

INSPECTION REPORT

PARKLANDS LOWER SCHOOL

Northampton

LEA area: Northamptonshire

Unique reference number: 121925

Headteacher: Mr Stuart Adams

Reporting inspector: Mrs Lorna Brackstone
21872

Dates of inspection: 4th – 6th February 2002

Inspection number: 194022

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First School (Primary)
School category:	Community
Age range of pupils:	4 - 9
Gender of pupils:	Mixed
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Appropriate authority:	The governing body
Name of chair of governors:	Mr John Baylis
Date of previous inspection:	6 th May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21872	Lorna Brackstone	Registered inspector	The Foundation Stage Special educational needs	What sort of school is it? What should the school do to improve further? How well are pupils taught? How well is the school led and managed? How high are standards? a) the school's results and pupils' achievements
8986	Philip Andrew	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 the parents?
24342	Denise Franklin	Team inspector	Mathematics Religious education Equal opportunities	
30669	Margaret Sandercock	Team inspector	Art and design Design and technology	How good are the curricular and other opportunities offered to pupils?
23095	David Mankelow	Team inspector	Science Music Physical education English as an additional language	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Parklands Lower School is an urban school in the suburbs of Northampton, about two miles northeast of the town centre. It is in an area of mixed, owner-occupied housing, the earliest dating from the 1930's and the most recent from around 20 years ago. Pupils are aged 4 to 9 (Years R to 4) and there are currently 299 pupils on roll. This is bigger than the average school. The standard admission number is 60. Only one per cent of pupils are known to be eligible for free school meals. There are four per cent of pupils who use English as an additional language and this is more than in most schools. At the time of the inspection there were 15 pupils from ethnic minority groups, three of whom were at an early stage of language acquisition. There are 28 per cent of pupils with special educational needs, which is above the national average. One child has a statement for special educational needs and this is below the national average. There is a mixed intake, and baseline evidence indicates that the children start school with skills that are broadly as expected for this age group. Pupils leave the school at the end of Year 4. Nearly all of them go to Parklands Middle School. However, this is set to change in September 2003 when the school has been designated to become a 420 place primary school.

HOW GOOD THE SCHOOL IS

This is a very effective school; all pupils have very positive attitudes and behaviour and achieve well. Standards in English, science, art and music are of very high quality. The overall quality of teaching and learning is very good, and leadership and management are excellent. The school provides very good value for money.

What the school does well

- Standards in English and science in Year 2 are well above the national average and well above national expectations in Year 4. Standards in art and music are well above national expectations in both Years 2 and 4. Standards in design and technology, information and communication technology, history and physical education are above national expectations in both Years 2 and 4.
- The overall quality of teaching and learning is very good. Learning support staff are used very effectively to assist with pupils' learning.
- Pupils have very positive attitudes to school, and personal development and relationships are of a very high standard. Behaviour is very good.
- The leadership and management by the headteacher are both excellent. There is very good monitoring of teaching and learning, and all resources are used to the very best effect.
- Provision for spiritual and social development is excellent. Provision for moral and cultural development is very good.
- The curriculum is well balanced, and good provision of extra-curricular activities ensures that pupils are enriched.

What could be improved

- Standards in mathematics could be improved to match the very good levels in English and science.

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 May 1997 and has made very good progress since then. The quality of teaching has improved significantly since then and is now very good. Particular improvements have been made in planning, the pace of lessons and the efficient use of time. All subjects now follow comprehensive schemes of work and this ensures that skills are taught progressively throughout the school. The senior management team has been restructured and has put in place a large number of systems to measure the success of the school. Teachers are now much better at using information gathered about their pupils in the planning of lessons and marking of work. The way learning support staff are used in the classrooms is now very good. For example, they are involved in planning and teaching specific lessons. The school has a high-quality commitment to improve and has an excellent capacity to succeed.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2, based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
Reading	B	A	B	C
Writing	B	A	A	A
Mathematics	C	A	C	E

Key

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

Although there are varying levels of attainment on entry to school standards are broadly average. Children make good progress in all areas of learning within the Foundation Stage and, by the time they are ready to start Year 1 of the National Curriculum, overall attainment is in line with the recommended guidelines. Standards in personal, social and creative development exceed the expected levels at the end of the Foundation Stage. This good progress is maintained in Years 1 to 4. Inspection findings indicate that standards in English and science in Year 2 are well above the national average and well above national expectations in Year 4. Standards in mathematics are in line with the national average in Year 2 and above national expectations in Year 4. Standards in art and music are well above national expectations at the end of Years 2 and 4. This represents very good progress in pupils' learning and is a result of very high quality teaching and learning. In Years 2 and 4, standards in design and technology, history, information and communication technology and physical education are above national expectations. Standards in geography are in line with national expectations. At the end of both Years 2 and 4, standards achieved in religious education meet the needs of the locally agreed syllabus. During the three years from 1999 to 2001 the performance of pupils exceeded the national average in reading, writing and mathematics. Pupils with special educational needs and those for whom English is an additional language achieve well and make good progress in their learning because their needs are identified early. The school sets realistic targets for further improvement and is making good progress in achieving them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school and are enthusiastic about their learning. They show very good levels of concentration and perseverance when working.
Behaviour, in and out of classrooms	Behaviour in and around school is very good. No evidence of bullying was noted during the inspection.
Personal development and relationships	All pupils enjoy very good relationships, and personal development is of a very high quality. Pupils eagerly take the initiative in lessons and undertake a large number of duties throughout the school. They show high levels of respect and take great care of each other.
Attendance	Good. Pupils arrive punctually at school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 4
Quality of teaching	Very good	Very good	Very good

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

The overall quality of teaching and learning is of a very high standard throughout the school. During the inspection, 53 lessons or part-sessions were observed. Seven of these lessons were of excellent quality, 14 were very good, 27 were good and four were satisfactory. No unsatisfactory teaching was observed. Teacher expectations, planning, management of pupils, effective use of different teaching methods and use of all available resources are all of a very high standard throughout the school. This ensures that all the pupils work at a good pace and learn a great deal. Knowledge and understanding of the subjects taught and the teaching of basic skills are good overall; the teaching of music is excellent because a subject specialist is used. However, the Numeracy Strategy is not used sufficiently well. Effective use is made of day-to-day assessment to provide positive feedback for pupils so that they understand how they can improve. Satisfactory use is made of homework to enable pupils to develop their ideas and increase their knowledge.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a good, well-balanced curriculum throughout the school, which fulfils statutory requirements well. All pupils are fully included and their individual needs successfully met. Extra-curricular links are good and strong links with partner schools support provision well.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. There is very prompt identification of specific needs, and individual education plans are devised to provide maximum support.
Provision for pupils with English as an additional language	Good. Pupils for whom English is an additional language receive a good, broad and balanced curriculum and are successfully enabled to take part in all school activities through skilful support.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Overall provision is very good. The school makes excellent provision for spiritual and social development; the pupils are provided with opportunities for reflection, which are of the highest standard. Activities promoting social development are given a prominent profile. Provision for moral and cultural development is very good and promotes personal development very well.
How well the school cares for its pupils	Staff know the pupils very well and take great care of them. They are supported and monitored well in both educational and personal issues. The information gathered on pupils' progress is of good quality and used well to help pupils improve their learning.

The school works very closely with parents and this has an important impact on the attainment of their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher are inspirational. He quite clearly sets the educational climate in the school and ensures that the aims and values of the school are met. A very high-performing deputy headteacher and an exceptional team of dedicated staff very well support him.
How well the governors fulfil their responsibilities	The governors fulfil their statutory requirements very effectively. They have a very clear understanding of the strengths and weaknesses of the school and are actively involved in shaping its future direction.
The school's evaluation of its performance	The monitoring, development and evaluation of teaching are very good and rigorous procedures are in place to ensure that pupils receive high-quality teaching.
The strategic use of resources	All resources are used very well. Funds, including specific grants, are carefully matched to the school's priorities. The headteacher and governors carefully monitor the deployment of resources and understand the importance of always seeking value for money.

There is an appropriate match of teaching and support staff to meet the needs of the pupils. Accommodation is satisfactory; there are spacious outdoor facilities, but a number of the classrooms are cramped and the hall is used as a thoroughfare. Overall, learning resources are good in number and of high quality.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour in school is good. • The school helps their children to become mature and responsible. • There are high expectations. • They feel that the school is well led and managed. • The quality of teaching is good. • They are confident that their children are making good progress at school. • They feel comfortable approaching the school with a problem or concern. 	<ul style="list-style-type: none"> • The range of activities outside of lessons.

The inspection team agree with all the positive comments made by parents but are unable to justify the negative view. Extra-curricular activities provided by the school are good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children start school with varying levels of attainment, but standards are broadly average. A significant minority of children have speech problems. They make good progress in all areas of learning within the Foundation Stage and, by the time they are ready to start Year 1 of the National Curriculum, overall attainment is in line with the recommended guidelines. Standards in personal, social and creative development exceed the expected levels at the end of the Foundation Stage.
2. In the National Curriculum test results in 2001, writing standards in Year 2 were well above both the national average and that of similar schools. During the three years from 1999 to 2001, the performance of boys and girls exceeded the national average in writing. Inspection findings confirm that pupils make very good progress in writing, and standards are well above the national average.
3. In the National Curriculum test results in 2001, reading standards in Year 2 were above the national average but in line with standards in similar schools. During the three years from 1999 to 2001, the performance of both boys and girls in reading exceeded the national average. Inspection findings indicate that standards in reading are well above the national average and very good progress is being made.
4. In the National Curriculum test results in 2001, standards in mathematics were in line with the national average. In comparison to those in similar schools, results were well below average. During the three years from 1999 to 2001, the performance of boys exceeded the national average, but the performance of girls was only in line. In comparison to those in similar schools, results were well below average. Standards observed during the inspection confirm that, although satisfactory progress is made, attainment in mathematics at the end of Year 2 is not high enough. No differences were noted between the performance of girls and boys.
5. In the 2001 teacher assessments in science in Year 2, the performance of pupils was very high in comparison to the national average. Inspection findings confirm that standards in science are very high and pupils make very good progress.
6. By the end of Year 4, standards in English and science are well above national expectations, and the progress made in Years 1 and 2 has been maintained. Standards in mathematics are above national expectations and this represents an improvement from Year 2.
7. Standards in art and music are well above national expectations at the end of Years 2 and 4. This represents very good progress in pupils' learning and is a result of very high-quality teaching and learning. Standards in design and technology, history, information and communication technology and physical education are above national expectations at the end of Years 2 and 4. Standards in geography are in line with national expectations. At the end of both Years 2 and 4, standards achieved in religious education meet the needs of the locally agreed syllabus.
8. Pupils with special educational needs and those for whom English is an additional language achieve well and make good gains in their learning because of the effective procedures for identifying those needs. They make consistently good progress throughout the school because of the good teaching and effective support in class. They are well supported in literacy and numeracy. All pupils are fully included in every aspect of the school's work.
9. The school sets realistic targets for further improvement and is making good progress in achieving them. It carefully looks at individual pupils in each cohort and makes specific plans to raise attainment. For instance, the school has analysed the mathematics results of 2001 and has started to identify areas requiring improvement.

