

INSPECTION REPORT

ST PETER'S C of E JUNIOR SCHOOL

Raunds, Wellingborough

LEA area: Northamptonshire

Unique reference number: 121988

Headteacher: Mr D Rockley

Reporting inspector: Mr M Johnstone
21114

Dates of inspection: 3rd – 6th December 2001

Inspection number: 243452

Full Inspection carried out under Section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Controlled
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
School address:	Mountbatten Way Raunds Wellingborough Northants
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Appropriate authority:	The governing body
Name of chair of governors:	Reverend Canon W P Kentigern-Fox
Date of previous inspection:	May 1997

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INFORMATION ABOUT THE INSPECTION TEAM

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21114	M Johnstone	Registered inspector	Mathematics Physical education Information and communication technology	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9039	B Eyre	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
20645	R Webber	Team inspector	English Art and design Music Religious education Equal opportunities English as an additional language	How good are the curricular and other opportunities offered to pupils?
17857	D Walters	Team inspector	Science Design and technology Geography History Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Peter's is a voluntary controlled Church of England junior school for pupils aged seven to eleven years. It is situated in the town of Raunds near Wellingborough in Northamptonshire. It is about the same size as other junior schools and has 224 pupils on roll, with 127 girls and 97 boys. This number has increased by 18 since the last inspection. Almost all pupils are of white United Kingdom heritage and there are no pupils who have English as an additional language. Pupils' attainment on entry to the school is average in reading, writing and mathematics. Although the school does not serve meals, two per cent of the pupils are known to be eligible for free school meals. This is below the national average. Eleven per cent of pupils (below average) are on the register of special educational needs and most of these have moderate learning difficulties. Two pupils (below average) have a statement of special educational needs. The school has had no staffing or recruitment problems. The headteacher is due to retire in December 2001 and a new headteacher takes over in January 2002.

HOW GOOD THE SCHOOL IS

This is an effective school in most aspects of its work. Standards are above average in reading, mathematics, science and information and communication technology (ICT). Teaching and learning are satisfactory overall and have improved since the last inspection. The headteacher has served the school well and developed strong foundations from which the school can build. There is good teamwork in the school, the teachers work hard and the capacity for further improvement is good. Pupils' attitudes and behaviour are good; they enjoy school and are keen to learn. The school provides satisfactory value for money.

What the school does well

- Standards are above the national average in reading, mathematics and science.
- Standards in ICT have improved significantly since the last inspection and all pupils achieve very well.
- Pupils' good attitudes and behaviour have a marked effect on their attainment and progress.
- The headteacher, who retires immediately after the inspection, has led and managed the school well.
- All staff work well together and are united in their desire to improve.
- Relationships are very good and provide a strong foundation for learning.

What could be improved

- Pupils' achievements in writing, particularly those of the boys.
- The use of information on pupils' progress to plan work that extends learning further, particularly for the above average pupils.
- The effectiveness of monitoring in identifying what does or does not work well in lessons.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in May 1997, the school has made satisfactory overall improvement. Standards in English, mathematics and science have risen in line with the national upward trend and there has been reasonable improvement in the quality of teaching. Standards in ICT have improved significantly to be above average, whilst in design and technology and history they are now as expected for pupils' age. The senior management team was only formed a year ago but is developing its role satisfactorily. Schemes of work are now in place for all subjects and have improved teachers' planning for the development of skills from year to year. Some good tracking of the progress of the different year groups has been developed over the past year and this has provided a strong foundation for assessing the value the school adds to pupils' achievements since entering the school. There has been satisfactory progress in developing assessment systems in English, mathematics and science, but they remain underdeveloped in other subjects.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	Year 1999	Year 2000	Year 2001	Year 2001	
English	B	C	C	E	well above average above average
Mathematics	C	C	B	C	average
Science	C	B	B	C	below average well below average

In the 2001 National Curriculum tests for eleven-year-olds, standards were above the national average in mathematics and science and were similar to the national average in English. When compared to results in similar schools, standards were high enough to be comparable in mathematics and science, but in English they were well below average. Standards in reading were above average but writing was a weaker element. Whilst the girls achieved standards that were similar to the national average in writing, the standards achieved by boys were not high enough and were well below average. In mathematics, standards were above average for both boys and girls, but the boys did particularly well. In science, there was no significant difference in the standards achieved by boys and girls. Over the past three years, the trend in the school's results has mirrored the national upward trend. Across the three subjects, the work pupils were doing during this inspection mirrors this picture, although the above average pupils could be pushed further in most subjects. Standards in writing show improvement but there is still work to be done in raising boys' achievements. The school met its targets in English and mathematics in 2001 and is on course to meet its challenging targets for 2002.

Standards in ICT are above the national expectation and all pupils achieve very well. In religious education, standards meet the requirements of the locally agreed syllabus. In all other subjects pupils attain standards similar to those expected for their ages. Pupils with special educational needs achieve particularly well when they are with the special educational needs teacher. English, mathematics and science are the subjects where these pupils show most progress, especially when supported by the good classroom assistants. In other subjects and in lessons where no classroom support staff are available, pupils' achievements are satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are good. They enjoy school, are well motivated and respond well in lessons.
Behaviour, in and out of classrooms	Pupils behave well both in lessons and around the school. Behaviour in assemblies is excellent.
Personal development and relationships	Pupils' personal development is good and relationships are very good. All adults in the school present caring and supportive role models that show genuine care, affection and interest in the welfare and educational interest of the pupils.

Attendance	Attendance rates are good and above the national average.
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Whilst pupils have had greater opportunity to show initiative in their learning since the last inspection, more could be done to develop this through activities that involve personal research and through opportunities in organisations such as a school council.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Satisfactory

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

The quality of teaching and learning is sound and meets the needs of pupils satisfactorily. Almost all the teaching was at least satisfactory, with just over a half being at least good. Good teaching was seen in all year groups and most particularly in Year 6. Teaching has improved since the last inspection, when there was a much larger percentage of unsatisfactory teaching. The teaching of literacy is satisfactory and numeracy is well taught overall. In all year groups, there is some effective teaching of both subjects. All the teachers are familiar with the National Literacy and Numeracy Strategies and this has given most lessons a good structure and improved teachers’ planning. Reading is encouraged and well taught, although the teaching of writing could be improved. Understanding of number, the quick recall of number facts and the use and application of mathematics are areas that teachers promote and teach well.

Key strengths in the teaching across all subjects are:

- good class management and discipline and high expectations of behaviour that have established a strong work ethic and keep pupils focused on learning;
- very good relationships and good questioning skills that target boys and girls and pupils of all abilities equally and develop knowledge and understanding well;
- effective use of resources, including good use of computers, to develop pupils’ basic skills and learning across other subjects;
- effective use of the skills of classroom assistants and the individual expertise of teachers;
- good use of homework to consolidate and extend pupils’ learning.

Areas for improvement relate to:

- weaknesses in the teaching of writing;
- the use of assessment to ensure that work matches the needs of the pupils more effectively, particularly for the above average pupils;
- more focus on groups as they work in order to gauge their understanding and extend their learning;
- marking that provides too little information on how pupils’ work might be improved.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a broad curriculum that meets the legal requirements to teach the National Curriculum. Visits to places of interest and visitors to the school enrich the curriculum and there is a satisfactory range of extra-curricular activities.
Provision for pupils with	Provision is good. Pupils are well supported by the school’s specialist

special educational needs	staff and a range of visiting professionals from outside agencies. This good provision ensures pupils are fully involved in all aspects of the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good overall. Moral, social and cultural development is promoted well, and provision for spiritual development is satisfactory.
How well the school cares for its pupils	Provision for the health, safety and welfare of the pupils is satisfactory and ensures that the school is a safe and secure place in which to learn.

Satisfactory procedures for assessing attainment and progress in English, mathematics and science are beginning to have an impact on improving pupils' attainment. There are no whole school systems to track pupils' progress in other subjects. The school has not yet established criteria for identifying any gifted and talented pupils. The school has a satisfactory partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, who retires immediately after the inspection, has served the school well over the past 20 years and has built a strong foundation for further development. Sound monitoring systems have been established involving the senior managers but these have not been rigorous enough to bring significant improvement. There has been no opportunity for co-ordinators to monitor teaching in subjects other than English and mathematics.
How well the governors fulfil their responsibilities	The governors are supportive of the school and are developing their strategic role satisfactorily despite frequent changes in membership. They are beginning to hold the school more accountable for its work. The governors fulfil their statutory duties well in most respects.
The school's evaluation of its performance	The school has gained a good general view of its work but has not analysed effectively what works well, what does not, and why.
The strategic use of resources	Resources are used well overall, particularly computers. Best value principles are well understood and applied to the purchase of goods and services.

Staffing levels are adequate to meet the demands of the curriculum. The accommodation and learning resources are good. There has been significant improvement in resource levels for ICT.

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 and the school is helping them become mature and responsible. • The teaching is good and their children are making good progress. • The school expects their children to work hard. • The school is well led and managed. 	<ul style="list-style-type: none"> • The information they receive about how their children are getting on. • Their partnership with the school. • The range of interesting activities outside lessons.

