number of social events which are open to the local community. There are links with the local church through end of term services and frequent visits by the pastor to school assemblies.
33. A strong feature of the links with other schools is the way the school joins with its 'family' of schools in cross school activities. Some of these build on the good range of extra-curricular clubs the pupils attend. In ICT these are further strengthened by the productive link a governor has established with a local technology college. Pupils visit the college to use ICT facilities not available to them at school. This adds to the curriculum for ICT.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is satisfactory. The headteacher has shown good leadership in facing up to the issues of the last inspection and has been helped in this by some key staff. Management is not as strong as leadership and is satisfactory. Governance is satisfactory.

Main strengths and weaknesses

- Determined leadership by the headteacher has united the whole school community in moving the school forward.
- The details of the new school development plan are yet to be finalised.
- The effective leadership of English, mathematics and information and communication technology has led to improvements.
- Some monitoring of teaching and other aspects of the school's works has been too general and does not determine the impact of the actions taken to improve provision.
- Performance management procedures are not aligned closely enough to school improvement priorities.
- Governors are increasingly active in the school and work in close in partnership with school staff and the headteacher.
- The help given by the LEA has been instrumental in moving the school forward and better financial planning has helped overcome budget difficulties.

Commentary

34. At the last inspection the quality of leadership was found to be unsatisfactory This is no longer the case, with leadership, especially by the headteacher much improved. An important factor has been the heightened sense of teamwork evident in the school. Much of this is down to the actions of the headteacher who has developed strategies to unite the school community. Parents' views have been sought and acted upon and, because of this, their confidence in the school, and the work of the headteacher in particular, has grown. The headteacher provides detailed information to the governing body and has fully involved them in decision making. The setting up of a task group to tackle the major issues of the last inspection has, for example, involved key governors. One of the most successful initiatives has been the half termly curriculum review meetings. These have enabled the headteacher and other co-ordinators to check that changes they have made to curriculum are being acted upon.
35. The teachers, non-teaching staff, governors and representatives from the LEA have all helped to produce a new school development plan. As a result, there is strong agreement about what the school needs to do next and identified developments sit well with the sharp analysis of data. However, the details for taking the key priorities forward are yet to be finalised. Those that have been defined, for example, in science, are of good quality and set clear success criteria against which the school can evaluate impact.
36. The school has benefited from the support and guidance of the LEA and considers continued support an aid to further improvement. The close partnership the LEA consultants have built with the co-ordinators, particularly English and mathematics, have led to effective leadership. Leadership of ICT has also been good. The work of school leaders has primarily been concerned with establishing policy and consistency of approach. Deliberate actions aimed at securing sustained improvement to the quality of teaching have not been as successful and, although there have been some improvements, some shortcomings remain. There are a number of reasons for this:
 - The school has not always followed up the work of consultants who have taught alongside teachers and observed teaching, especially in Years 5 and 6. Follow up observations by the

headteacher have been too general and do not check to see that key points identified by literacy and numeracy consultants have been acted upon nor do they identify future improvements.

- Monitoring has concentrated on compliance rather than on impact. For example, the quality assurance work by the ICT co-ordinator has shown that staff are following the scheme but has not considered how well it is being taught.
- The school does not evaluate the success of some of its key actions. For example, improved assessment procedures have put teachers in a better position to plan the next stages of learning. In an attempt to develop assessment further the school has established a system of setting targets for pupils. However, this has not been checked up on and the quality of marking and target setting are very variable, especially in Year 5 and 6.
- Although the school fulfils the statutory obligation to assess the performance of teachers, this is not seen as a central tool for linking the development of teaching to priorities that are seen as important for the school. This is largely because individual objectives are not married to the main issues in the school development plan.