Pupils' attitudes, values and personal development

10. All children demonstrate an infectious enthusiasm for the school. Children in the Foundation Stage have very good attitudes to learning and are always enthusiastic about their learning. They behave very well and are always eager to help both their peers and all adults who are involved in their learning. Relationships are very good in the two Reception classes. Pupils in Years 1 to 4 are keen to learn, to accept responsibility and to understand the social aspects of living in a community. These factors provide a very firm base for their overall development. This is a strength of the school and is a continuation and enhancement of the position noted in the previous inspection report.
11. The children come to school willingly and the incidence of late arrival is very low. In the answers to the parents' questionnaire, all agreed that their children like school. The parents commented at the meeting for parents that the school had 'a happy, calm and relaxed' atmosphere. The children are interested and involved in the activities at the school and co-operate very well together in the classroom and around the school. In the lessons the children are keen to answer questions and participate positively in learning, and teachers ensure that all are included in this process. The very good ethos of the school is evident in the way that pupils from ethnic minorities are integrated fully into school life.
12. Behaviour is very good in all areas of the school and no inappropriate behaviour was seen during the inspection. In the answers to the parents' questionnaire, nearly all agreed that behaviour is good. An analysis of the lesson observations shows behaviour and attitudes in the classrooms as all good or better, with over half very good and a significant number of excellent quality. The children are polite, courteous and friendly to each other and to all the adults. The very positive behaviour and the absence of any oppressive behaviour are strengths of the school; this is a continuation of the very good standards that were noted in the previous report.
13. Relationships between the children and between them and the adults are very good. This reflects the children's understanding of how their own behaviour can affect others and this understanding is enhanced by the staff, who provide very good role models. The *School Matters* club considers such issues as waste and the environment. This illustrates very well that the pupils understand how their actions affect all others, both human and animal. The children are encouraged to accept responsibilities in the running of the school and, for example, pupils are to be found manning the telephone in the lunch hour and dealing with incoming messages, older children mentoring the younger ones in the playgrounds, working in the school library and performing many other tasks. These duties are undertaken willingly and carried out with dedication and enthusiasm. The good personal development provided by the school leads to confident and articulate children.
14. Attendance is above the national average and has improved since the last inspection. Unauthorized absence is below national average and late arrival, at less than one per cent, is very low. Registration is carried out promptly and efficiently.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching and learning is very good throughout the school. During the inspection, 53 lessons or part-sessions were observed. Seven of these lessons were of excellent quality, 14 were very good, 27 were good and four were satisfactory. No unsatisfactory teaching was observed and, because of the consistent high quality observed, inspectors judged it to be very good overall.
16. Throughout the school, very effective use is made of the teachers' planning. Learning objectives are clearly identified and, in the very best lessons, shared with the pupils. These objectives are revisited at the end of the sessions and this ensures that the pupils gain an understanding of what they are actually learning. For example, in a Year 3 mathematics lesson the teacher clearly shared his planned learning intention with the pupils and explained what they would have learnt by the end of the lesson. This ensured that the pupils knew exactly what they were doing and they were able themselves to evaluate how well they had done. Teacher expectations are very high and pupils are required to work at a brisk pace so that they gain new knowledge and skills. This was evident in a Year 1 literacy session where the pupils really showed very good concentration skills when they were learning about the use of speech marks and speech bubbles in written text. The pupils

were encouraged to read out the different character parts and were able to apply their creative skills when developing expression in their voices.

17. A wide variety of teaching methods are used to very best effect. Whole-class sessions provide effective situations for the teaching of basic skills. Very good use of group work is made to increase the understanding of specific pupils, and teachers spend individual time with pupils, helping them to develop their ideas. For example, a very good art session was observed in a Year 2 class, which was led by a learning support assistant. The very high-quality input provided by this adult truly inspired the pupils and enabled them to confidently apply their own creative skills to their work. This learning support assistant provided a very thorough introduction and ensured that the pupils fully understood the concepts through the very effective use of questioning skills. In fact, one of the outstanding features of this school is the way in which learning support staff are used so effectively to promote the pupils' learning.
18. In both the Foundation Stage and Years 1 to 4, the pupils are consistently managed very well. High standards are insisted upon at all times and this has a very positive impact on their learning. As a result, they always show interest in their work, sustain concentration and apply themselves to all areas of the curriculum.
19. Throughout the school, time is used very well to develop pupils' learning. Lessons move at a very good pace and no time is wasted moving from whole-class sessions to group work. Learning resources are used to very best effect. For example, the outdoor area for the Foundation Stage children is not only used to develop physical skills but also promotes intellect and creativity. During the inspection the children were observed at different times in this area not only using the climbing and play apparatus but also dancing to music, moving in the wind and planning strategic manoeuvres on their tricycles around some rather wild animals!
20. The overall quality of teachers' knowledge and understanding of the subjects taught is good overall, but there are some particular strengths. All staff in the Foundation Stage have a very secure understanding of the needs of this age group, which is clearly evident in the way that they present the learning activities. Activities are very well balanced between formal input from adults and independent learning opportunities. The quality of the music teaching is excellent; this is because a specialist teacher is used throughout the school to teach the subject and this ensures that pupils consistently acquire new musical knowledge and skills as they move through the school. The expertise of this individual has a very positive impact on standards.
21. Teachers' knowledge of the Literacy Strategy is of a high standard and is used very well to promote learning. All adults in school clearly have a great enthusiasm for books and this has a very positive effect on the pupils' attainment. Although satisfactory, the quality of teaching in mathematics is less effective. Teachers are less confident about the Numeracy Strategy and, therefore, lessons are not always used to best effect. It is evident from work over time that teachers still rely too heavily on a commercial scheme of work. This has a negative impact on the pupils' learning.
22. Overall procedures for assessing the progress made by pupils on a day-to-day basis are good. Throughout the school all staff regularly praise their pupils for their work and ensure that they know what can be done to improve. Daily reading records are of a particularly high standard. Home/reading tasks are used well to promote learning in the Foundation Stage. Satisfactory use is made of homework in Years 1 to 4.
23. The teaching of pupils who have special educational needs and those for whom English is an additional language is good throughout the school. This enables them to make good gains in learning. The requirements of individual education plans and particular learning needs are built into daily activities. Designated support staff and classroom assistants provide targeted, unobtrusive support to meet individual and group needs. This ensures that all pupils are fully integrated into the life of the school community and that all develop good levels of self-confidence. Teachers are skilled in targeting questions to ensure that all are included in whole-class oral work.

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

24. At the time of the last inspection, a key issue for action was identified, which required the development of a detailed programme in each subject to ensure the teaching of a full curriculum. In addressing the issue of improving the curriculum, the school was required to ensure the regular development of pupils' skills, knowledge and understanding in all subjects. The school has addressed this key issue very well and all aspects of curriculum provision have significantly improved.
25. The curriculum planned for the children in the Reception classes takes full account of the requirements for the Foundation Stage. Planning effectively provides a range of activities across the six areas of learning, and the quality and range of opportunities for children in Reception are good. From Year 1 to Year 4, plans to develop learning in a structured way are in place in all subjects. Teachers plan the work in year groups and the school's programme now ensures that all pupils, including those with special educational needs, experience a rich and varied curriculum in a very supportive learning environment. All pupils, including those learning English as an additional language and those with special needs, have access to all the activities of the school, taking a full part both in lessons and in after-school activities.
26. The links between subjects, which are carefully built into the curriculum programme, ensure that work is invariably presented in an interesting way. This contributes strongly to the pupils' very positive attitudes to school and to learning. The school has carefully considered the programme through the year, and time is well allocated when planning to ensure that the whole curriculum is covered. This ensures a good, rich balance between subjects, which inspires these young pupils and keeps them involved in what they are doing. Throughout the school the balance of time between the core subjects of English, mathematics and science and the remaining foundation subjects is good, and is very similar to that found in other schools. Throughout the school, the expertise of a music specialist is used to good advantage. Pupils receive high-quality teaching that covers a full curriculum, allowing for many opportunities to listen and perform, and this too represents better provision than is usually found for their age.
27. The school uses the national strategy for teaching literacy very effectively. The Literacy Hour is well established and has a very strong influence on the work in other subjects. Strong teaching during the Literacy Hour ensures that pupils, including those with special educational needs, demonstrate high levels of confidence, for example, in speaking in assemblies and in using reference materials in history. The introduction of the national strategy for the teaching of numeracy is only having a satisfactory impact on pupils' learning. Appropriate opportunities are made for pupils to use their numeracy skills in subjects like science, history and geography, although as yet the introduction of the strategy is not raising standards in mathematics. This is because of insecure teacher confidence and the overuse of a commercial scheme of work.
28. The majority of parents are very appreciative of the range of activities provided for pupils outside the school day, and the inspection team supports the view that provision is better than is usually found in comparison with other schools for pupils of this age. Lunchtime and after-school clubs such as gymnastics and origami, together with opportunities for extra music tuition, ensure that pupils' tastes are well catered for. The range of activities and high-quality relationships evident during clubs, together with the richness of the taught curriculum, enhance pupils' lives considerably. The opportunity for pupils in Year 4 to experience a short residential stay at Yardley Hastings is much appreciated by pupils. Having heard of the activities involved, which are carefully planned to make a very positive contribution to personal and social development, they are looking forward with excitement to this year's visit.
29. The school shows a strong commitment to equal opportunities for all pupils, and every pupil is encouraged to take part in the full range of activities offered, both in and out of lessons, regardless of gender or social circumstances.
30. The provision of personal, social and health education in the school is good. At the time of the last inspection the programme was only satisfactory, but the co-ordinator has now put in place a full and clear plan, which ensures that these important issues are well covered. All pupils have their *Special Book* and throughout the school there is good and regular attention to matters of healthy

eating, taking medicines and keeping fit, which are well linked to other subjects like science, physical education and design and technology. Tolerance and respect are strongly promoted across the curriculum, and the specific teaching of health-related issues, including drugs education and sex education, is already being reconsidered in light of prospective changes in school structure. Throughout the school, outside agencies like the police, firemen, the doctor and the school nurse are used well to support learning. They make a significant contribution to the programme for developing a healthy and safe lifestyle. The strong commitment to high-quality relationships and caring which is evident in school ensures that the emphasis on personal and social development permeates the whole curriculum. For example, Year 3 art sketchbooks contain fine examples of pencil sketches depicting relationships, one example showing a mother cradling her baby, and a grandparent taking a grandchild to school.

31. The school has established good links within the local community and uses the locality well to support pupils' learning. As part of their usual programme, young pupils in Reception visit the shops and the local vet, and older pupils use the locality for artwork and geography fieldwork. Pupils visit the local museums, and Year 4 pupils had particularly enjoyed their visit to Aylesbury museum to see the Roald Dahl exhibition whilst in Year 3. The mayor, Northampton Town Football Club and The Saints rugby players visited during *Reading Week*, and the Northampton Fire Brigade and the Environmental Health Officer have visited to bring community issues alive and support learning in a number of subjects. Pupils sing and perform at the local hospice and the disabled centre. This involvement is well reciprocated, with members of the community supporting the school in significant and very tangible ways, such as grandparents coming into school to hear readers and to help in classes even when their grandchildren have left the school.
32. Links with the on-site Nursery are positive, with the school allocating sufficient time to foster supportive links in areas like sharing planning strategies and partnerships with parents. Links with the local middle school, secondary schools and the college are strong. Secondary school pupils are welcomed into school for work experience and the school supports a good number of college students involved in training. The ethos of the school provides a very supportive environment in which to train initial teacher-training students.
33. At the time of the last inspection, provision for pupils' moral and social education was a strength of the school. This continues to be so, and the school has made significant improvements, so that provision for moral and cultural education is now very good, with provision for spiritual and social development excellent. The very positive ethos of the school is strongly dependent upon the nurturing of these important elements and there is a whole-staff commitment to the spiritual, moral, social and cultural development of pupils.
34. Provision for spiritual development is excellent. Assemblies, religious education, music, history and art all provide excellent opportunities for pupils to reflect and understand their interdependence with others. In religious education, pupils explore the values and beliefs of people of the Christian faith and Judaism, and the programme is well supported through the enactment of Christian ceremonies like a wedding, to further pupils' respect for the practices of particular faiths. Opportunities to develop spirituality through music are promoted well. There is invariably music playing to set the mood of the day when pupils come into school. Music is also used, for example, in the Reception play area, so that children begin to respond sensitively to the mood of music in their dance and movement from an early age. Opportunities in art are extremely good, with pupils taught to look carefully and absorb the wonders of nature in their close observational drawing. Opportunities are never missed for pupils to reflect thoughtfully, for example, on the beauty of paintings or the environment. This is due in no small measure to teachers' own sensitivity to beauty and their wish to create a calm, harmonious learning environment. The Collective Act of Worship supports spiritual development very well. There is a feeling of quietness and worship, and a strong sense of the special place this time has in a busy day. Teachers and pupils leading assemblies ensure that a feeling of reverence is engendered, and a time for prayer and reflection is invariably provided.
35. The provision for the pupils' moral development is very good. All adults in school make a very positive contribution, as very good role models, thus reinforcing the high standards of behaviour. Pupils clearly know what is right and what is wrong. Year 4 pupils are very sure about their duty of care for younger children and understand the need for rules in order to promote a fair and just school community. Year 2 pupils know the behaviour expected at school and are very clear that pushing and fighting are wrong. They say that most pupils stick to the rules and all know exactly

what steps will be taken to right any wrongs. Rewards are fair, with stickers and certificates for good work or special deeds awarding the privilege to be a member of the *Super Club*, and membership is highly valued. Regular reminders about pupils' obligations to look after the environment for future generations are given, for example, in assembly, and all pupils are warmly encouraged to be actively involved by collecting paper, printer cartridges and glass for recycling. Teachers and pupils display great respect in their dealings with others, and teachers work very hard to develop in their pupils a moral conscience, so necessary in creating a fair and happy school.