Inspectors are in broad agreement with the parents' positive views of the school. The range of activities outside lessons is similar to that found in many schools. There are two formal occasions when parents can meet with teachers to discuss their child's progress, and the school makes it known that teachers are available at any convenient time for parents to discuss how their child is doing. Inspectors judge this

to be reasonable. There is a satisfactory partnership with parents although inspectors consider that this could be strengthened by involving parents more in the life of the school and canvassing their views more often.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In English, in the 2001 National Curriculum tests for eleven-year-olds, standards were similar to the national average. When compared to results in similar schools, standards were well below average. This was due to problems in writing, where the boys under performed. Only 44 per cent of the boys attained the national average or above, as opposed to 72 per cent of the girls. This position was, however, reversed when examining the percentages reaching the higher Level 5. Here the more able boys did better than the girls with 16 per cent of the boys reaching the higher level as opposed to seven per cent of the girls. In reading, standards were above the national average for boys and girls. Although the girls did a little better than the boys, the difference was not significant when compared with the difference nationally. The percentage of pupils attaining the higher Level 5 in reading was a little below the national average for both boys and girls. The trend in the school's results in English has kept pace with the national upward trend. The work pupils were doing during the inspection largely mirrored this picture of standards. The standard of girls' writing is average, although the boys' writing remains below average. The school has been quick to react to the writing issue and there are some signs of improvement. The school is on course to increase the percentage of pupils reaching the higher level in reading.
2. Pupils' achievements in speaking and listening are good. They speak clearly and confidently and listen attentively in lessons. Pupils develop a good interest in books and read regularly in school and at home. They know how words can be built up by the sound of the letters (phonics) and use this skill to help them read unfamiliar words. The pupils with above average ability read avidly and with very good expression. Most pupils retell stories and extracts they have read showing good understanding of the plot and characters. Pupils' speaking and listening skills support their work in all other subjects. Reading skills are put to good use across most subjects and give particularly strong support to ICT, history, geography and religious education. Achievement in handwriting, spelling and grammar is satisfactory. Most girls achieve satisfactorily in their written work, which is usually well thought out and ideas are often sustained and developed well. The achievement of most of the boys, however, is unsatisfactory and could be better. The writing, particularly of the average and below average boys, is not so well organised, is sometimes untidy, and rarely develops ideas beyond short pieces of descriptive text. Writing skills are not developed sufficiently across all subjects and hence the opportunity for all pupils to write extended stories or non-narrative work is limited.
3. In the 2001 mathematics tests, standards were above the national average and comparable with those in similar schools. Although standards were above average for boys and girls, the boys did particularly well with almost all achieving the national level. The percentage of pupils achieving the higher level was also above the national average. The work pupils were doing on the inspection is in broad accord with this picture. Pupils' mental mathematics skills and their knowledge of number and its use and application are particularly good, whilst in shape, space and measures and data handling, their achievements are satisfactory. The gap in standards of the boys and girls is not as wide as the 2001 test results indicate. The trend in the school's results over the past four years has mirrored the national upward trend, with standards now better than at the time of the last inspection. Across the school, pupils are generally

less secure in checking their results and making sensible estimations because teachers do not encourage this strategy sufficiently. Pupils' numeracy skills give good support to work in other subjects. In design and technology, for example, measuring skills are used well; in history and geography, pupils' number skills are put to good effect, and in ICT and science, pupils' knowledge of data handling supports work well.

4. In the 2001 science tests, standards were above the national average and comparable with those in similar schools. The percentage of pupils attaining the higher Level 5 was well above the national average. There was no significant difference in the standards of boys and girls. Inspection evidence paints a similar picture of standards for the pupils who are now in school. Standards have improved since the last inspection and pupils are achieving well in their use of vocabulary associated with science. They are more proficient in using their knowledge and skills in investigative and experimental science. This is because teaching is better and teachers are now providing more opportunities for this to happen.
5. In all three subjects, teachers' assessments of the pupils' performance in the tests were broadly similar to what was achieved. The school is on course to achieve its realistically challenging targets for 2002.
6. Standards in ICT are above the national average and have improved significantly since the last inspection when they were below average. All pupils achieve very well in relation to their prior attainment. By the age of eleven, pupils refine and present information in different forms and for different audiences. They exchange information successfully with others, including using e-mail. They achieve well in their understanding of how sequences of instructions can control events, as when operating a screen turtle. Pupils' skills are built on well as they move through the school, and computers are used effectively to support and extend work across all subjects.
7. In religious education, standards meet the requirements of the locally agreed syllabus and pupils' achievements are satisfactory. Standards have been maintained since the last inspection. Pupils' achievements are satisfactory in art and design, geography, music and physical education, and standards are similar to those expected for pupils' age. In these four subjects, standards have been maintained at this level since the last inspection. In design and technology and history, standards are better than those reported in the last inspection, when they were below average and pupils' progress was unsatisfactory. Standards are now similar to those expected for pupils' age, and their achievements are satisfactory. Pupils are not encouraged to write at length in subjects such as history and geography and consequently standards are not as high as they could be.
8. Across all subjects, the achievements of the above average pupils are satisfactory. A scrutiny of work in all year groups, and observation of work in a significant minority of lessons, indicate that the achievements of these pupils are not high enough. Work provided for them does not always build successfully enough on what they already know.
9. Pupils with special educational needs make good progress when they are with the special educational needs teacher. In English and mathematics, whilst pupils' standards are below the national average, they achieve well in both subjects. In science, their progress is good enough for some of them to have a level of attainment that is, by the end of Year 6, at or near the national average. Pupils' progress in

lessons over time enables them to participate in all subjects of the curriculum effectively. Scrutiny of the work in English from a Year 5 pupil over two terms, shows very good progress in the development of vocabulary and an understanding of alphabetical order. The teacher with responsibility for special educational needs uses assessment information effectively to identify weaknesses and plan work that challenges the pupils. By regularly monitoring this work, an accurate picture of pupils' progress towards the targets in their individual education plans is gained. This is having a good impact on their rate of progress. English, mathematics and science are the subjects where pupils show most progress, especially when supported by the good classroom assistants. In other subjects, and in lessons where no classroom support staff are available, pupils' progress is satisfactory. On these occasions, pupils' work is not always based on what pupils know already or insufficient attention is paid to the needs set out in the individual education plans. Where a pupil has a statement of special educational needs, the school makes effective use of special materials and expertise available to them, so that the pupil can be fully integrated into the life of the school.

Pupils' attitudes, values and personal development

10. Pupils' attitudes, behaviour and personal development are good. They enjoy school and their attendance is good. Attendance levels are above the national average and pupils arrive punctually for school. These aspects have a marked effect on pupils' achievements and the standards they attain, and contribute to the pleasant working atmosphere prevalent within and outside lessons. There has been good improvement in these aspects since the last inspection, when they were generally satisfactory.
11. Pupils are well motivated and respond well to the good relationships that exist in all lessons. When their teachers invite them to respond to questions, they do so politely and listen when others are answering. In the large majority of lessons, pupils sustain interest, seek assistance when they require individual guidance and are ever ready to talk about the work they are doing. Rules are applied consistently and fairly and contribute well to the good work ethic that characterises learning. The sensitive support provided for pupils who have special educational needs, by teachers, classroom assistants and other pupils, is a key factor in the development of their good attitudes to learning. In lessons with the specialist teacher, attitudes and behaviour towards each other are very good. Pupils use their reading skills aloud unselfconsciously and take turns responsibly. All pupils show high levels of motivation, interest and support for one another when working on computers. In a Year 6 lesson, for example, pupils working in pairs were engrossed in the work and shared out the task sensibly, one pupil typing in information and one checking for accuracy.
12. Standards of behaviour in lessons and around the school are good; in assemblies, they are excellent. There are clear, easily understood, classroom rules that the pupils understand and believe to be fair. Pupils respond well to the rewards system and teachers commend both good work and effort. Pupils develop the Christian values of tolerance and understanding effectively. No bullying or oppressive behaviour was seen during the inspection and there have been no exclusions in this academic year. Pupils show due respect towards the school's buildings, grounds and property.
13. Pupils' personal development is good and relationships are very good. All adults in the school present caring and supportive role models that show genuine care, affection and interest in the welfare and education of the pupils. As a result, the pupils

are well settled in the school and prepared effectively for the next stage of their education. Throughout the school, there is an obvious pride and respect for the environment, and when pupils are asked to assist in classroom organisation, they take their responsibilities seriously. They act as register monitors and assist teachers in setting up and clearing away equipment. In physical education lessons, for example, they work as a team to clear away apparatus quickly and efficiently. Opportunities for pupils to participate in competitions with other schools and attend a residential activity help develop a good understanding of personal and corporate responsibility. Whilst there has been greater opportunity for pupils to show initiative in their learning since the previous inspection, particularly in the work they do in ICT, more could be done to develop this through activities that involve personal research and opportunities in organisations such as a school council.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching and learning is sound and meets the needs of pupils satisfactorily. In the 50 lessons observed across all year groups, just over a half were at least good. Four per cent of lessons were judged to be unsatisfactory; these occurred in literacy and numeracy. One literacy lesson was judged to be excellent. Good teaching was seen in all year groups and was particularly strong in Year 6. Teaching has improved since the last inspection, when there was a much larger percentage of unsatisfactory teaching.
15. The teaching of literacy is satisfactory overall and numeracy is well taught. There is some effective teaching in all year groups. All the teachers are familiar with the National Literacy and Numeracy Strategies and this has given lessons a good structure and improved teachers' planning. Guidance to help pupils write is not given a strong enough focus in the literacy hour; this is an area for improvement since it affects standards in writing. In both subjects, there is good consolidation and extension of correct vocabulary and all teachers share with the pupils what they will learn. This helps them to develop understanding of their own learning and helps them assess their progress in the lesson. Reading is encouraged and well taught, although the teaching of writing could be improved, particularly for boys. Understanding of number, the quick recall of number facts and the use and application of mathematics are areas that teachers promote and teach well. In both literacy and numeracy, individual target setting has been introduced, but this is at an early stage of development and is not consistent enough or sharp enough to bring significant improvement in learning.
16. Science is well taught and results in good achievement. Pupils develop a good scientific knowledge and teachers use this effectively in experimental and investigative work. The teaching of ICT has improved significantly and is now at least satisfactory and often good. Teaching is particularly good in Year 6 where the knowledge of the co-ordinator is used effectively to build on pupils' knowledge and experiences developed in the other year groups. The confidence and expertise of the teachers has developed well and computers are now used much more to support work in all subjects.
17. Teaching in design and technology and history has improved from being unsatisfactory at the time of the last inspection. In both subjects teaching is at least satisfactory and in some lessons it is good. Scrutiny of pupils' work over time indicates a better focus on the subjects and coverage of a greater range of experiences. In art and design, geography, music, physical education and religious education, teaching is never less than satisfactory and sometimes good.

