

# INSPECTION REPORT

**Morley Memorial Primary School**  
Cambridge

LEA area : Cambridgeshire

Unique Reference Number : 110657

Headteacher : Ms J Collier

Reporting inspector : Mrs J Schaffer  
23698

Dates of inspection : 29<sup>th</sup> November – 2<sup>nd</sup> December 1999

Under OFSTED contract number: 70715

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

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## INFORMATION ABOUT THE SCHOOL

Type of school :	Infant and junior
Type of control :	County
Age range of pupils :	4 – 11 years
Gender of pupils :	Mixed
School address :	Blinco Grove Cambridge CB1 7TX
Telephone number :	01223 508 786
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Appropriate authority :	Governing body
Name of chair of governors :	Mr Peter Fraser
Date of previous inspection :	March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs J Schaffer, RgI	History Geography Physical education Ethnic minority achievement grant	Attainment and progress Teaching Leadership and management
Mr J Acaster, Lay Inspector	Equal opportunities	Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mr B Bowen, Team Inspector	Mathematics Music Religious education	Pupils' spiritual, moral, social and cultural development
Mr J Chisnall, Team Inspector	Science Information technology	Attitudes, behaviour and personal development The efficiency of the school
Mrs P Lowe, Team Inspector	English Art	Curriculum and assessment
Mrs P Weston, Team Inspector	Design and technology Special educational needs Under fives	Staffing, accommodation and learning resources

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## MAIN FINDINGS

### What the school does well

By the time they are eleven, pupils attain above the national average in English and information technology. They achieve standards well above in science.

- The pupils have good attitudes to their work, and their relationships with each other and with adults are very good.
- The pupils make good progress throughout the school in art, design and technology, history and geography and these subjects make a good contribution to their education.
- The provision for pupils with special educational needs is very good, and the school's provision for pupils who speak English as an additional language is excellent.
- The provision for pupils' social and cultural development is very good. The school's partnership with parents and the community is very good.
- The school's financial planning and efficiency of financial control is very good.

### Where the school has weaknesses

Pupils' attainment in mathematics at the end of Key Stage 2 is not as high as in other subjects and pupils' progress in mathematics in some classes in Key Stage 2 is unsatisfactory.

- I. The role of the subject manager has not been extended sufficiently to include monitoring and evaluating teaching and learning.

**The school's strengths outweigh its weaknesses. The governors will draw up an action plan to show how the school intends to tackle the weaknesses identified during the inspection. The plan will be sent to all parents and guardians of pupils at the school.**

### How the school has improved since the last inspection

Pupils' attainment at Key Stage 1 is much higher and at Key Stage 2 their attainment in English and science has risen.

The school has worked well to address the weaknesses identified in the previous report. The organisation of activities and the use of teaching time in Key Stage 1 has been significantly improved so that teaching and learning is now good. Reading and writing skills are taught well throughout the school. There are good curriculum plans in place which are age-related and which reflect national requirements where appropriate. Lessons are generally very well planned with learning objectives identified well. The pace of lessons is good. Assessment procedures are good in most subjects and are generally used well to detect and remedy underachievement, although in mathematics assessment is not used sufficiently well to plan future work. There is a well defined management structure with responsibilities for monitoring the work of the school identified appropriately. However, the role of the subject co-ordinator has not yet been developed to include the monitoring and evaluating of teaching. The school has been through an unstable period caused by changes in staff, but the management is now in a good position to tackle the weakness in mathematics provision at Key Stage 2. The school is well placed to make further improvements.

## Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	<i>Key</i>	
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E
English	C	C		
Mathematics	C	C		
Science	C	C		

The school's results match the national average in English, mathematics and science and are average when compared to similar schools.

The attainment of pupils now in Year 6 in science is well above the national average. It is above the national average in English and matches the average in mathematics. The pupils' attainment in information technology exceeds the general expectations for pupils of this age. In religious education it is in line with the expectations of the locally Agreed Syllabus.

The attainment of pupils currently in Year 2 in English, mathematics and science is above the national average. In information technology and religious education their attainment matches what is generally expected. Work in history, geography and art is of a high standard in both key stages.

## Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	good	good	good
Mathematics	good	good	unsatisfactory
Science		insufficient evidence	good
Information technology		good	good
Religious education		satisfactory	satisfactory
Other subjects	good	good	good

Overall teaching is satisfactory or better in 95 per cent of lessons. It is good or better in over 70 per cent of lessons and very good in 28 per cent. It is unsatisfactory in five per cent of lessons. The majority of the very good teaching is in Key Stage 2, but all unsatisfactory teaching was also in that key stage. Owing to the school's planning arrangements no lessons were seen in science at Key Stage 1. High quality explanation and effective questioning are strong features of the best lessons.

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



## Other aspects of the school

Aspect	Comment
Behaviour	Good. In and around the school it is very good. In most classes behaviour is good. In a minority of classes there are some pupils who find it difficult to control their own behaviour without adult support.
Attendance	Good. Pupils are punctual but formal procedures to check on the whereabouts of pupils who are absent are not in place.
Ethos*	Good. The pupils are keen to achieve their best. They have good attitudes to their work. There are very good relationships within the school and a strong sense of school community.
Leadership and management	Good. There is clear educational direction for the school. The governing body and headteacher work together effectively towards the school's identified goals. However, the role of the subject manager is not fully effective.
Curriculum	Good. There is a well balanced curriculum with an emphasis on a creative and stimulating approach.
Pupils with special educational needs	Very good. Pupils are identified early and well supported with individual education programmes which are used well both by support staff and class teachers to match work to pupils' individual needs. The organisation and provision of bi-lingual support is excellent.
Spiritual, moral, social & cultural development	The spiritual development of pupils is satisfactory. Moral development is good and social and cultural development is very good.
Staffing, resources and accommodation	Generally satisfactory. However, despite the very good efforts of teachers the open plan arrangements in Years 1 and 2 cause disturbance. This does not affect pupils' progress but it is distracting for pupils and adults alike. One minor improvement to the accommodation was recommended to the school during the inspection in order to improve safety.
Value for money	The school gives good value for money.

\* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## The parents' views of the school

What most parents like about the school	What some parents are not happy about
II. Good teaching providing lively encouragement to learning. III. Consideration and care given to each pupil. IV. Well-rounded education provided. The social benefits conferred by mixed-age classes. V. Openness of school and the approachability of teachers. VI. The work of the School Association. VII. Being involved with the life of the school. VIII. The non-tolerance of bullying. IX. Emphasis on independent learning X. The values and attitudes promoted by the school.	XI. Information about what topics are to be XII. Formal opportunities to discuss pupils' Information regarding which class pupils are XIII. Mixed year classes are not helpful XIV. The two open-plan classes are not

The inspectors agree with all the positive comments of the parents.

All teachers provide information at the start of a topic so that parents can help at home. Information is provided at the parents' evening in the autumn term on work to be covered. The school has made up several books which parents may borrow to inform them about how reading is taught and about the school's curriculum planning. Records show that very few parents have availed themselves of this service.

The school has similar procedures to other schools for formal opportunities to discuss pupils' progress. There are three open evenings for parents. The one held in the spring term is for timed appointments. In the autumn term an appointment to discuss progress can be made for a future date if felt necessary. When the school held an additional evening it was very poorly attended and so inspectors feel that the school provides sufficient opportunities for parents to discuss their child's progress.

The school regrets that this year some parents felt that there was not sufficient time given with regard to information about the next class pupils were transferring to and will ensure that, providing there are no unforeseen circumstances, this will be given earlier in future.

Inspectors feel that generally there is no strong evidence to suggest that mixed-age classes in any school are necessarily detrimental to the most able pupils. However skilful teaching is important. The school has already begun to try out a different system of class organisation for literacy and numeracy lessons. Inspectors feel that this is wise and worth pursuing.

Inspectors agree that the open-plan nature of the classrooms in Years 1 and 2 can on occasions cause distractions.

## KEY ISSUES FOR ACTION

In order to raise standards and to improve the school further the headteacher and governing body should:

- \* raise the standards in mathematics by improving the quality of teaching in mathematics in Key Stage 2, where this is needed, and improving the use of assessment in planning for mathematics to ensure work is well matched to pupils' prior attainment and previous learning; (paragraph references: 14, 19, 30, 35, 119, 121, 125, 126, 128 and 129)
- \* continue to develop the role of the subject managers so that they can evaluate teaching and learning throughout the school. (paragraph references: 78, 130, 140 and 147)

Further less important weaknesses should be addressed by:

- \* continuing with the plans to provide dividing walls in the Key Stage 1 classes so as to cut down on the noise and disturbance between classes; (paragraph reference: 85)
- \* putting in place a policy to ensure that the current good procedures to check on the whereabouts of pupils who are absent are put into practice by all staff; (paragraph references: 62)
- \* improving safety in the upstairs reception classroom by moving the door handle so that it cannot be reached by a child. (paragraph references: 64 and 86)