36. The school makes extremely good provision for the pupils' social development, through the wide range of excellent opportunities, which are very positively promoted. The work of the *School Matters* club is developing well, and provides a good basis for pupils to assume responsibilities for the conduct of their school. Year 2 pupils are positively encouraged to take responsibility, for example, by acting as register and line monitors, and older pupils manage routine tasks like answering the telephone and ringing the bell efficiently and with maturity. Extremely good role models and very good relationships between teachers, support staff and pupils promote warm and trusting relationships. In lessons, pupils support each other very well. This encourages orderly conduct and a purposeful use of time, with pupils working together in harmony, giving opinions sensitively and sharing resources extremely fairly. Pupils are extremely respectful of each other's views and feelings, and this contributes very positively to their very high level of enthusiasm for school. Pupils explore issues such as relationships and being a good friend during their personal, social and health education lessons and the rights and wrongs associated with these issues are well taught. This results in very good behaviour around the school and a very high level of social responsibility that gives pupils confidence and supports their learning very well.
37. Provision for the pupils' cultural development is very good. Opportunities are provided at this young age for studying the values and traditions of the Christian culture and some aspects of Islamic and Jewish culture. The study of western and non-western art and music is extremely well promoted. Opportunities for looking at the work of famous artists like Kandinsky and non-European styles like African and Islamic art strongly support the development of pupils' own techniques and extend their cultural knowledge. The visits of a djiridoo player, an artist in residence, an African drummer, an Aboriginal artist, poets and illustrators from the world of books and a music and dance workshop provide considerable enrichment and develop pupils' knowledge of their own and other cultures very well. The curriculum is fully accessible to pupils with English as an additional language.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The whole ethos of the school is one of great care and pupils are very carefully looked after. The very high quality relationships across the school reinforce the welfare aspects of its provision. For example, any child known to have a significant allergy is recorded as having a special educational need. The good provision noted in the previous report has been maintained and enhanced.
39. The procedures for child protection are fully in place and support the locally agreed policies. There are two named teachers for the procedures. The policies and procedures are fully understood by all the staff. The school works closely with the relevant external agencies when their guidance and help are needed. All the standard health-and-safety checks are fully carried out. Discussions with pupils showed that they had a clear understanding of the drill to be followed in the case of a fire alarm.
40. The procedures for monitoring and improving attendance are good. There is a clear procedure for monitoring late arrival. The education welfare officer visits the school monthly to look at the attendance figures. The level of attendance above the national average and the low rate of late arrival are a positive basis for raising attainment.
41. The procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour are very good. All staff apply these policies consistently across the school. The children are involved in the development of rules and codes of conduct and are fully aware of the standards required.
42. There are good procedures to monitor and support the personal development of pupils. These are based on the teachers' knowledge of individual pupils and the close links with parents. The

information gathered is used to develop the personal attributes of pupils such as confidence, initiative, taking responsibility, social skills, moral skills and the making of choices. Personal, health and social education opportunities and other curricular opportunities have a positive effect on personal development in areas such as healthy living and good citizenship. These opportunities ensure that pupils become increasingly independent, self-confident and knowledgeable about themselves and healthy and safe living.

43. Systems for assessing pupils' attainment are good and have improved since the last inspection. Baseline assessments are used well for children in Reception, and pupils take the required standardised tests at the end of Year 2. The results of these are used well to inform future planning in Years 3 and 4. In Years 3 and 4, pupils take the optional tests in English and mathematics and also commercial reading and spelling tests. Currently these results are passed on to the Middle School to ensure that the pupils gain knowledge and skills consistently. Each teacher has detailed records of individual pupils' assessments undertaken during the year, including results of weekly spelling tests, multiplication tables tests and information passed from the pupils' previous teacher. These are used well to provide appropriately challenging work for the pupils. At the beginning of each year, teachers predict what they hope each pupil will achieve by the end of that year. Teachers in Year 1 also predict the result in the standardised tests for each pupil at the end of Year 2.
44. A School Reading Profile is completed twice a year for each pupil, to track his/her progress in reading. This is used well to ensure that adequate progress is being made. The school has recently updated its curriculum record book for recording each pupil's attainment in all subjects using the National Curriculum levels of attainment and the level descriptors in the Locally Agreed Syllabus. This is being used well to track individual progress. Two teachers are trialling a new computerised record system, which records individual pupils' attainment in numeracy and literacy. The profile indicates clearly what pupils can do and what they need to do to achieve the key objectives from the Literacy and Numeracy Strategies. Teachers are finding this program particularly useful in supporting them in planning activities to meet the needs of all ability groups within their classes.
45. Samples of pupils' work are kept in their individual *Record of Achievement* folder, but there is no indication, on the samples, of the pupils' attainment against the National Curriculum level descriptors. This means that they are less than effective as a way of maintaining a record of progress for individual pupils. Teachers meet regularly with teachers from other schools to look at samples of work in English, mathematics and science. They discuss what standard of work would be expected for each level of attainment and this ensures that teachers are consistent in their approach. During Year 4, teachers match samples of pupils' work to National Curriculum levels of attainment, in preparation for sending a piece of work to the pupils' next school.
46. The school uses all assessment information effectively to support pupils in their learning. This represents a good improvement since the last inspection, when it was felt that the information was not being used systematically to help pupils make progress. The school is using baseline assessments and teacher assessments in Year 1 to target groups for additional support. As a result of last year's disappointing end-of-Year 2 results in mathematics, the teachers have identified common areas of weakness in pupils attainment. This is enabling them to focus more closely on pupils whose attainment is in the lower band of the expected levels for this age group and support them in their learning. Another outcome of last year's test results is that the school is focusing on a particular group of pupils in Year 3 to help them achieve a higher standard of work. The co-ordinators have analysed questions from the standardised tests so that they can adapt their planning to meet the needs of the pupils. For example, in Year 2 this year the teachers are planning more investigative activities in mathematics and activities to improve pupils' comprehension skills. This is having a positive impact on pupils' learning.
47. Procedures for monitoring pupils' academic progress are good. As well as the records kept from the school's assessment procedures, all pupils have a *Special Book* in which they record individual targets for improvement. These targets are negotiated with their teachers and are reviewed each term. Examples of individual targets are: "I will try to improve my handwriting", and, "I will complete my work in the lesson". Annual reports to parents are informative and are used well to inform them about their children's progress.

48. There is good assessment and identification of pupils' special educational needs, in line with the most recent guidance and Code of Practice. Very good liaison with outside professionals ensures that pupils' needs are fully met. There are also good procedures for assessing and identifying the needs of pupils who have English as an additional language.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The parents have a very good opinion of the school, the teachers and the headteacher. This is very clear from the answers to the parents' questionnaire, from the views expressed at the meeting for parents and from individual comments by parents. They unanimously feel that their children make good progress. A further example is a comment by one parent that "I would always strongly recommend the school". The relationship with parents has been enhanced since the previous report.
50. The school has good links with the parents. They feel comfortable about raising questions and problems with the teachers. They know that the headteacher and class teachers are always available after school. There is a very active Friends of the School association that strongly supports the school with fundraising and organising social events. A recent example is the raising of £5,000 towards the cost of the new suite for information and communication technology. Some parents felt that the range of activities outside lessons was insufficient. The inspection found that the provision of activities out of lessons is good and appropriate for a lower school.
51. The parents are provided with good information about their children's progress in school, and with general information through newsletters. There are meetings arranged in the autumn and spring terms for parents to come to and discuss their children's schooling. The meetings in the autumn term are used to discuss the targets for the year ahead and indicate the level of progress being achieved; in the spring term, progress against targets is reviewed. The annual school reports give a good indication of progress, both academic and personal. The parents commented at the parents' meeting that the standard of the school reports has improved since the previous inspection. There is also a facility provided for the translation of important letters to parents.
52. Parents are very supportive and make a good contribution to their children's learning both at home and at school. They make particularly good use of the reading records and thus enhance the reading skills of the children. They are very active in helping in the school and with school trips.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership and management of the headteacher are inspirational. He quite clearly sets the educational climate in the school and ensures that the aims and values of the school are met. He is very well supported by a very high-performing deputy headteacher, and an exceptional team of dedicated staff supports them both.
54. Staff with management responsibilities have clearly-defined areas of responsibility and are fulfilling their role well. There are very well-established systems for monitoring and evaluating the teaching and learning, and the headteacher and his deputy are involved in a well-planned cycle of evaluation. The role of the subject co-ordinator is very well developed and all areas of the curriculum have detailed action plans. Very good use is made of regular release time to monitor and evaluate teaching and learning in all areas of the curriculum. As a result, co-ordinators are very well-informed about their subject areas and have a good awareness of pupil achievement.
55. The governors successfully fulfil all statutory duties and are very well informed about all aspects of school life. They gain regular information from the headteacher and are proactive with regard to the future of the school. For example, governors are fully involved in the formulation and review all school policies. They take part in the monitoring and evaluation of teaching and learning. They evaluate the school development plan with the senior management team and set relevant targets each year. The governors with responsibility for literacy, numeracy, early years, information and communication technology and special educational needs work closely with their respective subject co-ordinators. Governors have open access to the school and many visit regularly to see the children at work and talk to staff.