37. There has been good improvement in the governance of the school since the last inspection. The governors have a much greater say in shaping the future direction of the school and have a growing knowledge of the school's strengths and weaknesses. The linking of key governors to issues from the last inspection has been effective in ensuring that governors join with key staff in taking these forward. However, they are yet to assess the impact of changes the school has made in the way it operates. They have managed the finances of the school well through a difficult period and have taken prudent decisions to ensure that past shortcomings, such as not making provision for the cost of staff absence, have been put right. This has put the school on more secure financial footing. They fulfil their statutory duties, for example, to monitor the implementation of the recently agreed Race Equality Policy.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	264,024
Total expenditure	286,663
Expenditure per pupil	3,333

Balances (£)	
Balance from previous year	21,420
Balance carried forward to the next	- 1219

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

38. Provision in the Foundation Stage is good. The children's skills and experience on admission are generally in line with those expected nationally. During their first year in school the children make good progress and by the end of their reception year many achieve the expected goals and an increasing number exceed them. This represents good achievement and an improvement since the last inspection. However, these improvements are relatively recent and have not had time to have an impact on pupils moving through the infants. The improvements have come about because the teaching is good and relationships children have with staff are very positive. Procedures for introducing children and their parents to the school are good and ensure a smooth start for the children. Good teaching is to be seen in the wide range of teaching styles used and the good choice of learning activities. Children settle into school quickly so that when they come to school in the morning, they part from parents easily and settle quickly to listen to their teacher. Leadership and management of the Foundation Stage is good. The staff work very well as a team. Adults assess and record the children's developing skills very carefully, which helps them to know what each child needs to do to improve. They make best use of the very limited outdoor area.
39. Not enough teaching was seen to make an overall judgement of provision or standards in **knowledge and understanding of the world**. However, scrutiny of work suggests that, by the time they reach Year 1, children are suitably prepared for the next stage of learning. They learn about their immediate environment and talk about their homes. They undertake work based on first hand experiences linked to a story. The children use computers regularly and show good control of the mouse. Construction work and sand and water play are imaginatively organised and fully detailed in the teacher's planning.
40. It is not possible to make an overall judgement of standards or provision in **physical development** but opportunities for physical development are currently very restricted. The children have continuous access to an outside area but the area is very small and cramped and they are limited to participating in one or two simple activities such as sand and water play. Children do not have the opportunity to use the outdoor area to use wheeled equipment or to crawl, climb or participate in genuinely imaginative play. However, they do have timetabled opportunities to use the school hall for physical activity.
41. It was not possible to make an overall judgement of provision or standards in **creative development**. The teacher's plans indicate a good range of interesting activities. Work on display, including hand puppets, paintings of cartoon characters, model vehicles and a large collage illustrating 'Rosie's Walk,' demonstrates a wide range of media being used. The children have opportunities to participate in pretend play situations such as working in an office or buying and selling at the local fruit shop.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children achieve well because good teaching establishes consistent expectations that govern behaviour.
- The staff create an atmosphere in which children can develop confidence and independence.
- Interesting activities encourage children to develop their curiosity and concentration.

Commentary

42. High expectations ensure that children know what to do and how to behave. During registration, for example, children are expected to answer politely when their names are called and, as a result, they answer the teacher clearly and with respect. The teacher and teaching assistant work very well together so that children feel secure and valued. The children have many opportunities to talk and listen to each other. Staff take notice of their ideas and help them to discuss their thoughts, feelings and their effect on others. The school day has a very clear structure, which ensures that all children experience the full range of activities while still having time for personal choice. The large range of imaginative and exciting activities provided for the children helps them to develop socially, working alongside others and learning to take turns and share.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children listen attentively and express their ideas with confidence.
- Staff create many good opportunities for speaking and listening.
- Reading and writing skills are systematically and imaginatively taught.
- There are too few opportunities for children to use their developing writing skills in imaginative and open-ended ways.