## INTRODUCTION

### Characteristics of the school

- 1 Morley Memorial Primary School is situated near the centre of Cambridge on the south side of the city. The population of the area is diverse. There are some families that have lived in the community for several generations; others who have settled in the area recently and another section who are in Cambridge for short periods of time while working or studying. There is little unemployment in the area.
- 2 Children start school in the autumn term at the beginning of the year in which they are five. There were 60 children in the reception class at the time of the inspection, 46 of these were under five years of age. The school's own base line assessment procedures show that the children's attainment on entry is similar to that which is usually expected for children of this age.
- 3 The school follows the local authority policy for admissions and admits both boys and girls. Throughout the school there are two year groups in each class. This follows the chosen policy of the school. Class sizes match the national average. There are 410 pupils on roll. This is bigger than the average size of primary school in England.
- 4 The proportion of pupils who speak English as an additional language is 19 per cent, which is high when compared to schools nationally. A total of 34 different languages have been represented in the school. Currently the main first languages spoken are Spanish, Italian and Japanese. There are eight pupils with statements of special educational needs which is well above the national average. The proportion of pupils on all the stages for special educational needs is 19 per cent, which is broadly average. Seven per cent of pupils are eligible for free school meals. The proportion of pupils who join or leave the school during their primary education is higher than is usually expected. The Local Education Authority has not verified the exact percentage. The school's figures for pupils joining during Key Stage 2, who took the National Curriculum Tests in 1999, is 22 per cent. This figure is higher than would usually be expected.
- 5 The school aims state their belief that all children should be helped to reach their full academic potential but that in order to make the most out of the opportunities presented by the 21<sup>st</sup> Century they will also need to be able to think and work independently and collaboratively; be self motivated with enquiring minds; be confident; have a creative approach to problem solving; caring towards people and sensitive to their needs, recognising and appreciating their similarities and differences and ready to share in responsibility for the wider environment.
- 6 In order to achieve these aims the school has identified the following long-term objectives:-
  - continuous improvement in quality of education for all pupils
  - maintain breadth of the curriculum
  - achieve stability of organisation and funding
  - increase appeal of Morley to prospective parents to ensure stable intake.
- 1 The school has also identified priorities for the coming year to achieve these aims. The main one being to raise achievement in the basic skills of literacy and numeracy.

## Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1  
for latest reporting year:

Year	Boys	Girls	Total
1999(98)	25 (25)	28 (37)	53 (62)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	22 (20)	21 (22)	23 (21)
	Girls	24 (34)	26 (36)	24 (35)
	Total	46 (54)	47 (58)	47 (56)
Percentage at NC Level 2 or above	School	87 (83)	89 (89)	89 (86)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	21 (22)	23 (21)	23 (25)
	Girls	24 (35)	26 (34)	25 (36)
	Total	45 (57)	49 (55)	48 (61)
Percentage at NC Level 2 or above	School	85 (88)	92 (85)	91 (94)
	National	82 (81)	86 (80)	87 (86)

<sup>1</sup>

Percentages in parentheses refer to the year before the latest reporting year

## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1999(98)	31 (33)	28 (32)	59 (65)

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	21 (24)	22 (22)	26 (26)
	Girls	21 (28)	17 (22)	22 (26)
	Total	42 (52)	39 (44)	48 (52)
Percentage at NC Level 4 or above	School	71 (81)	65 (69)	81 (91)
	National	72 (65)	69 (58)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	20 (24)	19 (23)	22 (26)
	Girls	23 (28)	22 (25)	28 (26)
	Total	43 (52)	41 (48)	50 (52)
Percentage at NC Level 4 or above	School	72 (81)	69 (75)	76 (81)
	National	68 (65)	69 (65)	75 (72)

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	4.6
	National comparative data	5.6
Unauthorised Absence	School	0.2
	National comparative data	0.5

## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	2
Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	28
Satisfactory or better	95
Less than satisfactory	5

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

- 2 In the 1999 National Curriculum tests at the end of Key Stage 2, the pupils' performance matched the national average in English, mathematics and science. In comparison with similar schools, the results were average. In 1998, the school's results in English and science were well above the national average whilst results in mathematics were in line. Over the three year period from 1996 to 1998, the school's results in national tests were well above average in English and science. In mathematics they were above average. The school has explained the lower results in the 1999 tests as a reflection of the number of pupils on the special needs register. There was 17 per cent of pupils on the higher stages of the register and a further 10 per cent on the lower stages. There was also 22 per cent of pupils who joined the school during Key Stage 2. The attainment of pupils currently in Year 6 is similar to the performance of pupils in 1998 in English and science. That is well above the national average in science and above in English. However, attainment in mathematics matches the national average.
- 3 The pupils' attainment in mathematics is consistently lower than in English and science. The school has recognised this and has made satisfactory plans to address this which coincide with the national requirement to introduce the National Numeracy Strategy. There is little difference between the attainment of boys and girls.
- 4 In the 1999 National Curriculum tests at the end of Key Stage 1, the performance of pupils matched the national average in reading and writing and was above the average in mathematics. The percentage of pupils achieving the expected level (Level 2) in all three subjects was slightly above the average. However in writing a significant number only attained the lower grade for this level (Level 2C). The school has identified the need to improve attainment in writing and has provided targeted support for pupils who have been assessed as expecting to achieve the lower grade and this is raising their attainment in writing. The attainment of pupils in Year 2 is above the national average in English, mathematics and science.
- 5 On entry to the reception class the attainment of children matches that usually found in children of this age. They make good progress overall so that by the time they are five most meet the levels expected in each area of learning. The attainment of children joining the reception class varies significantly from year to year; for example, in 1998 attainment in personal and social development was below that generally expected. Currently there is a wide range of attainment and some exceed expected levels, particularly in personal and social development, language and literacy and number. There are 19 per cent of pupils who speak English as an additional language. Many of these pupils join the school part-way through the primary years. Some speak very little English on first joining the school.
- 6 In Year 2, pupils' attainment in speaking and listening is above expectations. They listen well to instructions and explain their ideas to each other or to the whole class group in circle time with confidence. They read texts at an appropriate level for their age and a significant majority of pupils read with fluency and some expression. There is obvious interest and enjoyment in books and this leads to good knowledge about the different style of stories they have heard and read. Their writing follows a logical sequence and many have begun to connect their ideas with words such as "soon" and "suddenly", for instance when they describe the events of an unusual walk to school. Most pupils make use of full stops correctly and are beginning to join letters accurately.

- 7 In Year 6, pupils' attainment in speaking and listening is above expectations. They pay close attention to the points put forward by others in discussion, for example when considering with others whether the article they have just read contains mainly facts or is putting forward a biased view. Most pupils read widely and are interested in both modern authors and those of classical fiction. They can identify the theme and style of the books they read. They have a good knowledge of how to obtain information from libraries, CD-ROMs and the Internet. Pupils' writing in Year 6 is generally well structured with correct use of punctuation, accurate spellings and using a joined fluent hand. Many pieces, including those of pupils of lower attainment, express sensitive ideas and well chosen vocabulary. For example, a pupil writing about her thoughts as she looked at the Advent candle, captured the child's wonder in her writing. Most pupils' writing shows good understanding of the need to suit the style to the purpose, for instance for a holiday brochure, newspaper account or biography.
- 8 In mathematics in Year 2, pupils have a secure knowledge of the value of digits in numbers up to 100. They are able to identify halves and quarters, such as half an hour. All pupils including those of lower attainment understand that multiplication of 2 is repeated addition and higher attaining pupils can show this for 3, 4 and 5. Most pupils understand that multiplication can be done in any order. In Year 6, most pupils can measure and draw angles accurately but find it difficult to apply this knowledge to problems which involve measuring the angles of triangles and quadrilaterals. Almost all pupils know the names of basic two dimensional shapes; some needed prompting to recall the names and properties of different triangles. They can rotate shapes through 90 degrees but few could work out that rotation points can vary.
- 9 In science in Year 2, pupils can name different parts of the body and can explain in a simple way the purpose of the skeleton. They have begun to develop an understanding of the process of fair testing and are beginning to put forward hypotheses, for example predicting what will happen to a plant if it is not watered. In Year 6, pupils are able to set up simple tests and make decisions about the way the test is to be carried out. They have a good understanding of the need to limit the variables in a test in order to make it valid. They can identify and name some of the major bones in the human skeleton and have a good understanding of the functions of the main organs of the body. Their work is presented well and they measure and record accurately.
- 10 The pupils are working at the appropriate level in the literacy framework. For much of their work this is also the case for numeracy. However sometimes work is given from earlier years. For example, pupils in Years 5 and 6 learning multiplication facts for the times tables identified in earlier years. They make good use of their skills in reading and writing in nearly every other subject. Numeracy skills are used very well by the pupils when they enter information into a data-handling package, process it and produce the information in the form of graphs.
- 11 The pupils' attainment in information technology at the end of Key Stage 1 matches the national expectations for pupils of seven years of age. At the end of Key Stage 2, their attainment exceeds that which is typical of eleven year olds. Pupils in Year 2 can use simple word processing functions and produce pieces of work on the computer. They understand that documents can be stored and they retrieve them with some support from adults. Pupils in Year 6 produce book covers of a high standard. The combination of the text and illustration is complex and clearly designed to inform the would-be reader of the contents of the book. At the end of Key Stage 1, pupils' attainment in religious education matches the expectations of the locally agreed syllabus. Pupils have a good understanding of the main features of world faiths such as Christianity and Hinduism. They know of Jesus' birth at Christmas and the outline of the Christmas story. They know that candles are lit to mark the passing of days before Christmas but most find it difficult to explain the meaning of "Advent". They have begun to understand that people prepare for religious festivals of all kinds. At the end of Key Stage 2, pupils are able to understand the symbolism of different religious artefacts and customs. They write their own thoughts about the meaning of advent, including the idea that Christmas is associated with peace. Pupils begin to develop awareness that people's response to religion is personal and different for everyone.