56. The monitoring and evaluation of teaching and learning are very good and have a very positive impact on the achievement of the pupils. Rigorous procedures are in place. Each teacher is annually observed by the headteacher on a formal basis. The monitoring of literacy and numeracy is carried out by subject co-ordinators in conjunction with the governors. There is also an ongoing programme for the monitoring of other subjects and representatives also make regular visits from the local education authority. The school has used the statutory strategies for performance management to very good effect and this has enabled professional development to be successfully formalised. New staff are inducted well into school life and feel supported in their role. The school is a very effective provider of training for new teachers.
57. The management of the provision for pupils with special educational needs is good. The co-ordinator is very experienced and all the paperwork is extremely well organised. The requirements of the Code of Practice are fully met. There is a very detailed policy for special educational needs, which endorses the school's commitment to the full inclusion of all pupils. The co-ordinator for special educational needs very effectively monitors the targets on the individual education plans and the overall provision for pupils with special educational needs. The governing body is very well informed about the special needs provision in the school. The provision made for pupils with English as an additional language is effectively monitored by the deputy headteacher and by half-termly visits from the local education authority's specialist teacher.
58. Provision for pupils for whom English is an additional language is effectively monitored by the deputy headteacher. Pupils are carefully observed in a variety of different settings and, when necessary, termly support is given by a teacher from the local education authority.
59. The financial planning is well linked to the educational priorities that are identified on the school development plan and have been agreed by both staff and governors. This document provides very good strategic management for the future. It addresses well the appropriate areas for development and fully reflects the aims and values of the school. The resources of the school are used very well. All funds, including specific grants, are carefully matched to the priorities that have been identified in the plan. There are clearly-identified routines, which are well established and enable the headteacher and governors to monitor the deployment of resources and to establish best value-for-money principles when measuring improvements in the quality of teaching, standards achieved by the pupils and purchasing resources. Previous educational decisions have been fully evaluated; for example, the learning-support assistants have revised job descriptions to recognise and reflect the importance of their roles in curriculum delivery.
60. There is good understanding of the use of computers in the office for a range of administrative tasks. Their application to whole-school issues such as assessment has been recognised but not yet fully used. The quality of financial control is very good and the recommendations of the last auditors' report have been acted upon. The very capable school secretary often holds the 'front of house' together and allows the school to function smoothly. Day-to-day financial management and administration of the school are very good. Routine administration procedures operate efficiently and unobtrusively.
61. There is an appropriate match of teaching and support staff to the needs of the pupils. All staff are well deployed. Learning resources are good and have been recently enhanced by the new information and communication technology suite and the outdoor equipment for the youngest children. The accommodation is satisfactory and is kept to a very high standard of cleanliness. A number of classrooms are cramped and access to many of the teaching areas is via the main hall. There are no separate small group areas and space is at a premium. However, an extremely attractive environment has been created and pupils' work is valued through the use of attractive displays. A new outdoor learning area has recently been established for the youngest children. The pupils benefit from large playing fields, which are used well in fine weather for physical education.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to improve the quality of education further, the governing body, headteacher and staff should:

- a) raise standards of attainment in mathematics to match the very good levels achieved by the pupils in English and science by:
- increasing teachers' knowledge, flexibility and confidence in the use of the Numeracy Strategy;
 - implementing more rigorous assessment procedures to enable activities to fully match the differing abilities of the pupils;
 - ensuring that work is sufficiently challenging and maintains the pupils' interest.

(Paragraphs 79-85)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	14	27	4	0	0	0
Percentage	13	27	52	8	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	299
Number of full-time pupils known to be eligible for free school meals	3

FTE means full-time equivalent.

Special educational needs	YR – Y4
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	36

English as an additional language	No of pupils
Number of pupils with English as an additional language	15

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	33	32	65

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	33	29
	Girls	31	32	31
	Total	60	65	60
Percentage of pupils at NC level 2 or above	School	92 (94)	100 (97)	92 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	30	33
	Girls	31	31	32
	Total	59	61	65
Percentage of pupils at NC level 2 or above	School	91 (95)	94 (97)	100 (98)
	National	85 (84)	89 (88)	89 (88)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	7
Indian	6
Pakistani	9
Bangladeshi	0
Chinese	0
White	273
Any other minority ethnic group	2

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 – Y4

Total number of qualified teachers (FTE)	11.4
Number of pupils per qualified teacher	26
Average class size	30

Education support staff: YR – Y4

Total number of education support staff	9
Total aggregate hours worked per week	203.5

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	619,892
Total expenditure	594,302
Expenditure per pupil	1,910
Balance brought forward from previous year	26,920
Balance carried forward to next year	52,510

Recruitment of teachers

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	1.5

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 50%

Number of questionnaires sent out	299
Number of questionnaires returned	151

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	29	0	0	0
My child is making good progress in school.	62	34	2	1	1
Behaviour in the school is good.	66	32	1	0	0
My child gets the right amount of work to do at home.	41	42	9	1	5
The teaching is good.	66	31	1	0	1
I am kept well informed about how my child is getting on.	43	46	9	1	2
I would feel comfortable about approaching the school with questions or a problem.	69	26	4	1	1
The school expects my child to work hard and achieve his or her best.	64	34	1	0	1
The school works closely with parents.	46	41	7	2	4
The school is well led and managed.	76	21	0	0	3
The school is helping my child become mature and responsible.	64	34	1	0	1
The school provides an interesting range of activities outside lessons.	37	34	15	0	13

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

64. Children are admitted into one of two Reception classes at the start of the academic year in which they will be five. The Reception children follow the Foundation Stage curriculum, which is a step in education prior to starting the National Curriculum in Year 1. Most have attended the nearby nursery before they start school.
65. The school follows closely the Early Learning Goals, the nationally-recommended Foundation Stage curriculum in Reception. This consists of six areas of learning: personal, social and emotional development; communication, language and literacy development; mathematical development; knowledge and understanding of the world; physical development; and creative development. Each area of learning is made up of four stages or '*stepping stones*', from which both progress and standards can be measured. Although a significant minority experience speech difficulties, most children start school with standards in all areas of learning that are broadly in line with the recommended levels for this age. During their first term in the Reception class the vast majority of children confidently work within the second stage or '*stepping stone*'. By the time they are ready to start Year 1 of the National Curriculum, they have made good progress and are working within the final stage or '*stepping stone*' of communication, language and literacy, mathematical development, knowledge and understanding of the world, and physical development. In personal, social, emotional and creative development, they have exceeded the agreed levels for their age and have made very good progress.
66. Pupils make good and often very good progress because of the very good teaching and learning. This is a considerable improvement since the last inspection, when teaching was judged to be satisfactory. Children quickly settle into the routines of the class because very good procedures ensure that good links are firmly established with home. This ensures that they are well prepared to start school. The information collated from baseline assessments is used effectively to provide appropriate support. Children with special educational needs and those for whom English is an additional language are identified on entry into school. The learning support assistants work very closely with the teachers and work effectively as a team. Work is planned with a very clear focus on children's individual learning needs and a wide range of stimulating activities in all areas of learning. All adults give very clear instructions and encourage children to listen carefully. Good use of praise motivates the children, encourages engagement in learning and promotes self-esteem. Both the indoor and outdoor areas provide a stimulating learning environment where there is a good range of learning resources available for all the children. This has a positive impact on their learning. The provision for children before they start Year 1 of the National Curriculum is very well co-ordinated and has improved considerably since the last inspection.

Personal, social and emotional development

67. All children, including those with special educational needs and those for whom English is an additional language, make very good progress and the vast majority exceed the final progressive stage or '*stepping stone*' in the early learning goals of the Foundation Stage by Year 1. This is because the quality of the provision for personal, social and emotional development is very good. Teachers and other staff successfully use all opportunities to further children's personal, social and emotional development. Children know that they must put on their coats before they go outside, and attend to their own personal hygiene after visiting the toilet. They are very well behaved and polite, and have a very good awareness of simple class rules. The children take turns with equipment and happily share resources. For example, they confidently took turns speaking in the 'Veterinary Surgery' and knew that they had to share the equipment. They are developing an ability to work together. For example, children play happily together or beside each other at the sand and water trays. They know that they must take turns and this was clearly evident when they were observed making salt dough in a small-group activity. During this session the mixing bowl was passed around the children and they all sensibly took their turn to mix. The children are developing good listening skills and make progress in their ability to concentrate on the tasks set. They respond very well to the wide range of stimulating activities. The children show real interest in all activities and always sit quietly when adults are talking. Very good attitudes towards learning develop as a response to the skilful management of the teachers and learning-support staff.

Communication, language and literacy

68. Children start school with a wide variety of attainment in communication, language and literacy skills; the vast majority are working within the third stage or *'stepping stone'* of the Foundation Stage and this is appropriate for the age group. A significant minority have speech problems and find difficulty communicating in a coherent manner, whilst others make interesting use of vocabulary. The quality of teaching in this area of learning is very good and all children develop their communication, language and literacy skills well. By the time they are ready to start Year 1 of the National Curriculum they have attained the final stage or *'stepping stone'* of the Foundation Stage. Children with special educational needs and those for whom English is an additional language are fully included in all activities and are well supported by staff who have a very good understanding of their difficulties. The children follow specific themes that have been carefully planned to extend their vocabulary and these are skilfully used to introduce a whole range of activities that successfully encourage excited chattering. For example, children were observed using the water tray to act out the story of 'The Three Billy Goats Gruff'. During this activity they used a wide range of vocabulary to explain to each other how the trolls crossed the bridge without getting wet. Reading skills are also promoted very well through large picture books, which are shared very well with the children. They start to listen carefully to stories and learn to understand that print in books carries meaning. All children start to interpret stories through pictures in suitable books. This happened when two children were confidently able to 'tell' the story about a little boy who went to the barber's to get a haircut. Higher-attaining children remember relevant words from the story such as the name of specific characters. They also quickly recognise words that frequently occur. However, as yet, children are not aware that authors are people who write books and few are able to talk about their favourite stories. Higher-attaining children write their names, understand that marks on paper carry meaning and explain to adults what the marks represent. For example, they make shopping lists, write notes and make booklets for the 'Veterinary Surgery'. The children interact appropriately with each other and take part in conversations. They enjoy listening to stories read by their teacher and independently use story tapes. Speaking skills are developing well and the children enthusiastically extend their vocabulary. By the end of Reception, standards in writing are as expected for the age group. Higher-attaining children model adults' writing, write out a series of letters and explain what they have written. Lower attainers make marks on paper and 'discuss' what they have written. Most children hold pencils correctly and are starting to form clearly recognisable letters.

Mathematical development

69. By the time that the children are ready to start Year 1 of the National Curriculum they have attained the expected final level or *'stepping stone'* for their age group. All children make good progress; those with special educational needs and those for whom English is an additional language are supported well to ensure that they are fully involved in all activities. By the end of the Foundation Stage most children are able to recognise numbers up to 20 and match numerals to sets of objects. The higher-attaining children work on simple addition. The vast majority of children identify two-dimensional shapes accurately and use them to create pictures. They confidently explore capacity and most understand the terms 'full' and 'half full'. Teddies are used to compare height, and all children are able to identify which one is the tallest. The quality of teaching in this area of learning is very good. High-quality resources are used to stimulate the children's learning. For example, the concept of addition is taught very well through the use of a puppet, and mathematical vocabulary is illustrated, for example, when using water and sand.

Knowledge and understanding of the world

70. By the time that the children are ready to start Year 1 of the National Curriculum they have achieved expected levels in this area of learning. The overall quality of teaching and learning is very good and this has an important impact on the progress made by all children. All children, including those with special educational needs and those for whom English is an additional language, are fully included in the activities planned to develop this particular area of learning. The children talk confidently about everyday occurrences, use words such as 'yesterday' and 'tomorrow', and gain an appropriate understanding of the past and present. They enjoy looking at old photographs to find out about the past and have acquired a good knowledge of life long ago through a visit to a museum. They show an interest in the world in which they live, and their learning is extended when they eagerly find out about their local environment by enjoying interesting visits to the local veterinary surgery. They create simple maps from construction

materials and start to understand the layouts of roads. When they first start school they talk about their own families and friends with growing confidence and this is developed into discussions about different traditions such as Christmas and baptisms. The children operate simple equipment, and their skills are stimulated through control techniques when they use computers to play a wide variety of games. Control skills are developing well, and by the end of the Foundation Stage children are able to build using a wide range of construction equipment. They use simple tools and are able to join materials using different techniques.

Physical development

71. All children make good progress in their physical development and, by the time that the children are ready to start Year 1 of the National Curriculum, they have attained the expected level final level or *'stepping stone'* for their age group. Children with special educational needs and those for whom English is an additional language are supported well to ensure that they are fully involved in all activities. Children quickly learn to move freely around the Reception class and gain confidence as they run around the outdoor area with their friends. They gradually begin to show a satisfactory awareness of space and carefully co-ordinate their body movements around each other. This happened when the children moved to the mood of music playing in the outdoor area. Using ribbons and *'pretend snowflakes'* they show increased control of their body positions. When using the seesaw, the climbing frame and roundabout they experiment with different types of movement and gradually develop confidence and an awareness of safety. Indoors, they gain increased control by cutting and rolling using malleable materials, tracing shapes in the sand, and handling small pieces of plastic construction equipment. The quality of teaching and learning is good. The children are taught basic skills such as cutting, folding and sticking paper and card. They are encouraged to hold writing implements accurately and learn to sew very simple patterns.