Commentary

43. Teaching is good because an effective balance is created between direct teaching by the class teacher and independent and group work. Although children enter school with a variety of skills, by the end of the reception year most achieve expected levels and some exceed them. There are ample opportunities for children to listen to their teacher and talk about their work, which they do with increasing confidence. In whole-class sessions, teachers place a good emphasis on obtaining contributions from all the children. They are encouraged to listen carefully to adults and to respond with an increased vocabulary. More able children are taught to use clear instructions, for example, to remind others in group activities about what they are expected to do. As a result, children speak clearly, and feel what they want to say is important and valued. They are confident when contributing to class based discussions and they listen well to each other. Children's vocabulary is extended well through practical work including pretend play activities.
44. The early skills of reading are taught well, partly through sharing books and partly through a well-structured programme of reading at home and at school. The strong emphasis placed on using the correct vocabulary to teach letter names and to sound them whilst forming the letters in print, contributes strongly to the pupils' good progress in reading. Teachers encourage children to enjoy books by considering story lines and key characters. Some effective use of resources was seen to encourage children to understand the story of 'The Very Hungry Caterpillar' and to recall it for themselves. The teacher demonstrated expressively how the character would talk and effective links were made from the book to the teaching of letter sounds by identifying key sounds in the story. Children recognise and write simple words and handle a pencil with increasing control. Children are given some opportunities to practise writing skills in group activities, such as making books in an office environment. However, they lack sufficient ongoing access to a large range of pens, crayons and paper that would encourage them to develop their own writing skills still further.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children are provided with a good range of practical opportunities to extend their mathematical skills.
- ICT is carefully used to develop basic skills.
- Mathematical development could feature more into everyday activities.

Commentary

45. Teaching and learning are good. The activities are usually both challenging and fun. In one lesson, for example, the class teacher hid snakes of different lengths in piles of moss and the children had to find the snakes and then order them according to different mathematical criteria. Children confidently used mathematical language such as 'more than', 'small', and 'large.' Mathematics teaching is planned well to match the children's abilities. The analysis of their work is thorough and accurate. Regular observations and assessments of the children's progress ensure that they are introduced to new mathematical ideas as soon as they are ready to move on. This was illustrated in a lesson where the class teacher carefully used a range of mathematical activities on a computer program to both reinforce and extend the children's skills of addition and sequencing. Opportunities to reinforce mathematical ideas and language in everyday situations are sometimes missed. Regular events such as snack times are not always used to extend counting or to practise number recognition. However, in the main pupils achieve well and reach the goals expected of them, with a small number exceeding them.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Effective leadership has made important changes to the curriculum, which is beginning to impact on the quality of teaching and pupils' achievements, especially in reading.
- Lessons have a productive working atmosphere.
- Teaching assistants make a strong contribution to achievement, especially in reading and for pupils with particular needs.
- There are some shortcomings in the teaching of writing.
- Not enough thought has been given to how pupils use and develop their writing skills in other subjects.

Commentary

46. Since the last inspection the co-ordinator and the local authority consultant for English have improved the organisation and teaching of English. The signs are that this is having some positive effects. Leadership itself has developed well and the curriculum plans now better reflect the national strategy for literacy. This in turn has led to improvements to teaching, which are beginning to impact on achievement, especially in reading, where it is now good. Standards in speaking and listening, reading and writing at the end of Year 2 have improved since the last inspection and are now average. Teaching overall, although stronger in reading than writing, is satisfactory and standards overall in English at the end of Year 6 are also satisfactory. The co-

ordinator has done much to monitor the quality of teaching and has a good idea of what now needs to be done to lift standards further.