- 12 The school has set realistic targets for pupils' achievements in the National Curriculum tests at the end of Key Stage 2, based on the current assessment of pupils for the next two years. The school is moving well towards the targets in English and science. The school is not so successful in moving towards the targets for mathematics because work is not always well matched to pupils' prior attainment.
- 13 Pupils make good progress in English, science and information technology in both key stages. In English the teaching of the skills in writing and reading are developed well in all year groups. There is additional support for pupils whose writing is not far enough advanced in relation to their prior attainment in Year 2. In Years 3 and 4 "booster" classes for general improvement of literacy skills are effective in providing good support and pupils make good progress. In mathematics, pupils' progress in Key Stage 1 is satisfactory. In Key Stage 2, there are some classes where progress is satisfactory but in others progress is unsatisfactory for many groups of pupils, including those of higher attainment. Overall through the key stage progress is unsatisfactory. This is because assessments are not used well enough to ensure that work builds systematically on previous learning.
- 14 Pupils with special educational needs have well focused individual plans and good support. They make good progress towards their individual targets. For example, pupils with difficulty in sustaining concentration for sufficient length of time in Year 2 have short small group sessions with a learning assistant which are successful in stretching their attention time. There is a very good system of providing bi-lingual support for the pupils who have little spoken English and the support they get helps them to access the curriculum and make good progress in learning to speak English.
- 15 The attainment of pupils in Key Stage 1 at the time of the last inspection report was below the national average. Their attainment has risen significantly. At Key Stage 2 pupils' attainment in English and science has risen. Their attainment in mathematics has remained the same.

#### **Attitudes, behaviour and personal development**

- 16 In the short time since they started school, the children under five have settled into the routines of school well. They are confident and play and work together happily. Most are able to share resources with others. They respond purposefully to instructions such as, 'tidy up', from adults. In Key Stages 1 and 2 pupils' attitudes to work are good and they are well behaved at school. These standards have improved since the time of the last report. A sizeable majority of parents are positive about this aspect of the school's work. Pupils enjoy coming to school and are enthusiastic about their lessons. In a Year 3 and 4 lesson a forest of hands shot up to answer questions about changing fonts to illustrate the feelings expressed in a simple poem. These positive attitudes are reflected in the punctuality and good levels of attendance.
- 17 In the great majority of lessons pupils listen attentively to their teachers and sustain good concentration on their work and this contributes well to the good progress that they make. For example Year 1 pupils listened intently as a small group developed the story of the Three Billy Goats Gruff whilst older pupils showed considerable perseverance in completing an experiment to show the relationship between the area of a parachute canopy and its time of fall. They show considerable respect for their school environment and take great care when using equipment.
- 18 Pupils respect class and school rules and their very good behaviour in many lessons has a positive impact on their learning. In a very small minority of lessons there is some unsatisfactory behaviour that has an adverse impact on the quality of learning of other pupils. Only one pupil was excluded during the year prior to the inspection and this situation is similar to previous years. Reported incidents of bullying are rare.

- 19 Relationships in the school are universally very good. Pupils show considerable respect for one another and are polite and helpful. For example in Years 5 and 6 pupils listened carefully whilst others reported their findings and then asked probing questions to extend their own understanding. Older pupils are expected to help younger ones such as when a Year 4 pupil helped a Year 3 pupil with a mathematics problem without any prompting by the teacher. They collaborate very well together during investigative work or when combining their skills to produce work on a computer. Pupils show respect for teachers and other adults working in school and are very willing to offer help by volunteering to give out or collect materials used during lessons.
- 20 Pupils develop their personal and social skills well through opportunities provided by the school. They carry out routine tasks conscientiously and act as monitors in the library and elsewhere about the school. They are expected to be helpful at all times and this feature of the school's ethos is greatly valued by parents. Many have made their own contributions to the anti-bullying work of the school and there is good support for a wide range of extra curricular activities offered. For example pupils from the gardening club helped with the garden of an elderly lady who in turn related her experiences as a pupil at the school when she was a little girl.

### **Attendance**

- 21 Attendance continues to be good as compared with the national average. The school's percentage of absences compares favourably to most other primary schools. The incidence of unauthorised absence is low compared nationally. Almost all pupils arrive punctually and lessons throughout the school start on time. This benefits pupils' attainment and progress.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

- 22 The overall quality of teaching throughout the school is at least satisfactory in 95 per cent of lessons. It is unsatisfactory in five per cent. Teaching is very good in 28 per cent of lessons and the proportion of good and very good is 72 per cent. In the reception classes teaching is never less than good and 28 per cent is very good. In Key Stage 1, teaching is never less than satisfactory and the majority of teaching is good. The proportion of very good lessons is higher in Key Stage 2 than in other phases but it is in this key stage where there is eight per cent unsatisfactory teaching.
- 23 The school has focused attention on the aspects of teaching which were reported as weak in the previous inspection and this has clearly had an effect on improving the quality of lessons. Teaching in English, history, art, design and technology and science is strong. In science there were some lessons which were unsatisfactory but these were not always a true reflection of the teacher's usual work. The main subject where teaching has weaknesses is mathematics.

- 24 Teachers set work which expects high achievement in most lessons and in most subjects. In English, for instance, pupils in a Year 5 and 6 class were set a challenging piece of reading, a murder mystery, and were asked to plan and write an investigation into the event, making their own deductions from the text. In history lessons, throughout the school even in Years 1 and 2, teachers expect pupils to begin to think about the validity of evidence and what, if anything, historic documents and artefacts can reveal about the past. However, in mathematics in Key Stage 2, teachers' expectations are often lower, particularly in planning work to develop pupils' own strategies to arrive at answers and in expecting speed and the use of higher numbers in mental arithmetic sessions. In Key Stage 1 in mathematics, teachers generally have high expectations of pupils' achievements but during the initial session of whole class teaching their current strategies and organisation does not always provide sufficient challenge to all levels of attainment. However, during the activities teachers develop pupils' individual learning very well with work matched to pupils' different attainments. For example, in one lesson there were four activities involving multiplication at different levels of difficulty and within those activities opportunities for pupils to work with higher numbers if they were able to do so.
- 25 Good subject knowledge often enables teachers to not only develop pupils' knowledge through the content of the lesson but to allow them opportunities to question, to investigate independently and, as in a science lesson in Years 3/4, to have fun. In this lesson, whilst experimenting on air resistance, the pupils made parachutes and, with some excitement, tested them whilst the teacher, through well directed questions, led them to understand the importance of limiting variables, as far as possible, in a test situation. Where subject knowledge is less secure, as with numeracy, teachers provide less opportunities for pupils to use the knowledge they have recently acquired to solve problems and pose questions. There is a much more directed approach to the teaching, except in the best lessons.
- 26 In many lessons teachers explain the planned objectives of the lesson to the pupils and then ask at the end of the lesson if they feel that the objectives have been realised. This good strategy helps pupils feel very involved in their own learning. Planning is generally good. Daily lesson plans provide a good level of detail which is well thought out and in most cases clearly based on the appropriate next stage of learning as defined in the national and local documents, such as the National Literacy Strategy. Teachers plan specifically to match the maturity of the pupils in the two different year groups. For example in a Year 3 and 4 class four different poems with very different themes were carefully chosen to match the interest, understanding and attainment in reading for four groups of pupils. In mathematics, lessons are planned to the correct year and term in the numeracy framework but the methods used, and sometimes the resources, do not always reflect the framework's guidance.
- 27 Many teachers are skilful in providing stimulating activities and in employing a wide range of organisational strategies to develop learning and to keep pupils keen to learn. A good feature of teaching throughout the school is that teachers systematically provide opportunities to develop varied working practices; such as individual study, partner working and co-operating as a group. In a geography lesson, pupils first discussed their project as a whole class group; then they did a short piece of field study working with a partner; after this they returned to the classroom to record their ideas on their own individual plans. The organisation of teaching the Literacy Hour in separate year groups in Years 1 and 2 is effective and allows teachers to target questions and the level work well. The separation of pupils into year groups in Years 5 and 6 for mathematics has also had some benefits but not all work in these classes is targeted sufficiently well on the next stage of pupils' learning.
- 28 Teachers achieve good standards of discipline in most lessons. In the minority of lessons where pupils who have not yet learnt to control their own feelings interrupt work, nearly all teachers quickly restore quiet working for the remainder of the class whilst employing good strategies to ensure that the disruptive pupil's behaviour returns to an acceptable level.

- 29 Teachers assess pupils' understanding and knowledge well in most subjects and particularly in English and information technology. In all lessons teachers give support to individuals who need additional explanations and generally teachers target questions accurately and mark work so that pupils can understand their errors. There is good use of praise to encourage further effort. In mathematics in Key Stage 2, work is often set which does not take sufficient account of previous assessments and consequently it provides little challenge.
- 30 Pupils in Key Stage 1 take books home once a week and there is clear information in the reading diary to help parents understand the current targets for their child(ren) in reading. The book is appropriately the one studied during the guided reading session in the Literacy Hour. This is a useful reinforcement of pupils' learning. In Key Stage 2, pupils take a wide range of work home to extend and develop their learning in class.
- 31 Teachers plan with support staff well and this has a beneficial effect on the progress made by pupils with special educational needs and those who speak English as an additional language. Careful assessments are made of pupils' ability to understand and use English so that pupils with little spoken English can receive as much support as possible. Bilingual support assistants have clear objectives and a good understanding of how to develop pupils' use of English.
- 32 The quality of teaching throughout the school has improved since the last inspection report. In Key Stage 1 and the under fives it has significantly improved.