Creative development

72. Children make very good progress in the development of their creative skills and by the time they are ready to start Year 1 of the National Curriculum, they have exceeded the national agreed learning goals for this age group. This is because the quality of teaching in this area of learning is consistently very good and is, at times, excellent. Staff plan very carefully an environment that is rich in learning opportunities and this has a very positive impact on the acquisition of knowledge and skills. For example, teachers link the role-play areas with their topics. During the inspection both Reception classes had *'Veterinary Surgeries'* set up as role-play areas and these were used to develop the imaginative skills of the children. They successfully played alongside one another and were observed bandaging *'hurting'* toy animals and taking samples of *'dog's blood'*. They explore different colours and types of materials and learn to confidently create different effects. For instance, children were creating *'camouflage'* pictures for tigers and giraffes who lived in the jungle, fish who swam in the sea and butterflies who fluttered amongst the plant life and this was achieved very effectively. Musical skills are particularly well developed through the use of specialist teaching. Children acquire a good knowledge of a wide range of different types of songs and rhymes. They learn to move expressively to music and respond positively to what they hear. Children respond with real enthusiasm to the use of instruments and higher attaining children are able to make their own musical responses. They particularly enjoy listening to their own music-making on a tape recording and this is an excellent feature of the teaching and learning.

ENGLISH

73. Inspection findings place current standards for reading and writing to be well above national averages by the end of Year 2 and well above national expectations by the time pupils leave the school at the end of Year 4. Standards are good for speaking and listening. Apart from a dip last year, standards have been consistently high over the last three years. No discernable difference in the attainment of boys and girls was observed. Overall the provision for English is very good and all pupils are fully included in all lessons. Even in assemblies the strong ethos of the school instils in its pupils the love of a good storybook.
74. Teachers provide good opportunities for pupils to develop their speaking and listening skills. Most set up the introductory part of lessons so that pupils have time to share what they know and have learnt and they acquire and use successfully the language associated with the topic. A very good example of this is in Year 1, where pupils enjoy their history lesson painting *'portraits'* of *'mediaeval people'*, working in *'my lady's kitchen'* within the *'castle'*. Another in Year 2 is where pupils enjoy a

familiar story, 'The Owl who was afraid of the Dark', quickly picking up the strong beat of 'dark is kind' or 'I don't like it!' Older pupils in Year 3 study media messages on cereal packets and enjoy the alliteration of 'Take a bite, take a Breakfast Bite!' In Year 4, below-average pupils, including those with special educational needs, find the comic aspect of 'Ying-tong-iddle-I-po' when analysing poetry. Throughout the school, teachers encourage pupils when working in pairs or small groups to discuss their work with each other. Often they take each other's views into account. Teachers place an appropriate emphasis on teaching correct terminology, as in a Year 2 information and communication technology lesson on the use of 'Colour Magic' to create their versions of shape pictures in the style of Kandinsky, when pupils speak of 'fill' tools and 'primary colours'. Thus pupils expand the vocabulary associated with the different topics and subjects across the curriculum. They are confident speakers and good listeners.

75. As pupils' reading skills on entry to the school are broadly average, they do well to attain high standards. Younger pupils build upon their experiences of phonics learnt in Reception. Pupils have a real joy for reading. Average and below-average pupils, including pupils with special educational needs or pupils who have English as an additional language, quickly develop their knowledge and understanding of letter sounds due to the quality of the structured teaching that they experience. This helps them to tackle new and unfamiliar words. Above-average pupils demonstrate enjoyment and interest in reading, when in Year 2 they predict future happenings 'when the last firework faded away' based on a favourite story. By the time pupils leave the school the standard of pupils' reading is very good. Pupils read with fluency and accuracy and nine-year-olds can speak with first hand knowledge of a range of favourite authors. School reading record books are used well throughout the school. They show good, sometimes very good progress and regular monitoring by class teachers. Progress is enhanced by opportunities such as the Reading Volunteers scheme. Older pupils are adept at finding information from various sources such as CD-Roms and the Internet. They enjoy fiction and poetry. Pupils said they used the school library and local libraries. The reading skills of the majority of Year 4 pupils are sufficiently well developed to enable them to cope with most texts.
76. The standard of writing seen during the inspection is very good throughout the school. It indicates that above average pupils in Year 3 and Year 4 have made very good progress so far this year. A good example of this in Year 4 is the very powerful poetry that begins 'Slaughterer, smeller, screaming soldier ...' when describing a Viking warrior. Similarly, in Year 3, very effective writing from a number of viewpoints is illustrated in the letter from Pandora that begins 'You will never guess what happened next ...' as she broke her promise to her husband Epimethius, to look after an ornate box. Pupils of average ability made similar progress in writing in the same period. Their work shows a neat, clear style as in the second draft of 'Dustbin Charlie 2', or the exciting writing of 'The Dentist's Chair'. Below-average pupils in Year 4 are writing poems, holiday diaries and pantomime programmes that are varied and interesting for different audiences. By the time pupils leave the school at the end of Year 4, they have good standards of spelling, grammar and punctuation. Some in the present Year 4 produce lively, well-structured work. High-attaining pupils know how to produce short descriptive sentences that 'grab the reader's attention', including ' "I can't find my way", said the blind man'. In Year 3, similarly, pupils of average ability write arresting openings such as, ' "Ouch, that hurt!" yelled the fireman'. Some use different forms of writing appropriately; for instance, when producing a factual account of the life of a famous writer, Roald Dahl, or a report on the improvement and maintenance required by the school's Wildlife Area. In the five to seven age group, writing standards are also well above average. The highest attaining Year 2 pupils write well, relating their adventures as 'a sailor with Captain Cook'. They use adjectives to enliven their sentences, for example, beginning with 'The barn owl flew off like a great white moth'. They also follow a model of 'the old lady' to think out their sentences and write their own versions. In the writing of pupils of all abilities, there are many good examples of the imaginative aspect of language, but less evidence of the argumentative aspect. Pupils do use their computers to draft and redraft their writing. Writing standards overall are well above average because of very good, sometimes excellent teaching. Accordingly, pupils make very good progress.
77. The quality of teaching is very good within the well-established literacy hour. In an excellent lesson in Year 1, through the use of good open and closed questioning, the teacher harnessed her pupils' enthusiasm for the rewriting of a favourite story, 'The Three Little Pigs'. In another Year 1 lesson the teacher's high expectations and very good relationship with pupils caused them to enthusiastically create speech bubbles for a traditional story, 'Tricking Tracy'. The teacher's effective modelling of a written review of poetry ensured that pupils were well supported as they

produced their own versions. The quality of marking is generally supportive and developmental, so pupils know exactly how to improve. Learning assistants give pupils good opportunities to succeed, as when five pupils, all lower attainers, were encouraged to identify alliteration in their poetry by sounding out and writing.

78. The co-ordination of English is very good. The coordinator has very detailed knowledge of the current state of English and the Literacy Strategy. She carries out close supportive monitoring of planning and teaching. As a result, teachers have competently operated the literacy hour and created opportunities for pupils to practise extended writing. The coordinator brings energy and enthusiasm to the subject. She has led staff in school-based in-service training on writing and the structure of the literacy hour so that staff feel more confident and now operate the guided reading element well. Pupils use their literacy skills across the curriculum, for example, writing up science experiments, or writing an account of Viking raids in history. The school compares and agrees standards of work with other local schools and this is good practise. Pupils with learning difficulties, including pupils with special educational needs, are identified in the regular, optional standardised tests. The results of annual tests are tabulated and used to make individual targets for every pupil in reading and writing. The way in which test data is analysed has helped the school to identify very accurately just what needs to be improved. The number and quality of books have been improved, helping to stimulate pupils' interest in reading. Moreover, a number of dual-language books have been acquired to support those pupils who have English as an additional language. The new learning resource area also enhances these skills and the very enthusiastic librarian is frequently at hand to provide expert guidance. Classroom assistants, attached to low ability groups and pupils with special educational needs, work well with the class teachers affording them the opportunity to focus on and work with other ability groups in rotation. English is well resourced. The subject is enhanced and high standards supported by visits from a poet and a children's author.

MATHEMATICS

79. By the end of Year 2, standards of attainment in mathematics are in line with national averages. By the end of Year 4, they are better than national expectations. The school acknowledges that both current standards and last year's end of Year 2 test results are not as good as in the previous inspection. The school was aware of this because both the current Year 2 and Year 3 have been tracked carefully since starting school and data suggests that children's overall attainment on entry into school was not as good as in previous years. The school is satisfactorily addressing this issue by targeting particular groups of pupils in order to raise attainment. Well-trained learning support assistants help these pupils very well in a 'Key Skills Groups' and this is having a positive impact on their learning. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in their learning.
80. Pupils in Year 1 count forwards and backwards in twos and begin to recognise odd and even numbers. Most pupils add and subtract numbers when solving problems, involving up to 10 objects. By the end of Year 2 most pupils have a sound knowledge of place value to 100, count sets of objects reliably and use mental recall of addition and subtraction facts to 10. Higher-attaining pupils are beginning to work accurately with numbers beyond 20. Higher and average attaining pupils count in twos, threes, fives and 10s accurately, and confidently use money to 20 pence. They recognise three-dimensional shapes such as cones, cuboids and cubes and explain their properties. They estimate the length of an object and begin to use standard units of length for measuring. For example, they identify objects that are longer and shorter than a metre. They recognise simple fractions such as half of 10 and half of a sweet. They have a good understanding of the properties of two-dimensional shapes such as circle, square, rectangle and triangle and are beginning to know the properties of a pentagon, hexagon and octagon. Higher attaining pupils describe regular and irregular two-dimensional shapes. Lower attaining pupils add and subtract to 20 mainly accurately and are beginning to order numbers to 100, both with adult support. In practical sessions they recognise half of a set of objects. They are able to recognise a circle, square, rectangle and triangle.
81. Pupils in Year 3 successfully use co-ordinates to plot and describe position on a grid. They follow instructions such as forward one square, left and then forward three squares to a point on the grid. Higher and average-attaining pupils add and subtract numbers to 100. Lower-attaining pupils add and subtract mainly accurately to 20. By the end of Year 4 pupils are confident in using a range of

mental computation with the four operations, including adding and subtracting to the nearest multiple of 10 and then adjusting. They are able to read a question, decide on the operations needed, the numbers to be used and which strategies to use. Higher and average-attaining pupils work competently with three digit numbers. They very confidently share their methods of working with the rest of the class. Lower attaining pupils use one and two digit numbers with very effective additional adult support. They use their skills well when solving simple money problems. Most pupils construct and interpret simple bar charts. For example, they ask for information about the contents of each pupil's lunch box and find out which is the most popular food. They know the properties of three-dimensional shapes by investigating the number of faces, edges and vertices of the shape.