47. One of the key improvements made to teaching is the way in which teachers question pupils. Teachers provide good opportunities for pupils to explain their thinking and to give opinions and are helped in this by the good quality of relationships they build with pupils. Some teachers are beginning to use strategies that ensure that all pupils join in the opening part of lessons and it is in these classes that speaking and listening is at its best. It is common for pupils in Years 3 and 4, for example, to record their thoughts on white boards and to share their answers with a partner. In this way all pupils learn to listen to others and to air their thoughts. However, not all teachers use such methods. In a literacy lesson in Years 1 and 2, for example, the teacher only required answers from pupils who were willing to put their hands up and as a result several pupils contributed little to the discussion. Achievement overall is satisfactory and, on the whole by the end of Year 6, pupils are confident speakers and respectful listeners
48. A major factor in the increased achievement of pupils with particular needs is the close partnership teachers build with teaching assistants. Assistants are adept at ensuring that pupils with special educational needs join in lessons. They will often sit near them at the beginning of lessons and quietly echo what the teacher says and check understanding. This prepares pupils well for work they do in groups. The co-ordinator has also been instrumental in making improvements to assessment, so that pupils' needs are identified early and prompt action taken. As a result, pupils who have special educational needs and those who are just beginning to learn English, progress well. An increasing number of pupils now reach expected standards.
49. The work of teaching assistants is at its most effective in helping pupils learn to read. Teachers strike a good balance between teaching pupils to read in groups and in teaching reading on an individual basis. This is working well. Group reading sessions are well organised and have been helped by additions to the book stock. Questioning in these sessions tests pupils' ability to tackle unknown words and, most importantly, leads pupils into a deeper understanding of the text. Snatched moments before school and at break times are used well by teaching assistants to target pupils in particular need. This means that pupils who need it most get more opportunities to read with an adult. However, pupils at the end of Year 6 are still unsure about how to locate information in the library and although they know how to use an index and contents page, their skills of research are underdeveloped. They are not helped in this by a rather small library, which although stocked with an adequate supply of books, is not organised by the Dewey system.
50. Some aspects of writing are working well, especially in Years 1 and 2, but some shortcomings remain. In Years 1 and 2 the very good quality of marking moves pupils' writing along at a brisk pace. Comments made by the teacher are very evaluative and point to improvements pupils need to make. Future marking seizes on work that achieves the necessary improvements and is quick to celebrate this. This gives pupils every incentive to try hard and this is evident in their work. A similar approach to marking is taken in the juniors but is not used as consistently and does not always follow up on pointers that are given. Older pupils are unsure of their improvement targets and there is little sign of these being followed up in future work. On the whole, too little has been done to check on the use and impact of this strategy. A further weakness in marking more commonly found in the juniors is the acceptance of shoddy work and, because of this, the presentation of pupils' work is not what it should be.
51. In English lessons teachers generally ensure that pupils learn how to write for a range of purposes, although there is a tendency to concentrate on fictional writing, at the expense of non-fiction. When non-fiction writing is taught a worksheet approach is often used, with pupils having few choices to make about how to set work out for themselves. This is particularly restrictive for higher attaining pupils. Teaching and learning works best when pupils use the writing of other authors as a springboard for their own writing. In Years 3 and 4 for example, the teacher made good use of the Narnia books to study settings before letting pupils write their own setting. Such occasions provide opportunities for pupils to develop and improve their writing over time. There

is little of the pupils' writing on display and the teachers are not able to refer back to previous work when picking up the theme in the next lesson. While teaching in Years 5 and 6 sets clear objectives for writing, there are too few occasions for pupils to draft and edit their work over time and so much of what they produce is episodic. For example, during some group work, pupils' redrafting simply entailed copying out the work after the teacher had corrected it. This does little to help pupils spot weaknesses for themselves or to think as writers.

Language and literacy across the curriculum

52. Throughout the school too little thought has been given to using other subjects to develop pupils' writing skills. There are opportunities for the pupils to find out information from books, but the writing they do is limited. This mainly entails writing out a few facts, with only the occasional requirement for pupils to write in a purposeful way. There are some opportunities for pupils to use ICT in English lessons but the computer is not used by the pupils to consider how they might present their work for a particular audience or purpose.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The careful implementation of the National Numeracy Strategy has improved the quality of teaching so that standards are beginning to rise.
- The teaching of the mental and oral elements of mathematics is effective.
- Good support is given to pupils who have special educational needs, so they achieve well.
- Pupils do not undertake enough problem-solving or investigative activities, especially in Years 5 and 6.
- Some marking is inaccurate and teachers' written comments do not always indicate how work could be improved.
- There are too few opportunities for pupils to use their mathematical skills in other subjects