38 **The curriculum and assessment**

- 33 The school has been successful in dealing with most of the curriculum issues raised in the last inspection report. The organisation of activities and the use of teaching time in Key Stage 1 has been reviewed and successfully addressed. Positive steps have been taken to further develop reading and writing skills and spelling has been given a higher profile. Age related schemes of work have been developed in all subjects. Planning is good and is carried out collaboratively in all phases. Assessment is now used more purposefully to detect and remedy underachievement, except in mathematics, where year-on-year assessments are not used well enough to plan work.
- 34 The school's curriculum planning covers all requirements of the National Curriculum and the locally agreed syllabus for religious education. It promotes well the intellectual, physical and personal development of the pupils and prepares them for the next stage of their education. Provision is extended well by policies for personal, health and social education, including sex education and drug awareness which give proper guidance to these issues.
- 35 The allocation of time to each area of the curriculum is appropriate. The school plans work on a two year cycle so that pupils do not cover the topics twice because of the two year grouping in classes. Planning is carried out collaboratively in phases and this helps to ensure that all classes pursue the same programmes of work. The organisation of mixed age classes is generally successful in promoting the attainment and progress of all pupils. Planning takes into account the level of maturity and attainment of pupils within each age group, except in mathematics at Key Stage 2 where it does not sufficiently take into account planning from previous years and this limits progress particularly of higher attaining pupils. The school's current organisation of teaching Year 1 pupils separately from Year 2 pupils in the Literacy Hour and similarly teaching Year 5 pupils separately from Year 6 pupils in the numeracy lessons is proving beneficial in terms of attainment and progress. These organisational changes are not detrimental to the overall organisation of classes in two year age groups. The school has allocated sufficient time for the Literacy Hour and numeracy lessons with appropriate opportunities for teachers to spend extra time on literacy and numeracy skills where needed. For example, there is individual reading time with parents in Key Stage 1.

- 36 The school works very well with all the secondary schools in the area and there are strong links and good exchange of information of pupils' individual achievements. There is also a very good forum for discussion with a nearby secondary school on subject planning which helps to ensure that there is good continuity in pupils' learning.
- 37 Curriculum provision for the children aged under five is good. Planning for the under-fives is based appropriately on the six nationally identified areas of learning for this age. For children under the age of five, the procedures for assessing their attainment are good. Assessments are used well to plan future work. The statutory requirement to assess children on entry for their personal and social development and in their strengths and needs in speaking, listening, reading, writing and mathematics is carried out appropriately.
- 38 The statutory requirements for pupils with special educational needs are met. Provision for pupils with special educational needs is very good. The recommendations of the Code of Practice for pupils with special educational needs are effectively implemented. Careful planning and good support from teachers and learning support assistants ensures that pupils receive appropriate individual learning programmes, whilst still participating in all classroom activities. The pupils' progress is carefully monitored and relevant issues are promptly addressed. The early identification, assessment and provision are emphasised. The provision for pupils for whom English is an additional language is excellent. There are a large number of different languages spoken by the pupils whose first language is not English. Bi-lingual support assistants and voluntary helpers who speak the home language of these pupils are provided as frequently as possible to support their learning and to help them feel at home. Home visits are made when necessary and the co-ordinator has a very good overview of provision and where to target support. School's policies and practices take into account the needs of these pupils as far as possible and consequently they feel at home and make good progress.
- 39 The school places a strong emphasis on literacy and numeracy, whilst retaining a firm commitment to other subjects. The National Literacy Strategy has been successfully implemented and the effectiveness of the school's strategy is good. The National Numeracy Strategy has been introduced recently and in Key Stage 1 it has been effectively implemented. In Key Stage 2, its implementation has been satisfactory overall but in classes where teaching in mathematics is less successful the school's planning using the numeracy framework has taken too little account of pupils' previous knowledge and experience.
- 40 The governors discuss curriculum matters at full meetings and there is an active curriculum committee that meets once a term and receives reports on subjects of the curriculum. It meets with the senior management team to agree targets for the school development plan. The governors have a close involvement in monitoring the end of key stage national results and tracking progress from year to year.
- 41 The curriculum is enriched through a good range of extra-curricular activities that involve members of staff, parents and private organisations. There are clubs for orchestra, choir, recorders, chess, gardening, football, gymnastics, netball and multisports. There are opportunities for individuals to learn a range of musical instruments. Visits and visitors to the school are used very well to provide a stimulating curriculum. There is particularly good use of the community and the wealth of resources available through the City. Recently, a group of pupils found their way around Cambridge, using the latest mobile phone technology. Pupils won two of the four first prizes in a competition at the Fitzwilliam Museum, which attracted 479 entries, the aim of which was to support the Literacy Hour. One pupil wrote the best story, the other wrote the best letter of those submitted. The school was also the winner in the under elevens' category in a crystal growing competition, organised by the University, which attracted entries from 137 schools in mid-Anglia. Members of the school took part in an African music workshop with a Zimbabwean singer.

- 42 The school meets statutory requirements for the end of key stage assessments. Procedures for assessing the pupils' attainment are good for the under fives and for pupils in both key stages. There are some good examples of self assessment in English and information technology. There is a detailed assessment, recording and reporting policy. Specific assessments are undertaken to identify ways in which to meet the targets set, for example, assessment has recently taken place to ascertain which children would benefit from the additional literacy strategy. Samples of work, collected from across the school in each of the core subjects are moderated and placed in a school portfolio. They serve as a reference for subsequent teacher assessments. In every class there is a collection of pieces of work for each child in English, mathematics and science, showing achievement. As children mature, they are increasingly involved in the selection of work for the file.
- 43 The school is developing effective procedures for setting targets in literacy and numeracy and in other areas where appropriate. It uses school performance data, national data and local education authority data to set targets for future learning and achievement. The analysis of data is used effectively to target areas for future development, for example, an annual booster class for Year 6 pupils.
- 44 Daily assessments focus well on where pupils need to improve. Considerable attention is given to the presentation of pupils' work, except in mathematics. There has been insufficient focus on the need for careful presentation in mathematics to ensure accuracy, and teachers' assessments reflect this. The marking policy encourages the use of constructive comments that highlight areas for development. Comments also reflect the quality of content and acknowledge achievement and effort. Plenary sessions are generally used well to assess pupils' understanding.

#### **Pupils' spiritual, moral, social and cultural development**

- 45 The school offers its pupils a welcoming, secure and caring environment. Its aims are clearly stated and followed in the daily life of the school. Teaching and other members of staff provide positive examples by showing respect for the individual and concern for the school as a community. The overall provision for pupils' moral and cultural development is very good with pupils developing a clear sense of right and wrong and of the world around them. There is good provision for pupils to develop socially through following the codes of behaviour set by the school. Provision for spiritual development is satisfactory. Parents have generally expressed support for the school in this area with the majority affirming in response to the pre-inspection questionnaire that positive values and attitudes are effectively communicated to pupils.
- 46 Provision for the pupils' spiritual development is fostered mainly through assemblies, the programme for religious education and in other subjects, such as science and history, where religious issues are explored. The quality of collective worship is effective in bringing together pupils in the community of the school, phase or class groups. School assemblies, are orderly and satisfy statutory requirements. Pupils are given opportunities to reflect on their own lives and the lives of others but the teaching to develop this insight is not sufficiently well founded on spiritual awareness. Pupils are encouraged to develop a thoughtful appreciation of the world and of care for the environment. The beliefs, stories and values of Christian and other world religious communities are related to everyday lives and the treatment of others. Staff and pupils use assemblies to celebrate achievement, thereby reinforcing the school's expectations and developing pupils' self-esteem. The annual 'Leavers' Assembly' develops the concept of New Life. The programme for religious education follows the locally agreed syllabus and develops in the pupils a growing awareness of the variety of beliefs and customs that exist in the world. Visitors have come into school to talk about aspects of the Christian, Muslim, Jewish, Chinese and other religious beliefs and practices.

- 47 The ethos of the school, which stresses respect for self and others, provides a very strong and effective focus for pupils' moral development. Values are fostered through the caring and supportive relationships which exist in classrooms between staff and pupils and by the good example of all who work in the school. Each class has developed its own set of rules so that the pupils have a clear sense of ownership and individual and collective responsibility. These stress the value of positive action rather than stating what activities are forbidden. The school has anti-bullying and anti-racism policies which are explored through the programme for personal, social and health education (PHSE). A Life Education Centre mobile classroom visits the school as part of the health education provision. The school has instituted a very effective anti-bullying club which is overseen by the senior lunchtime supervisor, but which mainly involves pupils themselves taking responsibility for encouraging strategies to set right inappropriate behaviour.
- 48 The school actively promotes the development of good social skills. Many parents and ex-pupils have stated their appreciation in this respect for the organisation of classes containing pupils from two year groups. In all classes, pupils are given opportunities to respond to the needs of their peers in a thoughtful and empathetic way. The school ensures that pupils with special educational needs take a full part in school activities and all pupils are encouraged to take on a number of classroom responsibilities. In PHSE lessons pupils are encouraged to express their ideas, knowing that they will be given respect. There is a programme of 'shared reading' in the summer term. In the school harvest festival and on other occasions, pupils entertain older members of the local community. Many other visitors are regularly seen in the school through the provision in the school building of a community room. This is a further aspect of the way in which pupils develop a wider sense of their place and role in society.
- 49 The school population represents a wide diversity of cultural backgrounds and this in itself provides a richness to many of its activities. Art and music are used not to emphasise difference but to celebrate cultural variety, such as playing the Caribbean Steel Pans. In religious education pupils learn how beliefs can affect lifestyles. There is a regular programme of visits to places such as art galleries, museums, the planetarium, and places of historical interest. Pupils have visited a Tudor House to learn by role-play about life in the past. Visitors to school have helped recreate a Victorian classroom and other times in the past. Pupils have organised collections for charities and taken part in World Book Day activities. The very wide programme of extra-curricular activities has helped to develop a strong and continuing musical tradition. Gardening, chess and a variety of sporting pursuits are also actively encouraged.
- 50 At the time of the last inspection, provision for cultural development was identified as a notable strength of the school. In other respects, the provision was satisfactory. In the intervening period the school has built on its previous success to also progress well in the areas of moral and social development.