82. Although most of the teaching observed during the inspection was good or better, the overall quality of teaching and learning is judged to be satisfactory. In lessons observed where the teaching was very good, teachers kept up a brisk pace throughout the lesson and continually challenged pupils. For example, in a Year 1 lesson when pupils were counting in fives to 30 pence, the teacher referred to counting in fives to 50 pence for the higher attaining pupils with the comment "this is just to stretch some of you". In a Year 4 lesson clear explanations and encouragement by the teacher enabled pupils to explain their methods of working to the rest of the class very clearly and confidently. The quality of planning in these very good lessons is very good and effectively builds on the previous lesson. High quality teaching also has a very positive impact on the pupils who are enthusiastic, interested and concentrate well during these stimulating sessions. For example, some teachers use a good range of strategies effectively to make the lessons interesting for the pupils. This was observed in one lesson where individual pupils were blindfolded and were then required to describe the property of a shape and name the shape by feeling it. In another lesson, pupils were working very effectively with coins. Higher-attaining pupils were confidently working with money to 30 pence and were able to add small amounts of money in their head. Average pupils successfully made amounts of money up to 20 pence using two, five and ten pence coins. Lower-attaining pupils used one and two pence coins to make sums of money up to ten pence. It was evident that the interesting activities were stimulating the pupils and this has a positive impact on their learning. Homework activities are also used well to consolidate skills.
83. During the inspection the tasks set suitably matched the needs of the different ability groups within the class. However, work over time indicates that teachers rely too heavily on one commercial scheme of work and often use the same workbook or worksheet for all pupils. Extension work is sometimes planned but in many instances the higher-attaining pupils are insufficiently challenged. This results in tasks that are not well matched and higher and average-attaining pupils fail to make sufficient progress. Comments by teachers in their marking indicate that the lower attaining pupils are often given additional adult support. However, from talking to pupils, several worry about what would happen if the adult support was not available for them. Evidence in some pupils' books indicates that, without additional support, many lower attaining pupils are unable to complete their work. During discussions with pupils, few expressed an enjoyment of mathematics lessons and explained that it was because they had to complete mainly worksheets.
84. The Numeracy Strategy is having a satisfactory impact on pupils' learning. However, over time there has been an over-reliance on the commercial mathematics scheme of work. As a result, teachers lack confidence in teaching the Numeracy Strategy. For example, they have to constantly refer to their lesson plans and this inhibits the smooth flow of the lessons. Most lessons generally start with a brisk pace but often become slower as the lesson progresses, particularly during the main part of the lesson. Teachers usually target pupils well with appropriate questions to meet their individual needs. This strategy supports pupils' learning well and enables good learning to take place. Satisfactory use is made of the end of the session to assess pupils' knowledge and understanding. However, teachers rarely revisit the learning objective of the lesson and pupils do not know if they have succeeded in meeting the objective. Although assessment procedures are satisfactory overall, teachers have not used the National Curriculum levels of attainment sufficiently well as tools for assessment. They are not, as yet, in the habit of predicting what level they expect each pupil to achieve by the end of the year. A computerised system has recently been introduced by two teachers in the school and has started to be used to plan activities to meet the needs of all pupils in class. Marking is inconsistent; where it is good, pupils have a clear idea of what they can do. For example, in one pupil's book the teacher wrote "Clear descriptions of mental strategies". Coincidentally, when talking to a pupil about his work, the pupil was able to recall exactly what his

teacher had written in his book. However, marking tends to consist of mainly ticks and crosses and rarely gives pupils an indication of what they need to do to improve their work.

85. Management of the subject is satisfactory and the co-ordinator has an appropriate action plan to begin to raise standards in mathematics. This includes the use of information and communication technology in mathematics. At present the use of information and communication technology is limited and often just an activity for pupils when they have completed their work, although some older pupils recall creating pie charts on the computer. Some analysis of test results has been completed and used effectively to support teachers' planning. For example, teachers have introduced more investigative work for pupils in Year 2. Monitoring is satisfactory and the co-ordinator has effectively monitored teachers' planning, the outcome of which was to introduce a common format for numeracy lessons. Resources are good and, during the inspection, were used well to support pupils' learning.

SCIENCE

86. In the current Year 2, standards are well above the national average for the age group. This is an improvement since the previous inspection. Pupils make good progress through Years 1 and 2. In the current Year 4, standards are also well above those expected for the age group. This is a significant improvement since the last inspection. Pupils make good progress in Year 3 and very good progress in Year 4. Pupils with special educational needs and those for whom English is an additional language also make good progress throughout the school.
87. In Year 1, pupils recognise and name common types of material, for instance, wood, paper, metal and plastic. They sort objects into groups according to the material from which they are made. Higher-attaining pupils explain that a long cardboard cylinder with a metal base should go into the cardboard group because it contains more cardboard than metal. They also describe the properties of materials and whether they are naturally found or man-made. For example, they describe a brick as heavy, rough and rigid but made out of clay which is a soft, slimy, natural material that comes from the ground. In Year 2, pupils know the difference between things that are living and things that have never been alive. They can sort living things into groups according to various criteria, for example, whether they are vertebrates or non-vertebrates. Pupils understand that pushes and pulls are examples of forces and that exerting a force on an object can make it move or change its shape. They understand that when rolling a car down a ramp, the toy will travel faster if the ramp is higher. Pupils know that light comes from a variety of sources, some natural and some artificial. They compare and accurately describe the colour and brightness of lights. Pupils understand that light becomes dimmer and sound quieter the further away you are from the source. In investigative work they understand the need for a test to be fair. In carrying out an investigation into the bounciness of different types of ball, the pupils describe that each ball must be dropped from the same height and not thrown. They make sensible predictions about which ball they think will bounce the highest and record their observations accurately on a table.
88. In Year 3, pupils plan and carry out a fair test to investigate the force required to pull an object along on different types of surface. They predict that a greater force will be needed on a rough surface than a smooth surface because there is more friction. The pupils know that force is measured in Newtons and they accurately use a force meter in carrying out their investigation. In Year 4, pupils know that smoking, alcohol, solvents and drugs have a harmful effect on the body whilst exercise, a balanced diet and good hygiene are beneficial. Higher-attaining pupils know about the effects of having proteins, carbohydrates, fats, vitamins and fibre in the diet. Most pupils know that bones protect, support and allow the body to move. Higher-attaining pupils know the names of a wide variety of bones in the skeleton, for example, mandible, clavicle, scapula, sternum and metatarsal. They know that muscles come in pairs and that when one relaxes the other contracts. When planning an investigation into which material from a selection is the most waterproof, pupils recognise that their scientific ideas must be based on evidence. They confidently put forward their own ideas and happily justify them when challenged.
89. The quality of teaching and learning is good overall. The good teaching in Years 1 and 2 that was found at the last inspection has been maintained. The teaching in Years 3 and 4 has significantly improved since the last inspection. All teachers have a secure knowledge of science and ask appropriate questions to challenge pupils' thinking and raise their attainment. This was particularly evident in a Year 4 lesson where pupils were planning an investigation into which materials were the most waterproof. The teacher very successfully intervened to ensure that the pupils

understood how they could refine their work. Most lessons are well planned with clear learning objectives, which are communicated to the pupils at the beginning of the lesson. This means that pupils know exactly what they should be doing and use their time efficiently. Teachers are enthusiastic about science and this inspires the pupils to show interest in their work, sustain concentration and apply high levels of effort. All teachers use methods that enable pupils to learn effectively. For instance, they give extra support to lower-attaining pupils, enabling them to make maximum progress in their knowledge and understanding. This was observed in a Year 1 lesson where good use was made of a learning support assistant to help a group of pupils remain on task whilst they sorted out different types of material. Teachers have very good relationships with the pupils so they behave well and have a good attitude towards their work. Most teachers assess pupils' progress at the end of each half term's module of work. Also, in their weekly year group meetings, most teachers assess the effectiveness of the week's work in science and use these assessments effectively to plan the following week's work. In lessons, teachers make good use of on-going assessments and pupils' work is marked regularly. However, they do not always add useful comments of support and advice to help pupils develop their work further. Although it was not seen in the lessons observed during the inspection, scrutiny of pupils' previous work indicates an over-reliance on worksheets, which do not provide the highest level of challenge to the pupils. During the inspection, no evidence of homework being used to enhance work in science was seen. However, teachers' planning indicates that provision is made for this over time.

90. Since the previous inspection the school has introduced a published scheme of work and this has subsequently been updated by a different published scheme to ensure compliance with current National Curriculum requirements. The cycle of topics now takes good account of the need to build scientific knowledge and understanding progressively through regular re-visiting. Also, there is now planned progression for the teaching of experimental and investigative science throughout the school. This is a significant improvement since the last inspection and contributes to standards being well above national averages and expectations in most year groups. The school is generally well resourced for science with the exception of 'Rocks and Soils' for the unit of work carried out in Year 3. The coordinator is aware of this and it is identified as a need in the school's development plan. The situation was effectively overcome this year by borrowing resources from another school. An excellent environmental area has recently been developed in the school grounds, designed by the coordinator for physical education. This is used very effectively to support work in the programme of study on 'life and living processes.' On occasions, the study of some of the wonders of science benefits pupils' spiritual development, as seen in a Year 2 lesson when pupils were discussing photographs of fireworks and scenes of lights reflecting in water, and in photographic evidence of pupils using the new environmental area. As much of the recorded work in science relies on the completion of worksheets, the written work produced by the pupils does not make a significant contribution to the school's initiatives in literacy. Satisfactory use is made of information and communication technology to enhance work in science.

ART AND DESIGN

91. At the time of the last inspection, attainment at the end of Year 2 and the achievement of pupils in Year 4 were good. Teaching was at least satisfactory and sometimes good. The standards in art throughout the school are now very high. Very good planning ensures that teachers follow a full and detailed programme, and very good teaching ensures that pupils develop their skills logically and build very securely upon what they already know. Teachers value pupils' work very highly and this is reflected in the very high quality displays around the school, making it a bright and attractive environment in which to work. Portfolios of work, the current displays, photographic evidence of work, pupils' sketch books and lesson observations indicate that art makes a very significant contribution to the very special ethos of the school. Every pupil is encouraged to be sensitive to detail, to enjoy the pleasure of special moments of reflection and to value beauty in the world.
92. By Year 2, standards of work are very high in comparison with what is found nationally. This reflects a very good level of learning throughout Years 1 and 2, successfully extending and refining what has been introduced in the Foundation Stage. Pupils use a wide range of materials and techniques. When painting, young pupils in Year 1 use primary and secondary colours well and paint carefully, selecting and using a range of brushes for fine and coarser work. Their medieval portraits, copied from photographs of originals were extremely detailed, with these young pupils commenting knowledgeably on the effects created and giving opinions for improvement. Some of these young pupils produce excellent work, paying great attention to detail such as colour tone when shading leaves with pastel. Pupils in Year 2, having studied the work of Kandinsky, select

primary shades, using rich vocabulary like 'sunshine colours' and 'citrus'. They use these very carefully when arranging their design, developing the ideas in their exploratory sketches to produce pieces that emulate his style with a very high degree of accuracy. Their sea scenes in the style of Van Gogh pay exceptional attention to the fine detail of the artist's brushwork, recreating accurately the effects seen in his paintings. A wide range of techniques, such as printing, painting, pastel and pattern work, is very well developed so that they can be readily used in other subjects. Very detailed drawings of a number of subjects such as flowers begin to develop pupils' observational skills to a high degree. Their skills are used to great effect when pupils design the images to be painted on their medieval chamber pots. Geometric patterns, stimulated by the study of Kandinsky's style, are recreated on the computer and work in both history and religious education is enhanced by pupils' delightful drawings and paintings, with the fine attention to detail being used to very good effect in design and technology.