18. In general, key strengths in teaching across all subjects, and their resultant good effects on learning, are:
- class management and discipline that have established clear routines and a strong work ethic;
 - high expectations of behaviour that ensure pupils are kept well focused on learning with a minimum of disruption;
 - very good relationships that give all pupils a sense of security and a belief that their efforts will be valued;
 - some good questioning that is targeted equally to boys and girls and pupils of all abilities. This extends their knowledge and gives teachers opportunities to assess their understanding. For example, in a Year 5 ICT lesson, the teacher asked, 'How can we improve the overall appearance of the poster using this program?';
 - effective use of resources such as computers, whiteboards, number lines and 'Big Books' that capture pupils' interest and improve their understanding;
 - the good use of computers to develop pupils' basic skills and their use to develop learning across other subjects;
 - effective use of the skills of classroom assistants to support individual and small groups of pupils;
 - the good use of homework to consolidate and extend pupils' learning;
 - good use of individual expertise in the teaching of science, music and ICT.
19. Areas for improvement relate to:
- an overuse of commercially produced worksheets and workbooks that limit opportunities for pupils to write at length;
 - the use of assessment to ensure that work matches the needs of pupils more effectively, particularly for the above average pupils;
 - more focus on groups as they work in order to gauge their understanding and extend their learning;
 - marking that provides insufficient information on how pupils' work might be improved;
 - a lack of pace and rigour in the lessons where teaching is less effective.
20. Very good specialist teaching and effective planning with classroom support staff are significant factors in the generally good achievements of special educational needs pupils. This is a similar picture to one reported at the last inspection. Good quality teaching has most impact in English, science and mathematics, where there is support in almost every lesson. When pupils are withdrawn from the main lesson, pupils are in a very good learning environment. Relationships between teachers and pupils are friendly and supportive, and effective in giving the confidence for pupils to be open about their tasks and difficulties. The teacher has good organising skills and divides the lessons into manageable parts in order to maintain pupils' interest. Consequently, pupils show high levels of concentration and enthusiasm to participate in their learning. Such an effective level of planning is not maintained in other subjects and achievement is satisfactory rather than good. Not all teachers understand their role in planning support work for special educational needs pupils. There is undoubtedly a high level of care and concern that pupils fully participate in lessons. However, in some lessons where every pupil has the same task in the same format, regardless of reading level or handwriting ability, the rate of progress is slower. Some teachers are thinking about their classroom organisation carefully. For example, by placing special educational needs pupils in groups with average and above average pupils who could act as role models, a Year 4 teacher helped the special educational needs pupils to improve their specialist vocabulary in a science lesson.

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

21. The school provides its pupils with a broad curriculum that meets the legal requirements to teach the National Curriculum. It includes worthwhile opportunities for all pupils that meet their interests, aptitudes and individual needs satisfactorily. The curriculum is enriched by visits to places of interest, for example to support work in subjects such as English, history and geography. Visitors to the school provide a further dimension to the curricular provision.
22. The school maintains a good balance between subjects and this ensures that all elements of the National Curriculum are appropriately covered. The locally agreed syllabus for religious education is well established and followed, which enables pupils to gain a broad insight into Christianity and other world religions. Although personal and social development is promoted in lessons across all year groups, at present there is no structured programme of study for the provision of personal, social and health education. This makes it difficult for teachers to build experiences progressively from year to year. The school is aware of this and is in the process of devising a relevant policy. There are satisfactory policies for sex education and the misuse of drugs. All pupils have equal access to all aspects of the curriculum, but do not have equal opportunity to achieve their best. For example, boys underachieve in writing and the achievements of the more able pupils are not as high as they should be.
23. Curricular planning has improved since the last inspection and all subjects now have appropriate guidelines to support teachers' planning. The guidelines for geography need reviewing and updating to take into account the new National Curriculum 2000. Although the school has successfully implemented the National Literacy Strategy, guided writing is not consistently planned for or implemented. This restricts pupils' opportunity to develop this key literacy skill. The National Numeracy Strategy is well established and has had a positive impact on raising standards in mathematics.
24. The school is committed to the ideals of inclusion for all pupils and makes good provision for pupils with special educational needs. The national Code of Practice for special educational needs is applied, including the provision of individual education plans. In preparation for the new Code of Practice in 2002, the school has altered its records already to conform to the new categories. As at the previous inspection, provision for special educational needs remains a strong feature of the school's provision. Any special requirements for pupils with a statement of special educational needs are fully met.
25. The school has not yet established criteria for identifying any gifted and talented pupils, and does not consistently meet the needs of its more able pupils.
26. The provision for extra-curricular activities is satisfactory. The music curriculum is enhanced through opportunities to sing in a choir and the physical education curriculum is enriched through activities such as netball, football, athletics and inter-school sport. In addition, the school provides a gym club for the younger pupils in Years 3 and 4 and the school awards a trophy for the best chess and draughts players.
27. The school has established satisfactory links with the community in order to enhance pupils' learning across the curriculum. For example, Year 5 pupils have visited a local

furniture-making shop in order to support design and technology. Effective use is made of the local doctor and dental hygienist in order to support health education. Successful links have been established with Northamptonshire Cricket Club and Rushden and Diamonds Football Club in order to provide pupils with expert coaching. Sound links exist with both the infant and secondary schools. These ensure a smooth transition from one stage of education to another.

Provision for pupils' spiritual, moral, social and cultural development

28. The overall provision for pupils' moral, social and cultural development is good and has a positive effect on the standards pupils attain and the pleasant atmosphere that permeates the work of the school.
29. The provision for pupils' spiritual development is satisfactory. Through well-chosen Bible stories in religious education, pupils are encouraged to think about Christian values and beliefs and also consider the beliefs and traditions of other world faiths. Spiritual development is also satisfactorily promoted through a daily act of collective worship and assemblies. Sometimes, however, pupils are not given enough time to reflect on the theme of the day or explore and consider their personal feelings and experiences. The school has forged a positive relationship with the local church and the school uses the church building effectively to support religious education and to perform the school's yearly carol service. The vicar contributes effectively to school life, often visiting classes and leading collective acts of worship. There are some opportunities for spiritual development in subjects across the curriculum, particularly in science. For example, pupils in Year 5 showed obvious awe and wonder as they contemplated the time it would take to travel through space to some planets. In a Year 4 science lesson, pupils gasped with surprise and excitement when they saw baking powder rise in water. In English, there are many opportunities through poetic writing and reading a range of texts to explore and consider their feelings and emotions about different aspects of life. Overall, however, pupils have too few planned opportunities to learn from such experiences across all subjects.
30. The provision for pupils' moral development is good. Relationships throughout the school community are very good and adults provide good role models for pupils to follow. The school's behaviour policy is consistently promoted and applied by all staff, and pupils are encouraged to think about why various actions are right and wrong. Pupils respond positively to a well-established house points system through which staff reward good work, effort and behaviour. The school successfully fosters values such as honesty, fairness and pride in achievement.
31. The provision for pupils' social development is good. Pupils are given plenty of opportunities to develop their personal and social skills. Across the curriculum, they are encouraged to work co-operatively and collaboratively in pairs and in groups. For example, pupils work in groups in science in order to carry out investigations, and in English pupils often write collaboratively. Group discussions, where pupils have to interact appropriately in order to listen and respond to each other's contributions, also feature strongly in many lessons. Pupils' personal development is also well promoted through the English curriculum. For example, in a drama lesson about the workings of a community, pupils had to consider what would be the best decision for the good of the whole community within a given situation. Pupils regularly consider the needs of others as they raise money for a number of national and international charities. They have the opportunity to plan and organise games for the school fairs. Although pupils are given some every day responsibilities in order to develop their social skills, more could be done in this area of provision. Pupils' involvement in extra-curricular

activities, visits to local places of interest and planned residential visits for older pupils contributes significantly to their social development.