### **Support, guidance and pupils' welfare**

- 51 The previous inspection reported favourably on the school's arrangements for welfare and guidance. It referred to the good care and support given. Pupils benefited from good transition arrangements and effective links with supporting agencies. The school's approach to behaviour management was succeeding, but some unevenness still existed: further monitoring, and support for all staff towards the consistent implementation of agreed standards, was required. This has now improved. The school's procedures for monitoring and promoting discipline and good behaviour are now very good. Support, guidance and welfare continue to be good overall, and make a significant contribution to the standards achieved by pupils.
- 52 All staff in the school are very caring and supportive in their attitudes. They know their pupils very well, and are concerned to give attention to the needs of each. Parents generally are very pleased with the standard of care and commitment that they give. Relationships are very good within school, and pupils readily know that problems can be brought to a teacher.

- 53 Home visits are made by way of introduction to young children joining the school. Those aged under five receive a sensitive induction and careful assessment, through which they are securely guided in their development. The learning environment provided in the reception classes is good. The separate building provides a pleasant 'home from home', and its outdoor play areas are varied and spacious. The quality of support and monitoring is good.
- 54 The academic progress and personal development of pupils in the two key stages is generally well assessed and monitored. Information gained is used effectively to plan work appropriately matched to pupils' individual needs. Pupils on the school's roll of special educational need are well supported by their teachers and staff, and benefit from working alongside their classmates. The school makes good use of a range of visiting specialists. Pupils for whom English is a second language are closely monitored and receive very good support. Several parents remark favourably on the social development of pupils deriving from the use of mixed age classes. The vertical grouping used in both key stages encourages self-confidence and sociability, and can provide useful support when pupils join existing friends at secondary school.
- 55 Behaviour and discipline are very well promoted through the very good ethos of the school. This is underpinned by rules adopted within each class after discussion between pupils and the teacher. Expectations of behaviour are consistent. The management of pupils in classes and supervision at lunchtime are generally very good. Care, for instance, is taken to deal sensitively with those pupils apt to experience behavioural problems, and to provide activities at lunchtime. The school employs a variety of rewards, including assemblies for celebrating achievement. Sanctions, and arrangements for tackling bullying, are effective. A notably successful initiative has been the setting up of an anti-bullying council, made up of pupils drawn from Years 5 and 6. Pupils have taken ownership, only admitting those with the right attributes for the responsibility. Sensitive guidance ensures that matters not easily adjusted are referred to an adult. Most parents approve of the behavioural standards achieved.
- 56 Procedures for monitoring and promoting good attendance are generally satisfactory. The school clearly distinguishes between authorised and unauthorised absence. However, reasons for absence are not always followed up. While teachers are careful to check individual cases, the school has no formal procedures in place to check promptly if a pupil is absent without parental notification.
- 57 Child protection procedures are good, following Cambridgeshire guidelines. The school has experienced leadership in this connection, and in-service training was given widely to staff and to some governors and parents last spring.
- 58 Health and safety awareness among pupils is well promoted through the curriculum, reinforced by the introduction of a recent scheme of work for personal, social and health education. The school takes part in a 'Safe Cycling' scheme on the public roads run by parents trained in cycling proficiency. The school's own health and safety policy is currently being revised and up-dated to match the good practical standards now being applied. Great care, for instance, is taken to ensure the safety of children in the reception classes as they cross the road. Strict attention is paid to safety when travelling to swimming. A termly check of the school's safety arrangements is made by governors on the buildings' committee. However, the door at the top of the stairs in the reception building can be opened by a child as the handle is not positioned sufficiently high up.

### **Partnership with parents and the community**

- 59 In the previous inspection report links with the local community were considered a strength of the school. Parents received good quality information in a variety of forms. Parents contributed much practical help in and around the school, not least through their support of the School Association. Partnership with parents and the community has now improved to become very good overall. Parents praise the school for its approachability, and its strong encouragement for them to play an active part. Parents help in classes frequently and teachers make time to ensure that their help is well organised. It makes a good contribution to pupils' learning. They find that they are enabled to be kept closely in touch with current issues in school life



when they attend School Association meetings, structured usefully for that purpose.

- 60 Written information about the school is good. In addition to the well-written general prospectus material, the school also provides detailed guidance notes when children enter each phase, namely Reception, younger juniors and older juniors. There are frequent sociable letters to parents, giving notice of events and covering general administrative matters. The annual report of the governing body provides a well-balanced summary of the school's year. The 'Bright Sparks' newsletter allows an interesting inside perspective from time to time. The school has been successful in obtaining press coverage for a number of its activities, including mention in a national newspaper.
- 61 Information regarding curricular matters is provided orally by teachers at parental meetings. Each phase also writes a brief summary of what is to be covered. Some parents would like more information, on a termly basis, regarding curricular plans. This is supplied by teachers at the first parents' meeting of the year which some parents might miss. Occasionally, very brief notice has been received at the end of the year concerning which new class a pupil will be joining, and both parents and children would appreciate earlier advice to set uncertainties at rest. Inspectors felt that at least two weeks before the end of term should be reasonable
- 62 Information regarding pupils' progress is normally provided formally within the school year by a parental meeting in spring which is a good time for such a meeting. A number of parents have commented that this has tended to be rather late, and that one such meeting a year is insufficient. Generally it is early in the Spring term but last year it was later which is less useful. Teachers are informally very helpful and accessible. The end-of-year written report is of good quality, giving attainment levels in core subjects, and addresses areas where improvement should be sought. Two open days are held each year. At the one in summer pupils are able to show their parents around, when all of their individual work for the year is displayed. A meeting to discuss pupils' work and the report can be arranged if parents request it.
- 63 Parents are also kept in touch with their children's progress through helping them with work at home. They are able to comment in the reading records provided, and many do so. Opinions vary widely among parents as regards the amount of homework which should be expected. A decision has recently been taken, welcomed by many parents, to extend the homework arrangements and to improve consistency, using bookbags. This provides sufficiently for a good balance of work to be done at home. While the school has provided some guidance for parents, in a variety of forms, as to how they may assist their children's progress, occasional meetings arranged for the purpose have not been well attended. The National Literacy Strategy has been explained to all parents within the 'Bright Sparks' publication, and informally at a Parents' Association meeting.
- 64 Parents of pupils with special educational needs are kept fully informed and involved in the progress of their children. They are invited to discuss their child's individual education plan, and encouraged to provide additional support at home if possible. Parents of pupils for whom English is a second language are supported well and given information about their child's learning and progress. Care is taken to ensure that they can understand sufficiently or receive an explanation in their own language.
- 65 The school has issued occasional questionnaires seeking parents' views. It is sensitive to parental opinion, and endeavours to take account of the parental perspective in its decision-making. This is done through School Association meetings, representation on working parties, and parent representation on some in-service training days, which afford opportunities for parental information and debate. The School Association is at the heart of liaison between the school and parents as a whole. Its role is more integral to school rapport than the usual social and fundraising activities found in most schools, though these are also well achieved.

- 66 Parents help the school greatly. Some are able to help in classrooms, especially at the younger end of the school where such help is particularly valuable. Others help with swimming, and in extra-curricular activities. Various practical tasks are undertaken, such as covering books. A recent initiative has been the making of many 'storysacks', filled with resources for supplementing literacy work. Grounds improvement has been tackled. A parent is preparing a mural on boards. Another has produced a book about the school's centenary. Parental expertise, contacts and resources are tapped in many ways, including harnessing the latest information technology, and receiving an annual group of French trainee teachers.
- 67 Community partnership is thus also strong. A wide range of curricular enrichments is obtained from visitors to the school. These have included visiting artists, members of religious faiths, and representatives of charities. Pupils occasionally perform at a local elderly residents' home: those in Year Groups 5/6 at harvest entertain the elderly to tea. Visits are made to a variety of surrounding places of interest.
- 68 On an organisational level, there are well-developed links with the main feeder Nursery, and with the secondary schools to which most pupils transfer. The school receives many work experience and other students annually. Useful assistance in hearing readers and other work is regularly received through a Community Service Volunteers scheme. The school itself provides an important community resource through very many lettings.
- 69 Pupils have thoroughly explored the local area, particularly in connection with the school's centenary, and in the same endeavour ex-pupils have been contacted for interview. The Mayor of Cambridge has already called to commemorate the occasion of the laying of the school's foundation stone, and will be doing so again in the New Year to present millennium medals.

## THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

### Leadership and management

- 70 The leadership and management of the school is good. The headteacher, governing body, staff and whole school community are very committed to the aims of the school. These express not only the belief that pupils should achieve their full academic potential but also that they should be taught to think and work independently and have a creative approach to problem solving. The headteacher and staff have striven to reflect the specific nature of these aims in the work of the school. In all but a few areas they have been successful.
- 71 The governing body, as noted in the last inspection report, is well organised with appropriate and effective committees. The full governing body meets twice a term. At one meeting, it undertakes the general administrative duties of all governing bodies, including hearing the reports from the different committees whilst the other meeting is set aside for discussion of policy issues. This organisation ensures that there is a well formulated collective view of how the school wishes to move forward, and its perspective on current educational directives. The governors are well informed about the work of the school both through the headteacher's reports and from presentations to committees by subject managers. The chair of governors and other members visit the school regularly.
- 72 The headteacher has led the staff and governors well in addressing the weaknesses identified in the previous report. There have been a number of staff changes both in recent months and since the last inspection. Despite this the headteacher has maintained an effective staff team who are aware of their roles and responsibilities. New members of staff are generally well supported by the system of joint planning across the phases. The deputy headteacher left the school six months ago. In that time two members of staff have been appointed to take on the role of deputy as senior co-ordinators for the two key stages. The senior co-ordinators have provided effective management through the monitoring and evaluating of teachers plans, support to new teachers, and guidance on the management of pupils within the key stages. Provision for pupils with special educational needs and for those who speak English as an additional language is given a high priority by the leadership and this enables very effective management by the two co-ordinators responsible for these areas. The co-ordinator for pupils who speak English as a second language skilfully develops awareness of the issues of equal opportunities in all the school's practices. Subject managers are in a good position to influence the work in their own key stage but there is insufficient opportunity for them to have a good overview of their subject throughout the school. The headteacher has monitored and evaluated teaching during the past two years but this as yet has not been undertaken by subject managers to any great extent. The school has not yet put in place a plan to allow this to happen, taking into account the limited amount of time available and the school's identified priorities.
- 73 The school has developed an effective form of school improvement planning. It has a three year cycle with priorities for each year picked out, but with the opportunity to continue work on areas that for one reason or another are not completed. This is a useful system of planning and generally makes good provision to evaluate improvements against pupils' achievements. Effective school improvement has been responsible for addressing the weaknesses identified in the last inspection report and in raising pupils' attainment at the end of Key Stage 1 and in English and science and information technology at the end of Key Stage 2. There is now a need to raise attainment in mathematics in Key Stage 2 and to monitor and evaluate the implementation of the National Numeracy Strategy. Although current school improvement planning does identify mathematics as a priority there is a lack of focus in the planning on the most important issues of improving teaching and ensuring that pupils' learning builds consistently on previous achievements. The mathematics co-ordinator left the school at the end of the summer term and the school currently has seven new members of staff, including the mathematics co-ordinator. The headteacher rightly judged that new teachers needed time to focus their attention on planning for their own classes before focusing on subject development.

- 74 The leadership places importance on the partnership of the school with parents. Parents have a voice through the school association and many choose to give up time to support in classrooms or in other ways. For instance, story book provision has been enhanced by a parental initiative to make “book bags”, large colourful bags containing a variety of attractive resources such as puppets and felt pictures to illustrate well known stories. The school community and the school policies reflect the school’s aims in nearly all its work. However, the aim to develop pupils’ critical and creative thinking has not been fully implemented to include work in all classes in mathematics.
- 75 All statutory requirements are met. The school management was found to be sound in the previous inspection report. The many positive features now in place outweigh the weaknesses and leadership and management is now good. This, together with the enthusiasm and commitment of teachers to improve their practice indicates that the school’s capacity for further improvement is good.

### **Staffing, accommodation and learning resources**

- 76 The school has an adequate number of appropriately qualified and experienced teaching and support staff to meet the demands of the curriculum for under fives and for pupils at Key Stages 1 and 2. Since the last inspection there has been a great number of staff changes and the imbalance of older more experienced teachers in Key Stage 2 no longer applies.
- 77 The number of classroom assistants is adequate but, owing to the low level of income per pupil in the school, is less than is usually expected in Key Stage 1. Classroom assistants and learning support assistants are well trained and make a very effective contribution to the good progress made by pupils with special educational needs and those who speak English as an additional language. The lunchtime staff are also well trained and the games and clubs they help to organise during the lunchtime not only give good support to pupils’ social development but also to their learning.
- 78 In-service training is satisfactory overall and good in English and information technology. Good procedures are in place to support the induction of new staff, including newly qualified teachers. The appraisal system is in place but the quantity of relatively new members of staff has meant that the cycle of appraisal has been interrupted. Training for the implementation of the National Literacy Strategy has been successful in the good development of teaching in English. Training for the implementation of the Numeracy Strategy has been adequate but affected by recent staff changes.
- 79 The school is an old attractive building with some modern additions which do not detract from the overall appearance, and is adequate for the numbers on roll and the ages of the pupils. Classrooms are mostly single but there are some open plan classrooms. Although progress is not hindered, teachers in these classrooms have to spend extra time planning in order to ensure that there is not extraneous noise which might distract the pupils’ attention. This is unhelpful and time and effort is lost. There are very attractive displays of pupils’ work throughout the school which support and extend pupils’ interest and learning. There is ample space for the library and display in the corridor areas. In general the accommodation contributes well to the pupils’ learning with the exception of the open plan areas in Key Stage 1.
- 80 The classes for the children under five are in a separate house to the main school in its own grounds. The accommodation is good and helps to strengthen the happy family atmosphere which enables the children to thrive. The need for one class to be housed upstairs does not present a problem to the teachers or the children. The handle on the upstairs room could be better sited out of the reach of the young children.

- 81 The accommodation generally is of good quality, and is very well maintained. This is due to the high regard in which the caretaker and cleaning staff hold the school. Externally the grounds are very attractive and a great deal of thought and effort has gone into developing all play areas. These are well marked with games and activities appropriate to the age range. The environment is stimulating and well maintained, with a small pond situated in a fenced off area in grounds of the Reception Base. The school provides the pupils with the opportunity to ride bicycles to school, and the bicycle shed is a useful addition to the outside accommodation.
- 82 The school is well resourced in most areas of the curriculum. The resources in mathematics have been improved during the current year but there is still a need for further development. Resources are well organised, clearly marked and accessible and are sufficient to contribute well to pupils' learning. However lack of storage space does mean that larger equipment is stored in a small room at one end of the school and not easily accessible to staff. There are good library facilities in both central areas and in all classrooms. Teachers make good use of external resources to enhance the quality of pupils' experiences and to improve their spiritual, social and cultural development.
- 88 **The efficiency of the school**
- 83 Financial planning by the headteacher and governors is very good. This is an improvement compared with the previous report. Financial planning is secure in that it takes a long-term view to match the three year cycle of the school development plan. The school development plan is clearly costed and spending is carefully linked to priorities. The finance committee is in a good position to judge whether its long term plans are still valid in view of the position of current spending.
- 84 Day-to-day finances are prudently managed. The chair of the finance committee works closely with the headteacher to draw up and monitor an annual budget. All governors receive regular finance updates at their meetings. The school's finances have not been independently audited by the local education authority and this was the situation at the time of the last inspection. The school is not happy that its financial arrangements have not been audited.
- 85 Teachers are generally used effectively. The school's low budget allocation provides only a small amount of resources for monitoring and evaluating teaching by subject managers. However, as yet a plan to ensure that this can be done as efficiently as possible is not yet in place. Particularly good use is made of classroom assistants, learning support assistants, student teachers, adult volunteers and parents. They make a significant contribution to pupils' progress in class. Accommodation is used well with good use being made of the hall, library and music room. Computers are very well used to support pupils' learning in all subjects.
- 86 Funding for pupils with special educational needs and those for whom English is not their first language is spent appropriately. There is very efficient use made of staff to enable these pupils to make good progress.
- 87 Financial control is very good. The headteacher, chair of the finance committee and a school secretary regularly and very effectively monitor all expenditure. The school has recently paid for a review of office procedures which has resulted in efficient administration of the office. The school makes very good use of a computerised ordering and accounting system. This and the school office are very well managed by the secretarial staff.
- 88 The children's level of attainment on entry to the school matches that usually expected for children of five years of age. When consideration is given to the pupils' attainment in English and science, their good behaviour and very good relationships, the quality of education provided, particularly the good teaching and the income per pupil, which is low compared to the national average, the school provides good value for money.

## PART B: CURRICULUM AREAS AND SUBJECTS

### AREAS OF LEARNING FOR CHILDREN UNDER FIVE

- 89 Children are admitted to the reception classes at the start of the year in which they are five. Most children have attended nursery schools or playgroups before entering school. They are very well prepared for school through a good programme of school and home visits. When they enter in September children are usually already well known to staff. This year was slightly different as there was a complete change of teachers in the reception base.
- 90 Overall provision for the children under five is good. The curriculum is planned in topics, based upon appropriate aspects of the National Curriculum, carefully matched to the six areas of learning recommended for this age group. Appropriate priority is placed on the development of personal and social skills, language and literacy, and mathematics, with a sound balance of directed and guided choice activities. At the start of the school year teachers carry out an early formal assessment of the children and use this information well to plan appropriate work for individuals in language and literacy and mathematics. They constantly assess their children keeping their own records and using the information gained to plan future work. Consideration is being given to the repeat of the assessment on entry to Year 1 to evaluate the children's progress.
- 91 From the school's own baseline assessments within the cohort and from year to year children's attainment on entry varies widely. Overall it matches that usually found in children of this age, although speaking and listening is higher. This is confirmed by inspection evidence of children in their first months in school. They make good progress overall and on entry to Key Stage 1 most meet the levels expected in each area of learning by the age of five. A good number exceed the levels expected in language and literacy, number and physical education and are working within the National Curriculum programmes of study. There are also a significant number of children with lower attainment.
- 92 The size of the reception classes is large and each teacher is supported by a full time general assistant.