93. Standards achieved by Year 4 are also very good. Although no art lessons were seen in Year 3 and Year 4, discussions with pupils and staff, displays, photographic evidence both in school and on the school website, sketch books and the portfolio of work from Year 4 were analysed. Sketchbooks show evidence of good progress in the development of ideas, and examples of finished work show that these initial ideas have been carried through to a very high standard in the finished pieces. The process of designing and developing is used to particularly good effect in a recent piece of work in Year 4. Pupils have taken one of their close observational drawings, and developed the picture in three ways. They use two different media, for example, watercolour and pastel, and finish with a distorted image, which is thoughtfully produced to maintain some of the original, yet fulfil the design criteria. Pupils talk about their use of a variety of materials like pastels, charcoals and paints with reference to achieving high quality results and improving their work. They explore ideas using, for example, silkscreen printing, runic calligraphy, canal art and block printing. Pastel work inspired by Giacomo Balla's *Street Lights* demonstrates an increasing awareness of the sensitive use of colour for impact. Very good work in Year 3 in the style of Quentin Blake, using a water colour wash over a pencil sketch, links well with literacy and ensures that pupils are knowledgeable about the illustrators they meet regularly in their favourite books. Their observational drawings, for example, of the church or the wild life area, show extremely skilled use of shading for effect by Year 4. In all their work, there is clear evidence that a very high level of involvement and enthusiasm from both teachers and pupils has fostered these more advanced techniques.
94. Analysis of pupils' work, displays and photographic evidence point to very good teaching throughout the school, and this judgement is reinforced in the small number of lessons seen, where teaching was invariably very good. Excellent teaching was seen in Year 1, characterised by an extremely high level of pupil involvement, as a result of very careful preparation, very good support from the learning support assistant and the provision of an excellent range of materials, entirely appropriate to the task. Pupils enjoy art and experience a high level of satisfaction in completing tasks which is due in no small measure to the high level of teacher expertise, with support from the co-ordinator where necessary. This ensures that there are very high levels of challenge for all pupils, including those with special educational needs and those for whom English is an additional language. Pupils are extremely eager to try out and use techniques, working carefully and using materials very thoughtfully. When discussing the medieval portraits, postcard examples of the work of artists of the time and a good discussion about the non-existence of photographs in medieval times ensured that Year 1 pupils really felt and behaved like portrait painters. They concentrated on their work and then, sitting back, reflected upon and evaluated what they had done. Resources are readily available and the high quality of resources promotes a very high level of care, involvement and enthusiasm. Year 2 pupils, working very carefully on their Kandinsky designs, plan and develop their work thoughtfully. They use their sketchbooks, photographs of Kandinsky's work and the computer and choose very well from the range of colours available. Teaching includes and supports pupils with special educational needs very well. Very high levels of encouragement, advice and praise ensure that their efforts, along with the work of higher attaining pupils, also reach a very high standard.
95. Teaching and learning in art are very well managed. This is due in no small measure to the strong influence of the art co-ordinator and the very secure plan for learning. The co-ordinator is extremely knowledgeable and shares this knowledge and expertise generously, supporting staff well. The subject makes an excellent contribution to pupils' personal development, with discussion and sharing, a very strong feature of all lessons. Art plays a very valuable part in enhancing pupils' enthusiasm for and delight in learning, which reflects the high ideals of the school

exceptionally well. The use of art from well-known western and non-European artists, including the range of opportunities to study African art and Islamic art and opportunities to work in a similar style, ensure that art makes an excellent contribution to pupils' cultural development.

DESIGN AND TECHNOLOGY

96. At the time of the last inspection, standards in design and technology were in line with those found nationally, both at the end of Year 2 and at the end of Year 4. Teaching was satisfactory in Key Stage 1 but there were some weaknesses in teaching in Key Stage 2. These weaknesses have been securely addressed. Inspection evidence indicates that both teaching and standards have improved so that standards are now above national expectations in Year 2 and in Year 4 pupils achieve better than is expected for their age. This is the result of changes and improvements in the programme offered to pupils and the good opportunities for staff to receive training in the subject, so that their level of competence is now invariably good. Design and technology opportunities are now securely identified in the whole school programme of cross-curricular themes. Although few lessons were seen during the inspection, evidence of planning, discussions with pupils and the work samples seen confirm that the subject is regularly taught, the curriculum is appropriately covered and that teaching is now good throughout the school.
97. Pupils in Year 2 attain standards that are higher than the national expectation. Year 2 pupils use their designing and making skills confidently and have made finger puppets of high quality. They designed three puppets very carefully and chose their favourite design to make. A good range of resources, like felts of various colours, ensures that pupils' imaginative designs are made into delightful products, characterised by neat cutting out and stitching. Sequins and beads were used for the puppets' eyes and for decoration and attached with glue or stitching. The finished puppets were attractive, colourful, durable and well presented. Pupils choose materials carefully and are beginning to understand the need to evaluate the finished product and to suggest improvements. They can also follow a simple net to construct, for example a pirate treasure chest, and can use card and gold foil, making secure joins with glue to make rings and jewellery to fill the chest. Younger pupils in Year 1 pay careful attention to the design of their medieval pot, look carefully at the examples shown and work on their task diligently to achieve a suitable product. Pupils pay due attention to safety when handling tools and discuss the success of their product thoughtfully.
98. By Year 4, pupils also achieve better than is expected for their age. The careful attention to following a secure programme for the development of skills and the high quality teaching ensure that pupils complete a range of tasks that build up their skills and knowledge well. Pupils in Year 4 discuss and explain in detail the production of packaging, suitable for a particular product. The high level of challenge incorporated into the task by the teacher's choice of product - an egg to be posted to Australia - set pupils thinking hard and ensured some ingenious suggestions. Packages were thoughtfully designed and carefully made. The task of producing a container for money for a particular age group also produced good products. Pupils thought about materials and fastenings and the best methods of joining. When evaluating their product, pupils show a high level of common sense as designers. They make good suggestions for modifications like using blanket stitch to join the pieces of fabric when making their money container, or using very small stitches 'so that there are no gaps in the stitching because it's for money.' They know that fastenings must be firmly fixed and durable, suggesting that fastening materials should be stitched on rather than relying on glue, particularly when using fur fabric for the product.
99. Teaching and learning are good throughout the school. An analysis of photographic records, written evidence and products contributes to the judgement that work is well planned so that pupils have good opportunities to design and make items and to work with a range of materials, developing their skills of cutting, sticking and joining. The wide range of opportunities is well resourced, and in-service training has suitably enhanced teachers' knowledge, so that they are confident, focused and accurate in their teaching. In a Year 4 lesson, time was managed very efficiently so that a very good balance of teacher input, pupil discussion and involvement with the making task ensured that pupils remained fully involved throughout and had opportunities to evaluate what they had done. Tasks for special educational needs pupils are accurately identified in teachers' planning and pupils are well supported. The tasks for higher attaining pupils give increased challenges so that these pupils also achieve well.

100. The subject leader is relatively new to this role but is enthusiastic and is beginning to monitor the planning of the curriculum effectively. A sound scheme based on units from a national programme has been introduced and this has ensured that improvements have been made since the last inspection in identifying the purpose of each lesson and task. Training opportunities have been well used to enable teachers to improve their levels of confidence. A useful portfolio of photographs is kept to assess progress as pupils move through the school, which confirms the effective delivery of the curriculum.

GEOGRAPHY

101. Attainment and progress in geography are in line with national expectations at the end of Year 2 and also by the time pupils leave the school. It is an improving picture due to the generally strong teaching and the recent appointment of a co-ordinator.
102. By the end of Year 2, pupils have satisfactory knowledge of places further afield such as the island home of Katie Morag on Struay. They use their knowledge and understanding of geographical features to identify homes, transport and jobs on the island, contrasting conditions with their own locality of Northampton. Pupils in Year 1 have compared the different homes they live in and the features of travelling to and from school. They enliven their work with photographs; at least one is an aerial view. Teachers promote an awareness and knowledge of localities further afield through the travels of 'Barnaby Bear'. In Year 2, pupils of all abilities identify Africa on a world map and examine facts and figures of the continent during Africa Week. By the time pupils leave the school they have satisfactory knowledge and understanding of environmental changes and how people can damage or improve their conditions. Pupils in Year 4 study litter and its recycling, for example, to make paper.
103. The quality of teaching and learning in geography is satisfactory overall. Throughout the school, teachers encourage the development of geographical language. For example, in Year 1 pupils look at human and physical features of their locality. They study the different types of houses they live in and describe the routes taken to school. In Year 2 they learn to confidently label key features on a map of the UK. Pupils in Year 3 learn geographical skills through cross-curricular topics and this has a positive impact on the basic skills of literacy and numeracy. It also ensures that pupils really understand what they are doing and are able to apply the skills learnt to everyday experiences.. For example, teachers create good opportunities within the reading of 'James and the Giant Peach' to develop pupils' knowledge and understanding of plotting a journey on a map using grid references. The teacher's careful and detailed discussions supported the pupils' efforts, illustrating, for example, the symbols on the map and its division into squares with coordinates. Teachers often draw a class together to reinforce their teaching point and assess what they have learnt. This has a positive impact on pupils' learning. Teachers manage pupils well. They have good subject knowledge and provide satisfactory resources such as atlases and globes. In a good lesson in Year 4, the teacher made good use of the school's wildlife area to deepen pupils' knowledge and understanding of sustaining an environment. Pupils were encouraged to explain their views on environmental change.
104. Co-ordination of geography is good and the subject is monitored effectively. It is promoted well in the quality of the displays around the school. A consistent scheme of work has been recently introduced and has already pinpointed weaknesses in provision in Year 3. The subject is enhanced by local fieldwork, including the school's own weather station and traffic surveys. Advice and support have been forthcoming from a local council environmental team.

HISTORY

105. Attainment in history is above national expectations at the end of Year 2 and also by the time pupils leave the school. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress in history throughout the school.
106. By the end of Year 2, pupils have experienced an enriched curriculum through their role-play. In Year 1, pupils have a very good understanding of medieval life in a castle when they can dress up as 'My Lord' or 'My Lady'. Their vocabulary is adapted well, making references to 'castle', 'portcullis', and 'drawbridge'. Some paint portraits in mediaeval style, others weave small tapestries. Year 2 pupils benefit from more role-play when studying old lamps and new ones and

consider when electricity was made available for the first time. Pupils develop a good sense of chronology derived from their handling of artefacts and photographs from the last century. Similarly, they place important people such as Guy Fawkes, Louis Braille, Thomas Edison and Alexander Graham Bell into the correct century when studying their eventful lives. Average and higher attaining pupils, when comparing toys old and new, look at the state of an old bear, 'He has no fur, his colour has faded. He has problems sitting up'. Low attainers, including those with special educational needs, compare holidays taken by different family generations. By the time pupils leave the school, they demonstrate knowledge and understanding of the main changes, events and people of Ancient Greece. Pupils in Year 4 use their research skills to collate information about the Viking, Anglo-Saxon and Roman occupations of Britain. They question why York was so important and list the social levels of 'thane', 'churl' and 'slave' at the time of Alfred the Great.

107. Teachers provide good opportunities for their pupils and satisfactory assessment procedures are used to ensure that lessons are planned to meet the needs of all pupils. Teacher expectations are very good in the five to seven age group, but range from satisfactory to good in Years 3 and 4. In an excellent lesson in Year 1, tasks were identified for pupils of differing abilities. The teacher explained the learning objectives, clearly linking them to previous work. In a good lesson in Year 2, the teacher's very good use of questioning challenges and motivates the pupils to think hard, so that they are really interested in the range of artefacts. Teachers manage pupils well, particularly in role-play sessions, and pupils work productively as a result. For example, they record the events of the Battle of Marathon in Year 3, or write a sale notice for a Dragon boat in Year 4.
108. Coordination and management of history are good. The coordinator monitors the subject effectively. There are good cross-curricular links with literacy, art and design, geography and information and communication technology. The subject is enhanced by local fieldwork and visits to museums such as Abington Park Museum and other places including Warwick Castle and Yardley Hastings. Indeed, the school has set up its own small museum with a good range of artefacts, both antique and reproduction, including an old school desk. There is good promotion of the subject; for example, the visit from a member of a Viking Society who dressed up as a realistic warrior motivated the pupils' interest in the subject and promoted their learning well.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. Attainment is above national averages by the end of Year 2 and also above national expectations by the time pupils leave the school. Pupils' progress in knowledge and understanding in information and communication technology is very good throughout the school because of the strength of teaching and the confident use of very good equipment and resources. The progress made by pupils with special educational needs and those for whom English is an additional language is similar to other pupils. At the time of the last inspection, attainment and progress were judged to be average. Since then there has been a very good improvement in provision with the establishment of a computer suite.
110. In the work seen in Years 1 and 2, higher attaining pupils are able to experiment with colours in the geography landscapes. They also show skill in adventurously adding colour to their Kandinsky artwork using flood fill in 'Colour Magic'. Average and lower attaining pupils in Year 1 and Year 2 have some difficulty dragging items on screen but together with pupils with special educational needs, they are well supported and develop confidence. Indeed, a girl with special educational needs worked through the whole process in her artwork and independently printed out the result. Younger pupils show good development of keyboard skills using 'spray can' and selected colours in their firework pictures. At Christmas they produced a block graph of their favourite party food and designed Christmas cards and wrapping paper. In the work seen at the top of the school, higher attaining pupils in Year 4 word process their limericks and poems. Average and low attaining pupils write news reports with arresting headlines that fire their imagination, 'Hogwart Monsters Dead'. In history, pupils use the computers to list major dates for the Roman occupation of Britain, or to prepare a narrative of the effects of a Viking raid. Pupils in Year 3 enliven their work by using text manipulation in their 'Shape' poems. Higher attaining pupils are proficient in composing short pieces in a music program. Their songs are published on the school website that is an entertaining collection of pupils' work, also in art, and a visual exploration of the school's interior to find Class 7. The site has a good balance of interests both for pupils and their parents.