32. The provision for pupils' cultural development is good. Pupils learn about their own and other cultures effectively in many subjects across the curriculum. In English, for example, pupils are encouraged to read and discuss traditional stories from different parts of the world. In religious education, they learn about the cultural traditions of others as they visit a Hindu temple and a Sikh gurdwara. In history, pupils have the opportunity to study ancient civilisations such as that of the Greeks, and to visit local historical places of interest such as museums. They take part in a Tudor day at Kentwell Hall when they dress as Tudors and experience what it might have been like to live then. When visiting Holdenby House, they experience life as a Victorian domestic servant. Opportunities are provided for pupils to take part in a theatre workshop. This increases their awareness of some of the great classical works, such as 'Twelfth Night' by William Shakespeare. All these activities promote pupils' cultural development well.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The health, safety and welfare of the pupils are satisfactory and ensure that the school is a safe and secure place in which to learn. Each pupil is known and respected by teachers and other adults who work in the school, and this encourages confidence and self-esteem. This is a similar judgement to that made at the time of the last inspection. The school has maintained the strengths identified then and has made satisfactory improvement in areas identified as needing improvement.
34. The school promotes high standards of behaviour successfully. Appropriate codes of conduct are displayed in the classrooms and the behaviour policy sets out clearly the rules and standards the school expects pupils to follow. Some parents think that the behaviour of pupils at play is too rough and that they are not well supervised during midday lunch periods. They suggest acts of silliness or poor behaviour are unchecked. During the inspection, inspectors observed pupils at play and in the dining room. They also interviewed teachers and support staff. It is clear that all adults understand the school's behaviour management policy and they do all that they can to apply it fairly.
35. The child protection arrangements in the school are sound and the child protection co-ordinator gives this matter appropriate attention. There is a clear understanding that the school has a legal duty to do what it can to protect pupils from harm. However, no recent staff training has been undertaken to update teachers and support staff to the latest requirements. Collaboration with external agencies and the school nurse is good. First aid arrangements fully meet the needs of the pupils, and staff have undertaken both basic first aid and additional training so that they can cope with medical emergencies. Safety checks and fire drills are conducted at appropriate intervals. There are some omissions in the safety procedures. For example, the school does not have a separate policy to ensure safety on outings. The school has been adapted to enable it to admit pupils with a physical disability and there is a properly equipped first aid treatment room.
36. Procedures for promoting good attendance are satisfactory. They meet the needs of the school because, with very few exceptions, there are few problems to address. The education welfare officer supports the school when occasional attendance issues arise and this includes family support when this is necessary. The number of

holidays taken during school time is not a significant factor in attendance rates. Registers and admissions documents are maintained in compliance with the regulations, but it is noted that, as was the case at the last inspection, registers are not removed to a central location after they have been marked. This is at variance with the recommended practice contained in national guidelines.

37. Pupils with special educational needs are well supported by the school's specialist staff and a range of visiting professionals from outside agencies. This good provision ensures pupils are fully involved in the curriculum in its broadest sense. Pupils' progress is monitored regularly and targets changed if necessary. In lessons with the specialist teacher, good assessment data are used effectively to plan lessons. As a result, targets are accurate and achievable in meeting individual needs. Parents are invited to attend meetings to find out how well their children are doing and are involved at review meetings.
38. At the previous inspection, it was noted that the school collected a considerable amount of data about pupils, but did very little with it to set targets or meet pupils' specific needs. In the last two years, more use has been made of data to set up an effective system for tracking pupils' progress. This is useful in aiding the school to predict likely results. Consequently, the school now has satisfactory procedures for assessing attainment and progress in English, mathematics and science, and these are beginning to have an impact on improving pupils' attainment. The current practice of using information technology to process data has created a fast and efficient system.
39. The school undertakes a range of 'optional' tests related to the National Curriculum levels, as well as annual reading tests and a range of other school-based tests. Analysis of these test scores has resulted in a sharper focus on weak areas in the English, mathematics and science curriculum. As result of this, action has been taken to remedy some of the deficiencies. Although some improvements are evident, this has not been so successful in relation to boys' achievements in writing. The school has begun to develop individual and group target setting in English, mathematics and science, but these targets are not firmly established and are not impacting sufficiently on standards. Early targets were too simplistic and often related to attitudes to work rather than ways to improve attainment. Current targets in the core subjects are now more specific and the school plans to make these more individual in future. There are no whole school systems to track pupils' progress in other subjects. This makes it more difficult for teachers to plan from what pupils already know.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The large majority of the parents have positive views about most aspects of the school's work. They value especially the care and attention their children receive, both in lessons and in pastoral and welfare support. Parents believe that their children are being well prepared for the next stage of education. These views largely reflect the position at the time of the last inspection.
41. Almost all of those who attended the parents' meeting or who completed the questionnaires agreed that the school provides a safe and friendly environment in which to learn. They are happy with their children's progress and the quality of teaching. A few parents would like to be better informed about how their children are getting on. There are two formal opportunities during the year for parents to meet with teachers and it is made clear to parents that teachers are available at any reasonable

time to meet with them. This is a similar position to that found in many schools. The quality of the general information provided for parents is satisfactory, although the annual reports on pupils' progress have similar weaknesses to those reported in the last inspection. They give an overview of what pupils have attained but do not contain sufficient information on how the child might improve.

42. The school sends letters home at regular intervals to inform parents about the normal routines and key dates in the school year. These keep parents adequately informed about administrative matters that may affect their child, but no information is offered to make them aware of the topics to be studied in the following term or of how to support their child at home.
43. About a third of the parents who responded to the questionnaire, and a majority of the small number who attended the parents' meeting, felt that the school does not work closely enough with the parents. The inspectors feel that the partnership is satisfactory overall but agree that more could be done to strengthen this. The quality and range of homework done by the pupils is good. This is achieved because of the support parents provide. Reading records confirm that most parents are fully engaged in the development of their child's reading skills and the good standards seen are testimony to the effectiveness of the partnership in this respect. Some parents feel that there is not an interesting enough range of activities outside lessons. Inspection evidence does not support this view.
44. The school attaches great importance to the value of consultation with the parents of children with special educational needs. Parents are invited to attend regular meetings and this encourages good communication. These arrangements and the support provided combine to enable parents to contribute fully in their child's learning at home.
45. The school benefits from a small number of regular parent helpers. Their help with swimming and ICT and in classrooms is appreciated and welcomed by the school. There is no formally constituted parents' association, but the parents are generous and enthusiastic supporters when funds are being raised for specific projects. For example, a sponsored walk was organised that raised a very considerable sum of money to finance a trip to London so that pupils could visit newly opened landmarks. Funds raised by parents have also subsidised the costs of the transport used for swimming.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The leadership and management of the school are sound overall. There has been satisfactory overall improvement since the last inspection, with good improvement in some aspects and some areas where improvement has not been rapid enough. The headteacher, who retires immediately after the inspection, has served the school well over the past 20 years and has built a strong foundation for further development. With the support of the deputy headteacher and the clear commitment by all teachers to improve, he has ensured that standards have largely risen in line with the national upward trend. Teamwork is well established and the good school development plan focuses on the development of the right tasks and provides a good blueprint for the future. The school has a clear and well-communicated set of aims and values that are focused on raising achievement and building good relationships, behaviour and attitudes to learning within a strongly Christian ethos. These underpin the life and work of the school. The capacity for further improvement is good.

47. The last inspection judged the following features unsatisfactory:
- the role of co-ordinators in monitoring and evaluating work in their subjects;
 - the evaluation of value added achievement based on attainment at age seven;
 - the role of the senior teachers in the development of their curriculum areas.
48. In response to these issues, the school has established some good tracking of the different year groups as they move through the school. This has established a firm basis from which to assess the value the school adds to pupils' achievements and to identify where strengths and weaknesses in learning occur. The headteacher has always had a weekly teaching programme that ensures he has a good knowledge of the pupils and their work. Sound monitoring systems have been established, with the headteacher, deputy headteacher and literacy and numeracy co-ordinators monitoring the quality of teaching across the school. These systems have provided some valuable information about pupils' learning. However, this information has not been used in a consistent or rigorous enough way. Consequently, it has not had any significant effect in improving various aspects of teaching and learning, for example in evaluating the quality of marking, the use of worksheets and the use of assessment to plan subsequent work that matches pupils' needs more accurately. There has been limited sharing of good practice and little thorough evaluation of the effectiveness of teaching methods. Co-ordinators have had no opportunity to monitor teaching in subjects other than English and mathematics.
49. Performance management systems are well established. All staff meet with their appraisers to establish the focus for their teaching observations and receive useful feedback and written reports on the agreed individual targets.
50. There is good leadership of special educational needs. The teacher with this responsibility is very knowledgeable and works effectively to provide support and advice for other staff. As a result of this expertise and effort, the school provides good quality and largely effective education for these pupils. Record keeping is meticulous and accessible. There is an effective link between the co-ordinator and a governor who has oversight of matters relating to special educational needs. All funds and resources are used appropriately to provide support staff and teaching materials. Liaison between staff for additional literacy support and 'Springboard' initiatives is good. Equally effective is the link with staff provided for pupils with a statement of special educational needs. Through the regular headteacher's reports, governors are kept informed about curriculum developments relating to special educational needs.
51. The governors are supportive of the school and are developing their strategic role satisfactorily despite frequent changes in membership. Critical questions are asked, for example regarding the performance of pupils in the National Curriculum tests. In this way, they are beginning to hold the school more accountable for its work. Appropriate performance targets have been set for the headteacher. The governors fulfil their statutory duties well in most respects. The governors' report does not fully comply with the regulations in respect of the information it provides. Omissions include the absence of a statement on progress in implementing the action plan following the last inspection, and on how the professional development of staff has been conducted. The chair of governors is a regular visitor to the school and has a good knowledge of its strengths and areas for improvement.
52. Financial planning is good and the headteacher and chair of finance have a firm grip on the purse strings. Resources are used effectively to support educational priorities and all grants are used for their designated purposes. The headteacher and

governors have a sound understanding of the principles of best value and bring them into practice. There is an effective tendering process, and good information is being developed on the value added by the school with respect to pupils' achievements. The chair of governors has seen all teachers teach and through this has developed a good knowledge of strengths and weaknesses. Day-to-day administration is good and diverts most routine away from the teachers. This frees them to concentrate on teaching rather than inappropriate administrative tasks.