Commentary

53. The subject co-ordinator, in partnership with LEA consultants, provides good leadership and has made several changes that have improved teaching and learning. By ensuring that the National Numeracy Strategy has been implemented well they have created a consistency of approach that is beginning to benefit pupils as they move through the school. As a result of recent improvements to teaching through Years 1 to 2 achievement is good and standards have improved. Pupils in Years 3 and 4 achieve well but higher attaining pupils in Years 5 and 6 could do better. While teaching and learning are improving, the teaching of problem solving still lags behind. Throughout the school, but more particularly in Years 5 and 6, teachers do not set pupils enough problems to solve or set them open-ended questions to investigate on a frequent basis.
54. In the main, planning is good and teachers set clear intentions for lessons. These invariably start well with good teaching of mental calculations. As a result the pupils are becoming adept at the quick recall of number facts. This is helping them in other areas too and is boosting confidence. In one well taught lesson in Years 3 and 4, the teacher made particularly good use of a large computer screen to help pupils learn about co-ordinates and angles of turn. This held the pupils' attention and enabled the teacher make his demonstration clear.
55. Teaching assistants work very hard to ensure that pupils with special educational needs understand their work and are particularly alert to any difficulties that arise. Their influence spreads to other groups of pupils helping them to maintain interest and motivation.

56. Improved assessment procedures, underpinned by the careful analysis of test results, enable teachers to set individual targets for each pupils. However, future work and marking does not refer to these closely enough and so the impact of this potentially useful strategy is lost. Older pupils, in particular, are not well informed about how they can improve their work. Books belonging to these pupils have very few written comments and are occasionally inaccurately marked and lack positive reinforcement or encouragement. In contrast the younger children receive far more information about how well they are doing and are in no doubt about what they need to do to improve. This is a key factor in the good progress these pupils make.

Mathematics across the curriculum

57. There are too few opportunities for pupils to use and apply their mathematical skills in other subjects. Pupils produce some graphs and tabulated results in science and most investigations involve an element of measuring.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The curriculum does not provide enough opportunities for investigative science in Years 5 and 6.
- Teaching assistants provide good quality support in lessons.
- ICT is not always used to support learning.
- The co-ordinator has good plans for the development of science.

Commentary

58. Most lessons are based around an investigation and effectively reinforce and strengthen scientific processes whilst also teaching the knowledge needed in a particular scientific area. This approach ensures pupils learn to think scientifically and achieve well. For example, pupils in Years 1 and 2 are able to make sensible predictions on the distance a toy car will travel when the slope of the surface is changed. They can also make suitable measurements and test their own hypothesis. In most classes before and after such investigations teachers make good use of group discussions and are skilled at using probing questions to establish different levels of understanding or to tease out misconceptions. This helps them plan further work. As a result standards at the end of Year 2 have risen since the last inspection and are now average. Pupils in Years 3 and 4 are given good opportunities to reflect on their own knowledge and to generate questions and explorations of their own. Teaching here provides a setting where pupils can, for example, investigate the best material for keeping a cup of tea warm or examine the links between the thickness of ice cream sauces and the popularity of the finished product. Teachers use a variety of ways of recording work, such as diagrams, posters and graphs.
59. Whilst the one lesson taught to Years 5 and 6 during the inspection was challenging and required good scientific thinking, an analysis of the work completed previously and recorded in books, reveals that this is not always the case. Not enough thought has been given to ensuring that the curriculum for these pupils is demanding enough. Some investigative work is undertaken but it is not extensive enough. Although achievement is satisfactory pupils' knowledge of science is stronger than their ability to plan and carry out investigations. Overall, therefore, standards at the end of Year 6 are average and have not improved since the last inspection.
60. Teaching assistants play an important part in science lessons. They lead groups effectively and support individual pupils sensitively, including those with special educational needs, who achieve well. They work well with classroom teachers to ensure pupils are both supported in their work and challenged to improve. They are able to recognise specific problems pupils need to overcome and were seen to provide immediate and successful additional teaching that

prevented individuals falling behind in the lesson. Their expertise, enthusiasm and understanding contribute significantly to the improving standards.