111. Teaching is good throughout the school. The curriculum is well planned and its delivery is managed effectively. The teaching of information and communication technology skills is enhanced by the use of the computer suite. The co-ordinator has set sensible priorities and has managed to increase the confidence of staff. Teachers now have good subject knowledge and use this well to organise and present their lessons. This ensures that boys and girls are set tasks that match their differing prior attainment. In a good lesson in Year 2, for example, all pupils' knowledge and understanding of 'Colour Magic' were effectively developed and their creativity deepened by using 'fill' in the style and manner of Kandinsky. A good lesson in Year 4 gave pupils opportunities to reinforce and extend their skills in making repeated patterns for their design of an Islamic prayer mat. Pupils are well supported by the level of staffing, for example, the school shares the services of an information and communication technology technician who gives effective support. Teachers use options within the software to match the needs of below average pupils and those with special educational needs. Pupils are managed well and are engaged and motivated in lessons. Both boys and girls demonstrate confidence in using computers and concentrate well. They are able to work independently at computers and treat equipment with care.
112. The co-ordinator's leadership and management actively promote high standards. He has used the information and communication technology suite for school workshops and extended its use to the parents. This has a good impact on partnership between home and school. Teachers' planning for information and communication technology has been supported and monitored. The training provided by the New Opportunities Fund and the National Grid for Learning has boosted teacher confidence and basic skills significantly. The school's resources are very good and include a scanner, web camera, computer-controlled robot toys and, in preparation for the school's transformation to full primary status, a set of sensors to make external monitoring possible. They are deployed and managed effectively and efficiently and this has a very positive impact on pupils' achievement. Generally good use of the information and communication technology suite promotes pupils' skills that can be further developed on class-based computers. Information and communication technology stations in classrooms are provided with prompts that enable pupils to have independent access to programs on the school network. Pupils often use the web links to research their topics. Information and communication technology skills are used in a number of subjects. For example, there are good links with literacy, history and geography, music and art and design. Some aspects of the religious education programme of work are addressed through information and communication technology skills. The school library is part of the school network and its borrowing procedures and stock control are all fully computerised. This enables pupils to gain high quality experience of the use of information and communication technology in everyday life. The subject is supported by a detailed policy and scheme of work that demonstrate how skills should be developed across the school. Moreover, there is a policy agreed with parents for the monitoring of access to the Internet that represents very good practice. Procedures for assessment of pupils' attainment are very good and this ensures that teachers are able to evaluate exactly what the pupils have learnt.

MUSIC

113. In the current Year 2 and Year 4, standards are well above the national expectations for the age groups. This is an improvement on the last inspection. Pupils, including those with special educational needs and those for whom English is an additional language, make good progress throughout the school.
114. The quality of pupils' singing in Year 2 is well above that expected for the age group. They sing a variety of songs tunefully, rhythmically and with sensitive expression. They use a variety of tuned and untuned instruments to accompany the story 'Let's Go Home Little Bear,' exploring how sounds can be combined and using them very expressively to illustrate the story. In Year 4, pupils sing with increased confidence and control. They play 'pitch patterns' on a range of percussion instruments with control and rhythmic accuracy, following simple notation. They have well developed skills of musical analysis and make accurate appraisals of how their own performance and that of others can be improved. They use appropriate musical vocabulary.
115. The quality of teaching and learning is excellent and this is an improvement since the previous inspection. A music specialist provides all the class teaching and his excellent subject knowledge is very effective in raising standards. All lessons are well planned, with highly stimulating activities, and they move at a swift pace. Lessons are also planned in consultation with class teachers so that they support other work that is being undertaken by the class. This results in pupils having a

high level of interest in their work. They also apply high levels of creative effort and sustain intense levels of concentration. The teacher interacts appropriately with individuals and groups of pupils, asking challenging questions to ensure improved standards of performance. The teachers' enthusiasm and excellent relationships with pupils ensure that they are highly motivated and that their behaviour is exemplary. A weekly hymn practice led by the headteacher has most of the good features described above and contributes effectively to the pupils' high standards of singing.

116. The co-ordinator has written a very effective scheme of work, which ensures compliance with National Curriculum requirements and progression of learning. Resources from a published scheme are used to implement the school's scheme. There is a wide range of good quality musical instruments that enhances pupils' opportunities to perform but facilities to record performance are not as good. This means that this aspect of music is not as well developed. Music lessons and hymn practices contribute to pupils' spiritual, moral and cultural development. For example, the meanings of words to hymns are discussed and pupils are given time to reflect on this. Lessons and assemblies also contribute significantly to pupils' speaking and listening skills and to widening their vocabulary to support the teaching of literacy. Standards in music are enhanced by visiting teachers of cello, double bass, violin and viola. There are extra-curricular recorder groups and, at times, a choir which also enhances pupils' performance skills.

PHYSICAL EDUCATION

117. Standards in Year 4 are above those expected nationally. No physical education lessons in Year 2 took place during the inspection so a judgement on standards cannot be made. However, in Years 1, 3 and 4, standards in lessons seen are above those expected nationally and teachers' planning and records indicate that this is also true for pupils in Year 2. For pupils in Year 4, this is an improvement in standards since the last inspection. Teachers' records indicate that standards in swimming are above those expected nationally, many pupils having already achieved what is expected of pupils in Year 6. Pupils make good progress throughout the school, including those with special educational needs and those for whom English is an additional language.
118. In Year 1, pupils perform dances using simple movement patterns from medieval times. They remember and repeat the dance steps with increasing control as they practice. In Year 3, pupils send and receive balls, by throwing and catching, with good co-ordination and control. They then extend these skills to sending a ball using a racket. In Year 4, pupils create and perform a dance using a range of patterns representing the movements of clowns, in response to appropriate music. Pupils effectively evaluate their own performance and that of others, with respect to variations in speed, direction and height, to refine and improve their sequence.
119. The quality of teaching was good in all lessons that were observed during the inspection. This is a significant improvement since the last inspection when one quarter of lessons in Years 3 and 4 were unsatisfactory. Teachers have good subject knowledge, enabling them to plan lessons well and give clear explanations of what they want pupils to do. They plan stimulating lessons so pupils are highly motivated and have very good attitudes towards the subject. An example of this is the lesson in Year 1 where pupils refined a medieval dance in costume, linking physical education with their history topic. Lessons have a swift pace so pupils sustain high levels of concentration. Teachers make frequent on-going assessments of pupils' achievements and intervene effectively to enable them to refine and improve their performance. Teachers have very good relationships with pupils which results in very good behaviour.
120. There is now an agreed whole-school policy for physical education. The co-ordinator has combined two published schemes of work to ensure that teachers plan for progression and full coverage of the National Curriculum requirements. This is an improvement since the last inspection and contributes to standards being above national expectations. However, due to constraints on the use of the hall and the demands of other National Curriculum subjects, the time allocated to physical education is barely adequate for the schemes of work to be taught. The co-ordinator has been successful in gaining grant funding to create an exceptional environmental area enabling outdoor and adventurous activities to be taught. There is an appropriate range of extra-curricular activities, which contribute to the good standards in the subject.

RELIGIOUS EDUCATION

121. Standards in religious education are in line with the expectations of the Locally Agreed syllabus by the end of Years 2 and 4 when the pupils move to their next school. All pupils, including those with special educational needs and those pupils for whom English is an additional language, make good progress in their learning. Standards have been maintained since the last inspection.
122. By the end of Year 2, pupils are beginning to understand the significance of some of the important customs, beliefs and practices of the Christian and Jewish faiths. Pupils in Year 1 take part in a marriage ceremony, during which the teacher very sensitively highlights the significant Christian elements of the service. This enables the pupils to have a clear understanding of the importance of the church ceremony for Christians. They can compare the Christian marriage service with others, including a Hindu marriage ceremony. Pupils in Year 1 know some of the stories about Jesus. In Year 2, pupils have sound knowledge of some of the customs associated with 'Shabbat' and they begin to appreciate its special significance for Jewish people. They know that the 'Torah Scroll' is the important Jewish book and that the Jewish people worship in a synagogue. Some pupils also recall events leading up to and during a 'Bar Mitzvah'.
123. By the end of Year 4, pupils have a broader understanding of Christianity and are developing their knowledge and understanding of other faiths. They are beginning to reflect on their own beliefs and those of others. Pupils in Year 3 develop their knowledge and understanding about Christian worship and talk about words they feel would describe God. For example one pupil suggested 'wonder' would be a good word because 'God is responsible for the wonders of the world'. Another pupil associated worship with 'thankfulness' and 'love'. Most pupils understand the format and importance of the 'Holy Communion' service to Christians. Pupils in Year 4 have a good knowledge of the Islamic faith. They know that Muslims pray five times each day and that they use a special 'prayer mat'. Pupils can make Islamic patterns, similar to those on the prayer mats, using the computer. They know that Muslims go regularly to a mosque to pray. Although the pupils have had no opportunity to visit a mosque, several pupils talked enthusiastically about the information given to them by a pupil, in their class, who had visited a mosque in her previous school. Throughout the two years, pupils are building on their knowledge and understanding of religious beliefs and are satisfactorily beginning to make comparisons.
124. The quality of teaching and learning is good and pupils are achieving well. No unsatisfactory lessons were observed during the inspection and this is a significant improvement since the last inspection. The school has recently reviewed its scheme of work, which is based on the Locally Agreed syllabus and as a result lessons are well planned. Teachers' subject knowledge is secure which has a positive impact on pupils' learning. Resources are well organised and used effectively to support learning. For example, one teacher made good use of a video to explain the Jewish custom of keeping of 'Shabbat', to the pupils. All pupils were extremely interested and concentrated very well throughout the programme. They confidently shared the information they gained with the teacher and each other and as a result made good progress in their learning. In another lesson the teacher made good use of artefacts to explain a 'Holy Communion' service. Again pupils showed interest and concentrated well. Teachers question skilfully and this promotes discussion. It is also used successfully to assess pupils' knowledge and understanding. They have a sensitive approach to their teaching and give pupils opportunities to reflect on their own beliefs and those of others. This was particularly evident in the lessons observed about 'Shabbat' and the 'Holy Communion' and this approach has a positive impact on pupils' learning.
125. Management of religious education is good. The co-ordinator has effectively ensured there are sufficient resources to support colleagues. She ensures that she keeps up to date with all developments in the subject, which she regularly shares with colleagues. The scheme of work has been revised in line with the Locally Agreed syllabus and appropriate elements of the national suggested scheme of work have been added to support colleagues in their planning. As a result, teachers are becoming more confident in their subject knowledge. The co-ordinator has a clear view of what is being taught from looking at samples of pupils' work and through discussions with colleagues but has not been given any time yet for any formal monitoring. She has appropriately identified the use of information and communication technology in religious education as an area for development. Assessment procedures are satisfactory and the school is effectively using a combination of the recommended level descriptors from the Locally Agreed Syllabus and those in the nationally suggested scheme of work to assess pupils' knowledge and understanding at the end of each unit of work. This ensures that teachers are able to evaluate exactly what their pupils

have learnt. Resources and displays are good and are used well to support pupils' learning. The local curate regularly visits the school and supports teachers effectively with her knowledge. However, there are few opportunities for pupils to visit places of worship or for visitors to school of other faiths to support them in their learning.