53. The school has an appropriate number of suitably qualified teachers whose collective expertise and qualifications match the curriculum well. All are involved in responsibility for developing aspects of the curriculum, some being new to the role. Recently, English, mathematics, science and ICT have received most attention in terms of training and resources. This has resulted in improvements in pupils' attainment and achievements in these subjects. The arrangements for the mentoring of new teachers are good and three teachers have attended relevant courses. The use of special subject expertise has been effective in raising attainment. This is particularly evident in science, music and ICT. The special educational needs teacher's expertise is well deployed. Appropriately qualified and experienced classroom assistants support special educational needs pupils well and are efficiently deployed. Good provision is made for additional literacy support and booster classes for literacy and numeracy. Staff assigned to these initiatives keep good records of pupils' progress and make a good contribution to the work of the school. Two school administrators provide good administrative and financial information, as well as a welcoming first point of contact for visitors to the school.
54. As reported by the last inspection, the accommodation remains good and is appropriate for the size of school and age of the pupils. The caretaker and cleaning staff maintain the building in a clean and good condition. The school meets requirements for access and toilets for disabled people. The library is used satisfactorily to support pupils' reading and research skills. The school grounds are not widely used as a teaching and learning resource. Learning resources have improved considerably since the previous inspection and are good overall. There has been particularly good improvement in the provision for ICT.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to develop teaching and learning further, the headteacher, staff and governors should:
- 1) Raise standards in writing, with particular emphasis on the writing of boys, by:
 - providing pupils with more opportunities to write at length in all subjects;
 - reviewing the use of worksheets that demand a limited written response;
 - ensuring that guided writing is consistently and regularly planned for and delivered within the literacy hour, and literacy work includes more modelling of writing styles and conventions;
 - improving handwriting and presentation of written work across all subjects;
 - providing more planned tasks and materials that interest and motivate the boys to want to write.(paragraphs 1, 2, 14, 18, 53, 56, 58, 69, 83, 84, 109)
 - 2) Use assessment information more effectively to develop pupils' learning, particularly for the above average pupils, by:

- ensuring that the day-to-day outcomes of pupils' learning are built more effectively into subsequent lessons;
- developing the work that has begun on target setting in order to arrive at sharper personal targets;
- including in the marking of pupils' work more comments on how it might be improved;
- focusing more on groups as they work in order to gauge their understanding and extend their learning.
(paragraphs 14, 18, 37, 56, 58, 65, 76, 81, 85, 94, 99, 104,109)

3) Sharpen the effectiveness of monitoring by:

- more effective and rigorous analysis of monitoring information from lessons to make teaching and learning better and to share good teaching practice across the school;
- providing opportunities for co-ordinators of all subjects to monitor teaching and learning across the school.
(paragraphs 37, 45, 59, 66, 72, 77, 86, 94, 100, 104,110)

(It is recognised that the school is aware of these issues and has begun to take some relevant action)

In addition to the key issues above, the school should also include the following less significant weaknesses in its action plan:

- ! strengthen the class teachers' involvement in the provision of learning activities that offer more effective support for pupils with special educational needs when additional support is not available;
(paragraph 19)
- ! develop the partnership with parents;
(paragraph 41)
- ! in subjects other than English, mathematics and science, devise manageable assessment systems that are implemented consistently across the school and use the information more effectively to plan the next stages of learning;
(paragraphs 76, 81, 86, 94, 99, 104, 109)
- ! attend to the minor omissions in the governors' annual report to parents.
(paragraph 48)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	4	22	21	2	0	0
Percentage	2	8	44	42	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	224
Number of full-time pupils known to be eligible for free school meals	5

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	31

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	6

Unauthorised absence

	%
School data	0

National comparative data	5.2
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	25	30	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	24	25
	Girls	23	23	28
	Total	40	47	53
Percentage of pupils at NC level 4 or above	School	73 (71)	85 (71)	96 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	22	25
	Girls	25	27	29
	Total	43	49	54
Percentage of pupils at NC level 4 or above	School	78 (71)	89 (71)	98 (90)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	220
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y2 – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	22.4
Average class size	28

Education support staff: Y2 – Y6

Total number of education support staff	3
Total aggregate hours worked per week	75

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	444,737
Total expenditure	428,237
Expenditure per pupil	1,928
Balance brought forward from previous year	16,950
Balance carried forward to next year	16,500

Recruitment of teachers

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

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	224
Number of questionnaires returned	98

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	43	7	1	1
My child is making good progress in school.	41	51	3	1	4
Behaviour in the school is good.	28	57	9	1	5
My child gets the right amount of work to do at home.	22	61	9	4	3
The teaching is good.	26	67	0	1	6
I am kept well informed about how my child is getting on.	14	58	18	5	4
I would feel comfortable about approaching the school with questions or a problem.	38	47	9	5	1
The school expects my child to work hard and achieve his or her best.	38	53	2	0	7
The school works closely with parents.	8	54	21	11	5
The school is well led and managed.	28	58	4	2	8
The school is helping my child become mature and responsible.	22	64	5	0	8
The school provides an interesting range of activities outside lessons.	13	52	19	5	10

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

56. In the 2001 National Curriculum tests for eleven-year-olds, standards were similar to the national average in English. When compared to results in similar schools, standards were well below average. This was due to problems in writing, where the boys under performed. The trend in the school's results in English has kept pace with the national upward trend, although the rise in standards has not been as rapid as in mathematics and science. Inspection evidence is in broad accord with this picture of standards. Overall, standards are in line with the national average. Whilst the school has reacted quickly to the weakness revealed in the boys' writing, standards are below average and still not high enough.
57. Standards in speaking and listening are in line with national averages with a significant minority of pupils attaining high standards. All pupils achieve well because teachers provide good, planned opportunities for pupils to discuss their ideas and viewpoints within lessons across the curriculum. In a Year 3 design and technology lesson, for example, pupils were encouraged to explain clearly the design process they had gone through and describe the tools they had used. Planned drama activities and major school productions contribute significantly to pupils' achievements in speaking. Because teachers allow pupils time to discuss and express their thoughts, pupils soon become confident and articulate speakers. Across the school, pupils express their ideas clearly and give extended answers to questions. In most lessons pupils listen attentively to their teacher and to each other. In a Year 6 drama lesson, for example, pupils were asked to discuss in groups ideas for how the situation should progress. Both boys and girls listen carefully to each other and value the ideas and responses of others.
58. Standards in reading are above the national average. Throughout the school, pupils are enthusiastic readers and enjoy books. By the age of eleven, pupils, including those considered to be below average in reading, are confident and often fluent readers. From Year 3 onwards, teachers promote reading very effectively. Both the fiction and non-fiction libraries are used satisfactorily by pupils to develop their research and reading skills. Pupils have good understanding of how to use the classification system in a library and search for information using an index. The successful running of a school book club contributes positively to promoting pupils' love of books and reading. Consequently, pupils read a range of texts both fiction and non-fiction, and by eleven, pupils show a good understanding of a range of texts. They select specific phrases and relevant information in order to support their views when talking or writing about the texts that they read. Pupils use phonics (the sounds represented by letters) to help them read unfamiliar words successfully.
59. Standards in writing are weaker than in the other aspects of the subject, and whilst the achievements of the girls are satisfactory, boys underachieve. The writing of the girls is usually well thought out and ideas are often sustained and developed well. The writing of the average and below average boys, however, is not so well organised, is sometimes untidy, and rarely develops ideas beyond short pieces of descriptive text. By the age of eleven, most pupils have a sound knowledge and understanding of punctuation rules but they do not use this knowledge enough in personal writing. Pupils' handwriting, particularly that of the boys, is not always joined and their presentational skills across the curriculum could be improved. Most pupils

have a good command of grammar and are able to structure sentences well. Because teachers promote descriptive and poetic writing effectively, pupils show particularly good attainment when writing poetry and often use carefully chosen adjectives to make their writing more lively and interesting. One Year 3 pupil, for example, wrote, 'the air is fresh, thick and clear' when writing about summer. Some of the best writing comes when teachers model writing styles. This, however, is not a consistent feature of teaching within the literacy hour across the school and is a weakness in the teaching. Overall there are not enough opportunities to write at length and in different styles across the curriculum. This is because teachers often give pupils worksheets to fill in which demand only one-word, or single short phrase, written answers. This restricts the pupils' opportunity to express their own ideas and thoughts in extended pieces of writing.

60. Judged on the basis of a scrutiny of pupils' work and lesson observations, the overall quality of teaching is satisfactory. Just over a half of the lessons seen were good and there was some good teaching in all year groups. One lesson was judged to be excellent. Good teaching of reading results in high standards. Pupils are encouraged to read silently and aloud and to read at home regularly. They are taught how to tackle any unfamiliar words by breaking up the word into separate parts and then reading each part. In most of the lessons teachers' high expectations of work and behaviour lead to pupils working with purpose and achieving well. In whole class and review sessions, teachers' questioning skills are effective in challenging pupils to probe more fully into the meaning of texts, and in developing their speaking skills by challenging them to give extended answers to questions. Good pupil management and control, and the setting of time targets, ensure that lessons run smoothly and at a good pace.
61. There are a few problems in the way the literacy hour is structured and timed. Few teachers provide enough guided work, particularly guided writing. Often there is no target group for this element of the lesson and this restricts the opportunity for teachers to sit with a group of pupils in order to model writing and focus on the development of key writing skills such as spelling, punctuation, grammar and writing styles. In less successful lessons, teachers talk for too long without involving the pupils enough through questioning. This restricts opportunities for interaction and slows their progress at these times. Inappropriate time management means that review sessions are often rushed and do not adequately consolidate what has been learnt or show pupils how their work might be improved. Teachers assess pupils' understanding well through questioning but the use of assessment to provide extra challenge, particularly for the above average pupils, could be better.
62. Leadership and management of the subject are sound. The knowledgeable and hard-working co-ordinator has produced a good policy and scheme of work as a basis for planning. Recent monitoring of the subject has been effective in identifying its strengths and weaknesses. As a result, an appropriate plan of action to improve standards in writing has been devised by the co-ordinator. Monitoring now needs to be more sharply focused in order to gain more consistency across the school concerning the way in which the literacy hour, particularly its guided writing activities, is planned and delivered.