61. Although pupils have opportunities to use an appropriate range of scientific equipment, computers are not always used to analyse data or investigate further in the subject. In those lessons where it is used, such as during an investigation of the effects of exercise on the pulse rate, it enhances learning significantly and allows pupils to draw more secure conclusions from their investigations.
62. The development of science has taken a back seat since the last inspection and monitoring has not been rigorous enough in tackling shortcomings in the curriculum. However, science is to become a higher priority for the school and, with the help of the local authority consultant, the co-ordinator has recently drawn up a good quality action plan to address this. The implementation of the plan should help overcome the rather low profile the subject has in the school at the present time.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Good leadership has made important improvements to the curriculum ensuring that skills are progressively taught.
- Improved resources have helped give pupils greater access to ICT.
- Not enough thought has been given to the context for learning and applying ICT skills.

Commentary

63. The co-ordinator has been successful in overcoming many of the shortcomings identified in the last inspection. Crucially he has put together a comprehensive scheme of work which outlines how key skills will be taught. The curriculum now meets statutory requirements, a weakness noted in the last inspection, and provision has improved from its previous unsatisfactory level. The scheme of work has helped improve teachers' confidence. As a result, pupils' achievements are satisfactory and standards at the end of Year 2 and Year 6 now meet expectations.
64. The school has improved the level of resources, so that pupils now have sufficient access to computers. The recent addition of two large interactive screens has further improved the position, with the co-ordinator making effective use of one of these in much of his teaching and acting as a good role model for colleagues.
65. Although the scheme of work is successful in promoting skill development, not enough thought has been given to ensuring that pupils learn and apply skills in a purposeful way. Monitoring to date has concentrated on coverage rather than the quality of teaching and learning. Although the quality of teaching by the co-ordinator is of a good standard, teaching elsewhere is satisfactory. In general, teaching does not require pupils to use computers in a way that exploits their potential. The co-ordinator sets a benchmark for others to follow. Although teaching in Years 3 and 4 he has, for example, developed a web site that pupils in Years 5 and 6 regularly update. This not only enables them to learn how to use the digital camera and to combine text and graphics but also helps them reflect on a real purpose for their work and to produce work with an audience in mind. This can be contrasted with teaching elsewhere which is not as thought provoking. In Years 1 and 2 for example, pupils' word processing skills are still at the exploratory stage. In typing information about themselves they learn how to use various tools in a word processing package but they are not making any decisions about their use or to consider the needs of an intended audience. Similarly in Years 5 and 6, work on spreadsheets occurs at regular intervals but does not fit with any work pupils have been doing elsewhere.

Information and communication technology across the curriculum

66. There are isolated examples of ICT work being planned in other subjects but these are not systematically developed. In Years 3 and 4 for example, the teacher prepared photographs of artefacts from the ancient Egyptians to stimulate historical research and there are occasions when pupils in Year 5 and 6 have used the Internet to carry out some personal research. However, in general teachers do not use the several computers they have available to them in class on an everyday basis or in a considered enough manner.

HUMANITIES

67. Insufficient evidence was available to make secure judgements on provision, standards or the quality of teaching and learning in **geography**. Pupils' work and planning documentation indicate that pupils cover a sound range of topics that progressively develops their knowledge and understanding as they move through the school. Sufficient time is now devoted to geography, a weakness noted in the last inspection. The school ensured that trips to help with the study of geography, including those to the locality of the village, have been increased.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Improved curriculum planning ensures that the profile of history in the curriculum has risen and this in turn has helped raise standards.
- Teachers help pupils understand what life was like for people living in various historical times.
- A good range of trips is used to make learning more interesting.
- There are not enough planned activities for pupils to use their writing and ICT skills.