#### Personal and social

- 93 Most children make good progress in developing personal and social skills. Despite the fact that many of the children had only been attending school full time for a short period when the inspection took place, most children were happy and confident in coming into school each morning and enthusiastic about their learning. They play together well and are learning to share and take turns in informal situations such as the home corner, reading corner and outdoor play areas. They enjoy the wide variety of activities provided and are developing independence in choosing their activities. The majority sustain concentration to complete their directed tasks and also in their chosen activities, but a few still have a very short attention span, particularly when not working directly with an adult and at the end of the school day. Children are confident in speaking aloud in full class sessions, with most remembering to wait their turn before speaking. They are careful in looking after equipment in the classroom and clear away quickly at the end of each session. They enjoy stories and join in enthusiastically with rhymes and songs. Most already accept class routines and respond quickly when asked to line up or get ready for physical education. They show a growing independence in looking after themselves, such as putting on or hanging up their own coats. Teaching is good. All staff provide good role models and promote positive attitudes and values. They have secure knowledge and understanding of the needs of young children and a good knowledge of those in their care. They create a secure and caring environment which promotes personal and social development very well and children are happy. Their personal and social development is likely to match the level expected at age five and the majority are likely to exceed this level.

### Language and literacy

- 94 Most children make good progress in developing language and literacy skills. Most listen well and follow instructions carefully. They are confident in talking about their own experiences, in small groups and to the class. When playing together most communicate sensibly with each other. They enjoy listening to stories such as 'Dan the Flying Man', and recall the main events in order. Many of the children are interested in books and handle them with care. Teachers provide a suitable range of good quality books to promote interesting reading. A good number of children have made a start on formal reading and most already know that print and pictures carry meaning, and that we read from left to right. Most children recognise their first name and about half of these can write it independently and accurately. Some children already recognise letters of the alphabet by shape and sound and a few are forming sentences from word cards and writing independently. The quality of teaching in literacy is good. Teachers have a good understanding of how to develop children's knowledge of letters and sounds. The teachers assess their children constantly and have good knowledge about them. They use this knowledge well in planning work carefully to ensure that they support each one appropriately. By the time they are five most children are likely to match the levels expected at that age and good proportion are likely to exceed them, particularly in reading and language.

### Mathematics

- 95 The children make sound progress in mathematical development, particularly in numeracy. They sort, count and match numbers to 5 or 10. They are able to order numbers 1 to 10 and say that six is one more than 5. They make sets of objects and correctly match numbers to them. They are beginning to recognise and name numerals and to learn how to write them correctly. Teaching is good. Teachers provide a good range of structured practical activities which enables the children to learn at first-hand and to use mathematical language in a meaningful way. Most children are likely to match the levels expected at the age of five and a good number are likely to exceed them, particularly in number.

### Knowledge and understanding of the world

- 96 The majority of the children make sound progress. They talk about their homes and families with confidence and are keen and interested to explore and discuss the world around them. They look at photographs of themselves as babies and discuss the changes that have taken place. They talk about their observations, sometimes recording them and asking questions to gain information, as they did when filling a variety of containers which they observed were "nearly full" or "half empty" and then filled to "overflowing". Children are developing independence in using a cassette player to listen to stories and operate the play and rewind buttons appropriately. In guided choice sessions a few children use a computer to play a range of simple education games but, other than those who have their own computers, skills are not well developed and no direct teaching was seen in this area during the inspection. The teachers have a secure understanding of this area of learning, and plan opportunities for the children to explore, observe and question in a range of situations. Overall, by the age of five, children are likely to meet the level expected at this age.

### Physical development

- 97 The majority of the children make good progress. Children take part in physical education and dance lessons and develop increasing control of their movements. They run, jump, climb and balance confidently with growing control and increasing awareness of space. They use a variety of writing tools and scissors with growing control. They manipulate plasticene and jigsaws and build confidently with construction kits and bricks. The children have access to a very good secure outdoor play area. Here there is a good selection of equipment for the children to play on, and they are gaining in confidence, dexterity and enjoyment. In the playground and at playtimes children are well supported by staff. The teachers plan activities to promote the development of the full range of physical skills over time. All staff have a good awareness of safety issues and children are well supervised in their physical sessions. Overall, by the age of five, children are likely to match the levels expected at that age and a good proportion are likely to exceed them.



### Creative development

- 98 The majority of the children make good progress. The children explore and experiment with a wide range of techniques using paint, coloured pens, crayons and collage materials. When making individual or group collages such as firework pictures, they use a range of materials with imagination. They enjoy exploring sounds in the music lessons. They are developing a sense of rhythm and are beginning to recognise sound patterns, as they did when clapping the rhythm to their own names. In dance they move spontaneously and appropriately to rhythm and music. With adult support they make models with reclaimed cardboard boxes and tubes. They use their imagination and are adept at mimicking the mannerisms of others, including adults and incorporating them into their play. Overall by the age of five, children are likely to match the levels expected at that age.
- 99 Overall, the quality of teaching for children under five is good with some very good teaching observed in physical development. Teachers have a secure knowledge of how children learn and provide an appropriate balance between guided choice and direct teaching by adults. The relationships and teamwork of teachers and classroom assistants is very good and a very good model for children. They are all consistent in their positive attitude to the children, praising and encouraging and enhancing their self-esteem and confidence.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

- 100 In the 1999 national tests at the end of Key Stage 2, the pupils' performance matched the national average. This result was lower than in previous years. In 1998, the proportion of pupils reaching the national standard was well above the national average. The proportion of pupils reaching the higher level (Level 5) was well above the national average. Taking the three years 1996 to 1998 together the performance of pupils was well above the national average.
- 101 The school's assessments and other evidence show that there was a significant proportion of pupils with a high level of special educational needs and this explains the school's lower performance in 1999. The attainment of pupils currently in Year 6 is above the national average.
- 102 At the end of Key Stage 1, the number of pupils achieving the nationally expected standard in reading and writing was above the national average but a lower proportion achieved the higher level (Level 2A and Level 3). In 1998 the performance of pupils in reading and writing was above the national average.
- 103 Current attainment in Year 2 is above the national average. This reflects the good progress made in reading and writing during the Literacy Hour and support given to raise the attainment of those whose achievements are not matching teachers' expectations.
- 104 Speaking and listening skills are very good by the age of eleven and represent a steady improvement from attainment on entry. The standards of reading are above average at both key stages. Standards in writing are lower than in speaking and listening, and in reading, but steps are being taken to address this in the English development plan. Targets and objectives have been set for children who are weaker in creative and narrative writing and they are receiving additional support. Assessment of pupils' writing takes place twice a term. Efforts are being made to improve standards of spelling throughout the school. The impact of the National Literacy Strategy is being closely monitored. A valuable audit of the school's bookstock has recently been carried out and the range of stock is to be increased to meet curriculum, ability and interest demands. A writing policy is to be created and the use of information technology in English lessons is to be increased.

- 105 At Key Stage 1, pupils make good progress in extending their skills in speaking and listening. Pupils in Key Stage 1 develop confidence in listening attentively and talking confidently, with increasing awareness and understanding. Speaking and listening skills are particularly apparent during the whole class elements of the Literacy Hour when pupils respond to questions arising from the text being studied and explain their ideas clearly. Year 2 pupils understand the meaning of a theme and are able to model a story map to sequence a theme. As pupils progress through the school, they show an increasing awareness of audience, varying the use of vocabulary and amount of detail in their contribution to discussions. They use their listening and speaking skills in the discussions that form part of the introduction to science, history and geography lessons, as well as in English lessons. In Year 3, pupils brainstorm ideas to find suitable words and phrases to use in poetry writing. Year 5 pupils explain how they are going to produce a book, making clear the lay-out in respect of the writing and illustrations. The quality of discussion in Year 6 regarding ethical reporting and the presence of bias in specific articles is of a high standard. Pupils throughout the school, listen to the ideas and views of others and draw on general knowledge to convey their own thoughts and ideas. Their ability to vary their vocabulary in order to gain the interest of the listener is a feature of their learning.
- 106 The inspection findings show that standards in reading are good at Key Stage 1. The majority of pupils make good progress during their time in school. By the end of Key Stage 1, most pupils have a good knowledge of phonics and use an appropriate range of strategies to help them to read unfamiliar and increasingly challenging texts. A significant majority read fluently, showing a good understanding of what they read. They can relate the events of a plot and can use texts to explain their opinions and substantiate their views on character and motivation. A significant majority of pupils in Key Stage 2 read with confidence, fluency and accuracy. At the end of the key stage they read a range of material including plays, poems and multi-media information with purpose and well developed understanding. They reach standards which are at least consistent and, in many cases, above national expectations. They read books of their own choice and can confidently discuss the plot, the characters and the style of the books. They can predict what might happen. They enjoy reading and they have strong preferences. A wealth of fiction and non-fiction books are available to all pupils in their classrooms and in the well-stocked school library. Older pupils also use CD ROMs and the Internet to obtain information for their studies in some areas of the curriculum. Pupils are taught to use the library and develop higher order reading skills. Many of them belong to a public library and their knowledge of how to use library organisation and classification is secure.
- 107 Standards of writing exceed the national expectations in Key Stage 1. By the end of Key Stage 1, most pupils are able to write a sequence of sentences, making appropriate use of capital letters and full stops and generally spell simple words correctly. A few higher attainers write in an imaginative way, taking into account the purpose of their writing and show their understanding of more complex words. They can use analogy and alliteration. Towards the end of the key stage, with the exception of a small minority of lower attainers, all pupils form letters well and are beginning to join handwriting. A wide range of punctuation is used confidently and direct speech enlivens some creative writing. By the end of Key Stage 2, pupils' writing is often imaginative and thoughtful. Pupils generally use an appropriate range of punctuation with accuracy and understand how to write in paragraphs. Attention is being given to the planning of stories, with regard to the beginning, the middle and the end. There is evidence of increasing attention being paid to re-drafting and the development of more interesting stories and accounts. Pupils in Year 6 write at length on their holidays, dialogues, playscripts, diaries and biographies. A well-developed piece of writing, entitled 'My early days' captures an authentic flavour of the times. It describes feelings and friendships in 1901, the smell of the carbolic soap with which a child at school was made to wash out her mouth, and the fear of receiving the cane. Pupils make good progress in writing poetry. In Years 3/4, pupils told the teacher some weeks ago that they sometimes find poetry boring, but in a lesson seen during the inspection they showed that they are interested and excited about poetry and its associated rhythm, imagery and rhyme. Pupils in Year 2 write simple poems about Halloween and in Year 3 they can use poetic words to describe the sea. A poem about the beach, by a child in Year 6 begins imaginatively, 'The windbreaks flutter like feathery wings.'