MATHEMATICS

63. In the National Curriculum tests for eleven-year-olds, standards were above the national average and were high enough to be comparable with those of similar schools. Boys did particularly well, with almost all achieving the national level. The

percentage of pupils achieving the higher level was also above the national average. The work pupils were doing during the inspection is in broad accord with this picture. A scrutiny of pupils' work across the year groups and evidence from lesson observations indicate that pupils' achievements are mostly good, although the above average pupils could be pushed further. Overall standards have improved since the last inspection. The trend in the school's results over the past four years has mirrored the national upward trend.

64. By the age of eleven, pupils' mental mathematics skills and their knowledge of number and its use and application are particularly good, whilst in shape, space and measures and data handling, their knowledge is satisfactory. Most pupils use their good knowledge of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000 accurately. Average and above average pupils order, add and subtract negative numbers in context. A Year 6 mathematics set for the below average and special educational needs pupils were also able to recognise the constant in a sequence of positive and negative numbers. In Year 6 lessons, pupils use calculators successfully to explore extended number sequences and to check their own calculations. Average and above average pupils measure and draw angles to the nearest degree, and identify all the symmetries of two-dimensional shapes. Pupils are developing their own strategies for solving problems, and they apply these well in practical contexts. In a lesson for above average Year 6 pupils, for example, they used computers to produce spreadsheets on currency conversions, and applied their skills well when the teacher informed them of a sudden imaginary change in the exchange rate. Pupils particularly enjoy their mathematics when activities are related to a real-life problem. For example, in a Year 4 lesson, pupils' attention was captured when graphing their results in weekly spelling tests in order to track their progress. In a Year 5 lesson, pupils examined negative numbers enthusiastically when working with a thermometer. Pupils have good mental mathematics skills because teachers teach basic number work well, and encourage pupils to learn their tables and apply their knowledge in regular activities to sharpen their thinking.
65. Across the year groups, pupils develop a sound understanding of shape and space and they recognise acute, obtuse and reflex angles. They calculate the perimeter and area of regular shapes and, by Year 6, they are able to extend their knowledge of shape to calculate the perimeter and area of irregular shapes. All pupils have experience of drawing and interpreting graphs. Pupils' knowledge of shape, space and measures and data handling, though satisfactory, is not developed as securely as their knowledge of number and its use and application. Across the school, pupils are generally less secure in checking their results and making sensible estimations because teachers do not encourage this strategy sufficiently.
66. Pupils' numeracy skills support their work in other subjects well. In science, pupils in Year 6 use data handling skills to draw accurate graphs that show the relative recovery of a normal pulse after exercise. Pupils in Year 3 construct time lines across BC and AD dates. Measuring skills are used well to draw plans in design and technology projects and in mapping exercises in geography. In all areas of the school the pupils' ability to use ICT to develop their mathematical knowledge, skills and understanding is good. This is because teachers plan opportunities for this to happen. In Year 6, for example, pupils use screen turtles well to develop understanding of shape and angles and in Year 4 pupils use computers to draw graphs of various data they have collected.
67. The quality of teaching is good overall and enables the needs of most pupils to be met effectively. There is good teaching across all the year groups, and good support for

the lower attaining pupils and those with special educational needs enables them to achieve well. All the teachers are familiar with the National Numeracy Strategy and this has given lessons a good structure and improved teachers' planning. Teachers have high expectations of behaviour and this has enabled them to establish a good working atmosphere in lessons. Pupils learn the correct mathematical vocabulary because teachers introduce and reinforce this well in their lessons. Teachers share with the pupils what they will learn and this helps them to develop an understanding of their own learning and gives them a benchmark for self-assessment. Resources are used well to help pupils' understanding. For example, in a Year 3 lesson, effective use of a white board, number chart and number cards gave pupils a clear idea that the place of a number determines its value. In a Year 5 lesson, number lines and a large cardboard model of a thermometer helped pupils develop a better understanding of negative numbers. Teachers use homework well to consolidate and extend learning in the subject.

68. Teachers assess pupils' attainment satisfactorily at the end of the various units of work and these are used to track pupils' progress. The use of this information in order to set sufficiently challenging personal targets is not developed sufficiently. When pupils work in groups and individually, the work set for the above average pupils is usually appropriate, but in less successful lessons they are not extended enough and spend too long consolidating what they already know. This means that they do not achieve as well as they might and is indicative of shortcomings in the use of teachers' assessment. This is substantiated by evidence from the scrutiny of pupils' work across the year groups. In most lessons, teachers miss opportunities to spend set periods of focused time on particular groups as they work in order to assess their understanding more accurately, and this slows down their learning.
69. Leadership and management of the subject are sound. The knowledgeable co-ordinator has developed a good policy and scheme of work that provide an effective framework for teachers' planning. Very useful information on the progress of the different year groups has been built up. Effective use has been made of pupils' performance in the national tests and the optional and school-based tests in order to identify strengths and weaknesses in pupils' learning. There has been some monitoring of teaching, and teachers' plans are regularly checked against agreed policy. The good information collected and recorded now needs to be more rigorously evaluated and consistently applied in order to bring about further improvement in teaching and learning.

SCIENCE

70. Standards are above the national average, with results in national tests following the national trend upwards. Standards are high enough to be comparable with those in similar schools. Since the last inspection, the most significant success is the percentage of pupils who achieve the higher Level 5 in the national tests. Almost half of Year 6 pupils achieved this level in 2001, a proportion that is well above the national average. Inspection evidence, together with the school's tracking procedures, show the trend of improvement is likely to be maintained by other year groups in the school. There is no significant difference between boys' and girls' results, and this was confirmed by inspection evidence. Due to good teaching and well-focused targets, many pupils with special educational needs achieve standards that are at or near the national average. All pupils are achieving well in their use of vocabulary associated with science and are becoming more proficient in carrying out investigations.

71. The reasons for the sustained improvement are:
- a high proportion of good and very good teaching, especially in Year 6;
 - a good scheme of work and an appropriate level of resources;
 - an increased use of numeracy skills, such as graphs and tables, to record data;
 - a higher profile for investigative work;
 - the teachers work as a team to improve standards.
72. All pupils have an increasing number of good opportunities to carry out investigations. They understand the terms 'prediction' and 'fair test', and apply them correctly. Pupils make good progress using small equipment, such as stopwatches. As a consequence of some very good teaching, particularly in Year 6, pupils have a high level of independence and a good bank of knowledge. High expectation of good behaviour by teachers is rewarded by pupils' willingness to participate in lessons by answering questions and undertaking investigations enthusiastically and sensibly. Although pupils' attitudes are generally good and pupils work hard, there are times when enthusiasm to take the initiative is lacking. This occurs where pupils are accustomed to being told what to do and have written activities based on commercially produced worksheets. Such activities do not take account of the different abilities within the class, or give pupils, particularly the above average pupils, the chance to show any knowledge they bring to the lesson through extended pieces of writing.
73. In the lessons observed, teaching is mostly good with a few very good lessons. Consistently strong features of all lessons are good management of classes and the effective way in which teachers use time and resources. Lessons start with a brisk recall of previous work, which draws pupils into the lesson quickly. In the most effective lessons, specific time limits are used to move the lesson along. These are effective in retaining pupils' attention on their task. The balance of time is good, with appropriate time between the input by the teacher, activity by pupils and a summary at the end of the lesson. As a result of these features, pupils' interest is retained and they learn well. Good group organisation in a Year 4 class enabled the teacher to make effective interventions amongst pupils within each group as they worked. Throughout the lesson, pupils showed their enjoyment of a well-planned practical science activity by their comments to an inspector.
74. Relationships between pupils and teachers are good and pupils are supportive of one another. Through working together, above average pupils in Year 6 demonstrated their high level of scientific understanding by applying knowledge to challenging questions from their teacher. Pupils also showed how confident they are with science when explaining the results of their investigation. ICT is becoming a strong feature of lessons, particularly for the older pupils.
75. Leadership and management of the subject are sound. The subject co-ordinator has a clear view for the development of the subject. Results of monitoring planning and pupils' work have been turned into action, including the recently introduced class targets. These are, however, too new to provide evidence of their effectiveness. There have been no opportunities for the co-ordinator to monitor and evaluate what is working well and what is not by observation of teachers teaching the subject. This makes it difficult for him to gain a clear overview of the effectiveness of learning in the subject. As reported in the last inspection, the attractive school grounds are not used as an area for investigation of natural science. Now that the school has a secure perimeter fence, the co-ordinator recognises that a wild garden area is more feasible.