Commentary

68. To rectify shortcomings identified in the last inspection, the subject leader has given much thought to the organisation of the curriculum. A review of the time devoted to history and consideration of topics that overcome the difficulty of teaching two year groups within each class, ensure that pupils now study a suitable range of historical times. Whole school curriculum review meetings enable the co-ordinator to be sure that the scheme of work is implemented but evaluation of how well teachers use the scheme has been less successful. Leadership of the subject is satisfactory and teaching remains satisfactory.
69. Throughout the school, teachers plan a reasonable range of work which ensures that pupils develop a secure understanding of what life was like in different historical periods. Pupils in Years 1 and 2 can compare clothing worn during the times of Florence Nightingale with that worn today, while in Years 3 and 4 pupils are able to make some sensible suggestions about the use of various Egyptian artefacts. Here good teaching enabled pupils to study history using a range of resources, giving the teacher an opportunity to help pupils consider the reliability of source material. However such teaching is not common and as a result pupils in Year 6 have insufficient understanding of the range and reliability of historical sources.
70. The good range of visits teachers organise to place such as the Globe Theatre or the Natural History Museum make an important contribution to the study of history and help extend pupils' cultural horizons. However, written activities in lessons mainly require pupils to describe periods of time or events and do not require them to write about life from the perspective of different people or to compare their life with the lives of people in the past. Although pupils do carry out some historical research using computers, the use they are expected to make of such

information is bound by the same limitations and computers are mainly used for pupils to discover facts rather than to present their work in different ways, such through graphs, charts or pamphlets.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

71. No lessons of **art and design** could be seen, but pupils' work was studied and a short discussion was also held with the co-ordinator. The policy and scheme of work were discussed and these show that all aspects of the National Curriculum are covered by taught lessons. Pupils have opportunities to study the work of famous artists and the large abstract paintings, produced in the style of Mark Rothko, by Year 5 and 6 pupils following a visit to Tate Modern are impressive. In contrast work seen in sketchbooks was disappointing. Opportunities for pupils to undertake 3D work are regularly presented with Year 3 and 4 pupils making an exhibition of very attractive small model seats. The co-ordinator is enthusiastic and is beginning to modify the curriculum and promote the subject further.
72. It was only possible to sample provision in **physical education** and it is not possible to make a judgement on standards or teaching. The co-ordinator has developed a curriculum that ensures pupils study the full breadth of curriculum for PE. Pupils have ample opportunity to go swimming and because of this all but a small minority reach the expected standard for pupils at the end of Year 6. The co-ordinator is very committed to PE and to this end runs after school clubs himself. He has supplemented his expertise by bringing in outside coaches who add to the range of clubs pupils can join. Take up is high, with pupils afforded good opportunities to take part in sport.
73. During the inspection no **music** lessons were observed and, therefore the subject was only sampled. However it is clear from planning and talking with pupils that music plays an important part in the life of the school. It is used particularly well in Years 3 and 4 to set the mood for learning and to welcome pupils into lessons. A specialist teacher who takes lessons in junior classes clearly enhances provision for music. It is also considerably enhanced by a number of additional opportunities available such as violin tuition and the chance to sing in the school choir. Pupils participate in a good range of musical performances including performing at a local supermarket and making musical contributions to the celebration of World Mental Health Day. Teaching is securely based on National Curriculum objectives, using interesting and challenging materials. Resources are good and have the necessary breadth to provide experiences drawing on a wide range of cultural traditions.
74. In **design and technology** work on display and in photographs indicates that standards are at least average. Pupils develop their skills through designing and making a variety of products. Younger pupils have designed model cars, experimenting with a range of styles and finishes. Older pupils have designed and made moving vehicles and money containers. These are of good quality and the pupils are very proud of them. The co-ordinator promotes the subject very well and the recent innovation of having design and technology days to enable pupils to complete the making of products uninterrupted has been very successful.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

75. Not enough evidence was gathered to make an overall judgment about provision. Discussions with the co-ordinator and analysis of planning show that pupils' **personal, social and health education** are closely linked to work in science and religious education. In religious education in particular close links are made with pupils' personal development. The use of class discussions and time for reflection are helping pupils to think carefully about their actions and the actions of others. The school fulfils the requirement to have a programme for sex and drug awareness education. These are mainly linked to aspects of work pupils study in science.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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