ART AND DESIGN

76. Standards have been maintained since the last inspection and remain in line with age-related expectations. All pupils, including those who have special educational needs, achieve satisfactorily.
77. Observational drawing is well promoted by teachers throughout the school and as a result, pupils make particularly good progress in this aspect of the subject. All pupils have sketchbooks. Teachers use these well to encourage pupils to look carefully for detail when engaged in sketching. Pupils develop a sound knowledge and understanding of shape, line and tone. In Year 3, for example, pupils make several sketches of facial features such as eyes, noses and mouths, before attempting to draw and construct portraits of their friends. By the age of eleven, pupils have achieved a satisfactory level of attainment in drawing techniques and show, as illustrated in their observational drawings of shoes, that they can use shading techniques effectively. This gives their drawing good depth and tone.
78. Throughout the school pupils have the opportunity to work in a range of media such as paint, pastels, chalk, textiles and clay. Brush techniques and colour mixing to create precise shades for painting are well promoted. In Year 5, for example, pupils carefully mix watercolour paint in order to paint good still-life pictures of a jug and fruit. In Year 3, pupils use finger-printing techniques effectively to create pictures of flowers. Pupils also work successfully in three dimensions. For example, they produce attractively decorated clay pots. Pupils use ICT effectively to inform their artwork. In Year 5, for example, pupils use the computer successfully to create pictures for their Christmas cards.
79. The quality of teaching is satisfactory. Teachers provide some opportunities for pupils to work in the style of other artists. However, they sometimes miss opportunities to use the work of famous artists to stimulate ideas and illustrate painting techniques in order to develop pupils' work even further. In the most effective lessons, teachers use artefacts and other visual stimuli very effectively to increase pupils' knowledge and understanding. In a Year 3 lesson, for example, as a result of a study of Greek pottery and design, pupils were able to produce some good quality vases in clay showing good attention to traditional Greek patterns and design. When there are shortcomings in teaching, teachers do not check up on inattentive behaviour quick enough to ensure all pupils stay focused. Assessment is not a consistent feature of lessons and does not inform the planning of subsequent lessons.
80. Leadership and management of the subject are sound. The co-ordinator has successfully reviewed the art policy and guidelines since the last inspection and this has ensured that all aspects of the subject are appropriately covered. However, there are insufficient opportunities for the co-ordinator to monitor teaching and learning in the subject across the school in order to improve further the quality of teaching and learning.

DESIGN AND TECHNOLOGY

81. By the end of Year 6, pupils are achieving the standards expected for their age. This is an improvement since the last inspection when attainment was below the national average. Pupils are taught a range of fixing and strengthening techniques and have good opportunities to use a variety of tools. Teaching is satisfactory overall and some good lessons were seen during the inspection. Teaching is now more effective because teachers have a better understanding of what they have to teach, and they

are planning work that matches tasks to pupils' level of skill more effectively. As a result pupils are enjoying their lessons and making better overall progress.

82. Pupils understand that a design is more than a drawing and label their designs, noting the materials they have chosen. There are useful cross-curricular links in Year 3. For example, pupils apply knowledge of the properties of materials learned in science to designing and making a simple game of skill. Pupils in Year 5 successfully hold distance trials for their well-constructed, wind-assisted vehicles, carefully recording results on a graph. More sophisticated, motor-powered vehicles made by Year 6, show that pupils apply techniques learned in earlier years successfully. Their evaluation records indicate that they understand the importance of investigating ways to improve their product.
83. Pupils are taught good habits about using materials economically and safely. Good teacher intervention in a Year 5 lesson, for example, praised a pupil who cut templates from card without waste. Pupils in Year 3 are given good opportunities to explain the reasons for their design and the techniques used in the finished product. Consequently, good attitudes to work are developing. Pupils show high levels of concentration and perseverance when using tools. This is a significant factor in improving standards. Pupils are beginning to think about what they are doing and to keep their work under review. Teachers no longer use the subject merely to support work in other subjects, but are teaching skills and processes that are more challenging to pupils.
84. Leadership and management of the subject are sound. The subject co-ordinator has a clear view of what is needed to raise standards further. The range of skills with tools improves as pupils move through the school and a programme of projects incorporating these skills is in place. Such developments are raising standards and the quality of teaching since the last inspection. The need for pupils to use control technology and for a more consistent method of assessment has rightly been identified for development.

GEOGRAPHY and HISTORY

85. Since the last inspection, standards in history have improved, and from being below average, they are now as expected for pupils' age. Improvement has occurred because teachers use the National Curriculum study units more consistently. Visits to places of historical interest, such as Kentwell Hall and Holdenby House, support this work effectively. During these visits, pupils dress up and enact aspects of daily life from Tudor and Victorian times. This has a good impact on their attitudes towards, and knowledge of, the subject.
86. Standards in geography remains in line with what is expected for pupils' age. There has been satisfactory progress since the last inspection. Pupils use a specific subject vocabulary much more now, although progress in the development of geographical skills could be better since pupils still do not have consistent opportunities to develop their ideas in depth through written work. For example, the comparison of settlement and services between Raunds and the Indian village of Chembakoli is approached in a superficial way. There is little analysis and all pupils do the same work, with the result that the progress of the above average pupils in particular is not as rapid as it might be.
87. Overall, pupils' achievements are satisfactory in both subjects. By the age of eleven, pupils understand the nature of a timeline in history and use it correctly. They are

building an appropriate amount of factual knowledge of events and people in the periods they are studying. In geography, pupils are competent in the use of an atlas and identify features on a globe. In each subject, however, there are missed opportunities to develop pupils' writing in their work. In history, for example, there are missed opportunities to re-tell stories or write an event from different points of view. In geography, activities to promote understanding and to record in extended writing the differences between regions are not consistently explored. In both subjects, the achievements of pupils with special educational needs are satisfactory overall. When a classroom support assistant is available, the pupils' progress is good. Although teachers show a high level of care and concern for special educational needs pupils to participate fully in the lesson, they do not consistently prepare appropriate activities to help them achieve their targets.

88. No unsatisfactory lessons were seen during the inspection, although there are areas that could be improved by sharing the good practice in the most effective lessons. Relationships in lessons are good and most pupils show interest in what they are doing. In lessons where teachers have moved away from repetitive written exercises, the subjects come alive and pupils have a more challenging experience. For example, in a Year 3 history lesson pupils showed excitement and interest at guessing the use for a range of unusual domestic objects. This good activity made them think and draw on their earlier knowledge. In history, the benefit of teachers' growing confidence with ICT is evident in the research work using CD-Rom information. This is acting as good motivation for pupils to extend their learning. The impact of technology on geography is less evident. The marking system is not used consistently and does not show pupils what they have achieved or what they have to do to improve.
89. The leadership and management of the two subjects are underdeveloped in terms of monitoring and evaluating what is working well and what is not. There has been no opportunity for the co-ordinators to see other teachers teaching the subjects. As a result, they have no clear overview of the subjects. There is a sound scheme of work linked to national guidance in history, and the geography scheme of work is due to be updated this year to bring it in line. Both subjects have good resources, including effective use of some of the new 'Big Books' used in literacy lessons. This represents improvement since the last inspection. Both co-ordinators have identified the need to develop manageable assessment procedures in order to better track pupils' progress and identify strengths and weaknesses in learning that will better inform subsequent lesson planning.

INFORMATION AND COMMUNICATION TECHNOLOGY

90. Standards in ICT are above average and all pupils, including those who have special educational needs, achieve very well. This represents significant improvement since the last inspection, when standards were judged to be well below average and pupils' progress was unsatisfactory. A number of factors have brought about this rapid progress:
- there has been a significant build up of resources, including hardware and software, and this has been organised to maximise its use and effect;
 - very good leadership and management have raised the profile of the subject;
 - a very good action plan was devised after the previous inspection and has been systematically implemented since then;
 - the teachers are now more confident and have developed secure expertise through in-service training;

- the expertise of the co-ordinator is used effectively; he teaches a Year 3 class and both Year 6 classes;
 - computers are used effectively to support learning across all subjects.
91. Pupils in Year 3 are taught how to use the keyboard and toolbars effectively. They change fonts, styles and colour. The average and above average pupils use spell check and bullet points to edit text successfully. They demonstrate these skills when writing poetry and making their own library cards. All pupils, including those who have special educational needs, complete simple spreadsheets, bar graphs and pie charts in their mathematics work. They develop a good understanding of the communications aspect of the subject when making a simple computer film using title music, moving characters and sound effects.
 92. These skills are built on well in subsequent years. In Year 4, pupils add pictures to illustrate a poem and write their own versions of a story. They draw graphs from spreadsheets they have completed in mathematics and use the Internet and CD-Roms effectively to research projects in history. They use a screen turtle successfully to draw simple designs. This develops understanding of how events can be controlled in a pre-determined manner.
 93. Pupils in Year 5 extend their learning well and use the Internet to establish links with pen friends in Spanish schools. They use design programs to explore shop surveys, farm studies and town design. Average and above average pupils develop work successfully with screen turtles to create more complex geometric shapes.
 94. Pupils in Year 6 are adept at editing work in a variety of subjects. They use ICT to structure, refine and present information in different forms and styles for specific purpose and audiences. They produce good information sheets on the human body with effective use of text, pictures and diagrams from CDs and the Internet, and they make informative data files using school logbooks. Average and above average pupils create sequences of instructions to control events when using a screen turtle to construct complex geometric shapes. All pupils use the Internet and e-mail regularly, for example, during the inspection they sent e-mails to the local secondary school in connection with a science investigation.
 95. Teachers have developed their expertise and confidence well, and teaching in the activities seen during the inspection was at least satisfactory and often good. Teaching is particularly good in Year 6, where the knowledge of the co-ordinator is used effectively to build on pupils' knowledge and experiences developed in the other year groups. All lessons begin with clear instructions so that pupils know what to do when they begin on the computers. The teachers' high expectations and enthusiasm are transmitted well to the pupils, who work diligently. Pupils who have special educational needs are fully involved and achieve well due to effective support from teachers, classroom assistants and other pupils. All pupils enjoy their work on computers and are motivated well by the activities planned. They respect the equipment and support one another well when working in pairs. In a Year 6 lesson, for example, pupils shared out a task sensibly, one taking responsibility for inputting data and one reading out and checking the information.
 96. The computers are used well by all teachers to consolidate and extend work across all subjects. Effective planning ensures that all pupils have regular access to the well-equipped computer suite to learn new skills and use these in work in other subjects. Computers in the classroom are used to support pupils' learning but not as often as they might. There is a good scheme of work and this helps teachers to plan activities

that build effectively on the development of skills from year to year. Pupils have recently begun to save their work on personal disks and this provides a good record of their achievements. Teachers are aware of the potential dangers of Internet access and appropriate precautions are taken.

97. The subject is well led and managed and this has been a key factor in the improved standards. The co-ordinator has been the prime force in improvement in most aspects of the development of the subject. However, work remains to be done in the development of consistently used assessment systems and in the monitoring and evaluation of teaching and learning in the subject. This is recognised in the co-ordinator's comprehensive action plan that provides an effective blueprint for further development in these aspects.

MUSIC

98. Standards in music have been maintained since the last inspection and remain in line with age related expectations. All pupils, including those who have special educational needs, achieve satisfactorily.
99. Across the school, pupils make sound progress in singing. They sing sweetly, paying appropriate attention to pitch, phrasing, rhythm and dynamics. The co-ordinator for the subject takes choir and provides good opportunities for pupils to perform in front of an audience and at community events. For example, the choir sings at the switching on of the town's Christmas lights and pupils also sing carols to local senior citizens. Music is a strong feature of major school productions and this also contributes well to the development of pupils' confidence in performing in front of an audience.
100. Pupils gain sound understanding of rhythm as they move through the school. By the age of eleven, pupils follow and perform five- and eight-beat rhythm patterns using body parts, and interpret and follow the teacher when conducting. This develops their understanding of when to perform their specific element of the rhythmic pattern. Pupils read and interpret simple notation successfully and identify and use proper musical terms, such as quaver and crotchets, when talking about their music. They use a computer program effectively to help them compose simple melodies and add music to a film they make using a computer. Teachers maintain a good balance between the different elements of the subject and, as a result, pupils play a range of untuned instruments with control and rhythmic accuracy as they sing. Pupils who learn the recorder read notation well and play confidently in front of an audience.
101. Pupils have the opportunity to learn either a stringed or a brass instrument through peripatetic tuition, and this contributes significantly to the music curriculum.
102. The quality of teaching is good. The school uses the expertise of individual staff effectively, with both the music co-ordinator and some other members of staff using their skills to teach more than one class. This ensures that teachers who teach music have secure subject knowledge and are able to develop skills progressively during the lessons. In the most effective lessons, teachers have good pupil management and control and this ensures the pace of lessons is brisk. Teachers maintain a good balance between listening, singing, composing and playing. They use demonstration effectively to support pupils' learning and improve further their performance. Assessment is underdeveloped in the subject. There are no whole school systems to inform the next stages of learning and consequently the development of key skills from year to year cannot be guaranteed.

103. Leadership and management of the subject are sound. The co-ordinator contributes significantly to musical activities across the school. However, the co-ordinator has too little opportunity to monitor teaching and learning in the subject in order to raise standards further.

PHYSICAL EDUCATION

104. Work in gymnastics, dance and games was seen during the inspection. In these aspects of the subject, standards are similar to those expected for pupils' age, and the achievements of the pupils, including those who have special educational needs, are satisfactory. There is no significant difference in the standards achieved by boys and girls. The picture was much the same in the last inspection. All pupils have the opportunity to go swimming each year and school records indicate that almost all pupils are able to swim the expected 25 metres by the age of eleven. The school takes part in inter-school football, netball and athletics and does particularly well. A few pupils achieve high standards in these aspects of the subject. Pupils in Year 6 have the opportunity to participate in a residential visit that involves opportunities to gain experience of adventurous pursuits such as abseiling, orienteering and canoeing.
105. All pupils enjoy their lessons and work enthusiastically to improve their performance. They co-operate successfully when working as a team or in pairs. In a dance lesson in Year 4, boys and girls worked well together and followed instructions carefully to develop a dance routine. All pupils showed sound co-ordination in their movements and were able to adapt their body movements to the pace and rhythm of the music. They mirrored the movements of a partner with satisfactory accuracy. In Year 5, pupils are beginning to develop sound understanding of basic tactics in ball games. They know that, in order to keep possession of the ball, they need to pass accurately and move into a space to receive it. These basic skills are demonstrated satisfactorily in simple invasion games akin to netball and football. In a Year 6 gymnastics lesson, pupils developed sound precision, control and fluency when devising movements involving synchronisation and canon. All pupils were able to link a sequence of, for example, two canon jumps and one symmetrical travelling movement. Above average pupils transferred these movements well to work on apparatus such as benches and stools.
106. Teaching is satisfactory. The teachers' enthusiasm for the subject transmits well to the pupils in most lessons. Teachers change appropriately for lessons and have high expectations of behaviour. This sets a good example for the pupils and has a positive impact on their attitudes to the subject. Lessons have a good structure with a warm-up activity, key-skill session and a closing-down activity. Teachers give clear instructions so that pupils know what they are expected to do. Good review sessions in most lessons draw together the main points of the lesson well and help pupils to assess their own achievements. There are some shortcomings in the confidence and expertise of some teachers in dance. Commercially produced tapes give a good structure to dance lessons and teachers use them sensibly by stopping them at crucial times to make additional teaching points. However, the teachers' lack of expertise limits the development of high quality learning in this aspect of the subject. In some outdoor lessons, instructions to pupils were too long and resulted in periods of inactivity and some loss of concentration. Whilst teachers draw pupils' attention to the good features in their work, they do not develop pupils' critical evaluation of their own and others' performance sufficiently. This restricts opportunities to develop learning further.

107. Leadership and management of the subject are satisfactory. The co-ordinator has been in post since September 2000. He is beginning to raise the profile of the subject and has addressed some imbalances between aspects of the subject. A good scheme of work has been developed that ensures all aspects of the curriculum receive appropriate time slots. There are no consistently used whole school systems to record pupils' progress and this makes it difficult for teachers to plan from what pupils already know and can do. The co-ordinator has had no opportunity to monitor teaching and learning in order to gain a clear overview of the development of the subject. There are regular after-school clubs for netball, football and gymnastics, and specialist coaches from local football and cricket clubs visit periodically. These activities make a good contribution to pupils' personal development, enthusiasm and standards. Overall progress in the subject has been satisfactory since the last inspection.

RELIGIOUS EDUCATION

108. Standards have been maintained since the last inspection and remain in line with the requirements of the locally agreed syllabus. All pupils, including those who have special educational needs, achieve satisfactorily.
109. Teachers follow the locally agreed syllabus well and this ensures that pupils acquire a broad insight into Christianity and other world faiths such as Sikhism, Hinduism and Islam. Pupils have a sound knowledge of holy books associated with each religion and understand how to treat them with respect. Teachers' secure subject knowledge enables them to highlight common principles between religions. This helps pupils gain a better understanding of the values and beliefs of others so that, by the age of eleven, pupils have gained a good basic knowledge and understanding of Christianity and other world faiths.
110. In Year 3, pupils acquire a good understanding of the Life of Jesus from stories from the New Testament such as Jesus feeding the five thousand. They know that Jesus taught in parables, and through discussion, they begin to understand the meanings behind them. Visits to different places of worship and visitors to the school are used effectively by teachers to support learning in the subject. Pupils show a genuine interest in the subject and take part in activities and discussions with enthusiasm. In a Year 4 lesson, for example, pupils discussed with obvious interest the functions of the local church and how it meets the needs of the community.
111. Teachers promote pupils' personal development effectively. In a Year 5 lesson, for example, pupils explored and debated the need for rules both within a family unit and within society, and in a Year 4 lesson, pupils discussed the best ways of solving problems and acts of conflict.
112. The quality of teaching is satisfactory. In the most effective lessons, activities are well structured and pupils are well managed. This enables pupils to maintain sound progress and attention throughout the lesson. Resources such as books, pictures and religious artefacts are used effectively to illustrate teaching points and aid understanding. Good questioning develops pupils' thinking effectively and allows them to discuss issues in some depth. Where the teaching is less effective, too little support is given to the below average pupils for them to make better progress, and the above average pupils are not challenged to express their emerging ideas sufficiently in writing. Teachers use pupils' speaking and listening skills well to promote some lively discussions in the subject. CD-Rom programs are used in some lessons as a research tool when investigating the characteristics of world

religions. Not enough use is made of formal assessment to develop the teaching of the subject and plan activities to develop key skills and ideas from one lesson to the next. This impedes pupils' progress and achievements as they move through the school.

113. Leadership and management of the subject are sound. The co-ordinator for the subject is enthusiastic and has ensured that pupils benefit from a range of experiences across the subject. He monitors planning, but has had no opportunity to monitor the quality of teaching and learning and evaluate the effectiveness of teaching styles. This limits the chance to develop further the quality of learning and pupils' achievements in the subject.