- 108 At both key stages, the rate of progress in literacy is good, with clear evidence of pupils extending their skills in speaking and listening, reading, spelling and their understanding of grammar. Progress for pupils with special educational needs is good in relation to their prior attainment at both key stages. There are some good examples of writing skills being further developed outside the Literacy Hour and through other subjects such as science, geography and history.
- 109 Pupils' response is good in most lessons and, in a quarter of the lessons at Key Stage 2, it is very good. Pupils enjoy the structure of the literacy hour. They often make perceptive contributions during the whole-class text work and they draw effectively on prior learning to inform their answers. Pupils work independently and they co-operate well when required to work in pairs or in groups. They answer questions, volunteer answers and join in discussions with confidence. They respect the contribution of others to the discussion. They sustain concentration in oral and written work. They are motivated to achieve success. Their behaviour is good and they are courteous and polite. They form positive relationships with the teacher, other adults and with each other.
- 110 In both key stages, the quality of teaching during the Literacy Hour is good and teaching standards are consistently high. In six out of eleven lessons observed at Key Stage 2, teaching was very good. The teaching benefits from the clear structure set out in the National Literacy Strategy. Planning is effective in identifying precise learning objectives and is set out on a weekly and daily basis, thereby lending continuity to the approach. The use of daily planning sheets helps teachers to be confident and secure in their subject knowledge and their objectives. It contributes to their high expectations of pupils. Texts are carefully selected and their presentation is very effective at both key stages. High quality explanations and effective questioning are strong features of the best lessons. Management of pupils is very good and methods and organisation are consistently good. Lessons are well organised to achieve an appropriate balance between all the elements of the Literacy Hour. Time and resources are used well. The use of homework to support and extend earlier learning is satisfactory. The use of different types of task generally ensures that the needs of pupils of differing abilities are met. Good support is given to pupils for whom English is an additional language, as in the case of two Chinese pupils in Year 1. In Years 3 and 4, additional help is given through the additional literacy strategy. Information technology is used in some classes to support learning, but its use is not consistent.
- 111 There are appropriate and effective procedures for assessment in English. Detailed reading records are maintained, testing takes place regularly and targeted pupils are given appropriate, additional help. The information gathered through internal and external assessment is used to draw up targets for literacy and numeracy. The school is making good progress towards the targets set for it. Marking is usually consistent in quality and enables pupils to make progress. The use of assessment to inform curriculum planning is satisfactory.
- 112 Resources are good and they are used appropriately. The ratio of books per pupil is good. Some very good resources have been acquired during the last year, such as a selection of Big Books. These are used appropriately in the Literacy Hour. There are some useful computer programs which give good support to developing both reading and writing skills. There is a satisfactory ratio of well-qualified teaching and support staff to the demands of the curriculum and pupils' individual needs. Accommodation is satisfactory and the school library is a good resource. The English curriculum is broad, balanced and relevant and effectively meets the statutory requirements. The subject manager has recently taken over leadership from a member of the senior management team who effectively led the introduction of the National Literacy Strategy. The new subject manager has a good view of how to continue the development of the subject but has not yet had time to monitor teaching. The school has made a good start in the implementation of the National Literacy Strategy and its impact is beginning to show. The school recognises the need to give priority to the raising of standards of attainment in writing.

## Mathematics

- 113 In the 1999 National Curriculum tests, the attainment of pupils at the end of Key Stage 2 matches the national average. At the end of Key Stage 1 their attainment was above the national average. The proportion of pupils reaching the higher levels of attainment (level 3 in Key Stage 1 and level 5 in Key Stage 2) was above the average in both key stages. In Key Stage 2, two pupils achieved Level 6. The pupils' performance in national tests for Key Stage 2, over the three years of 1996 to 1998 remained just above the national average. The performance last year did not match the improvement seen nationally. The school explains the drop in attainment in 1999 as a reflection of the number of pupils with special educational needs. However, attainment in mathematics has been lower than in other subjects in Key Stage 2 overall.
- 114 Evidence from the inspection indicates that current standards are above the national expectation at the end of Key Stage 1 and are in line with expectations for pupils in Key Stage 2. Most pupils leave the reception classes with well established basic number skills and an awareness of shape and size. They progress satisfactorily towards an understanding of number structure and concepts of time and other measurements in Key Stage 1. In Key Stage 2, in some classes progress is satisfactory and pupils build on their knowledge and skills well. However, progress overall is unsatisfactory as not enough pupils within each year group reach sufficiently high levels of attainment. In each class there is a wide range of attainment and where there is insufficient use of previous assessment, work is not set at a challenging level. However, observation of lessons during the inspection does indicate that the introduction of the Numeracy Strategy is having a beneficial effect on standards, especially in those classes where there has been a sharp focus on developing speed and understanding in mental recall and the use of number facts.
- 115 By the end of Key Stage 1, higher attaining pupils show a well developed grasp of time. They can work out in their head what time it will be in half an hour's time. They represent this on a clock face. Most pupils have a clear grasp of basic number operations. They can mentally calculate simple multiplication and division sums up to 20. Higher attaining pupils can work on multiplication facts to 100. They understand the link between multiplication and repeated addition. Most lower attainers can add, subtract and multiply within numbers up to 10 and have made a start on learning the most simple multiplication tables. Other pupils know their tables up to the 5, 6 and 10 times tables.
- 116 By the end of Key Stage 2, most pupils understand the place value of digits to tens of thousands. They have begun to use long multiplication. They can tabulate the results of surveys in graphical form, including the use of computers to make bar charts and line graphs. Higher attaining pupils can explain the differences between these and other forms of graphs. Almost all pupils know the names of the basic 2-D shapes and but some are unsure of the names of different triangles and how to identify their properties. In Year 6, most pupils can accurately measure and draw angles to the nearest degree and can rotate shapes through 90, 180 and 360 degrees. However, they find it difficult to apply their knowledge in problem solving situations such as finding the internal and external angles of quadrilaterals. Some pupils know that there are 360 degrees and four right angles in a circle but others are unsure. Higher attaining pupils successfully convert improper fractions to their simplest form. Some pupils, including those of average attainment in Year 6, have yet to learn all the multiplication facts to 10.

- 117 The progress that pupils make in different classes in Key Stage 2 varies significantly. In a younger junior class, pupils made little or no progress in understanding fractions as parts of a whole. In another, pupils with well established understanding of fractions played a game which only allowed them to learn that there were eight equal parts to a number divided into eighths although this understanding was well established before the lesson. However, very good progress was evident when other pupils in Year 3/4 were extending their learning of fractions up to addition of sixteenths. The mental skills of some pupils in Years 3 and 4 were well developed in a lesson when they were challenged to improve their speed in answering questions involving finding a quarter of numbers as high as 64 and 72. In Year 5, pupils undertook some new learning of how to make solid shapes from two dimensional outlines. However they did not progress sufficiently because they had not got sufficient prior knowledge of the properties of the shapes in terms of faces, edges and corners. They had not had sufficient experience of investigating the three dimensions. In both key stages, pupils with special educational needs are given sufficient attention and they make satisfactory progress in achieving their learning objectives.
- 118 Across the school pupils are given opportunities to apply their mathematical skills in other subjects such as in science when measuring and tabulating results, and in history when learning about time lines. They use their knowledge of tallying to input data into computer programs.
- 119 Pupils' attitudes towards mathematics are good overall in both key stages. In Key Stage 1, pupils listen attentively and become confident in answering questions. Most pupils settle to their work well. In Key Stage 2, where teaching is less successful, one or two disruptive pupils cause some hindrance to the learning of the rest of the class while the teacher's attention is taken in restoring order. On occasions, the teacher's slow pace or overlong introduction causes restlessness and inattention. However, in the majority of lessons, pupils are well behaved and show respect for the teacher and other adults in the room. They listen well to each others' contributions. Most pupils, especially in older classes, can concentrate for extended periods of time and a busy, working atmosphere is maintained.
- 120 The quality of teaching is good overall in Key Stage 1. In Key Stage 2, sixty per cent of the lessons seen were good or better, but there was unsatisfactory teaching in twenty per cent. Teachers generally have a good knowledge of the subject and have adapted their teaching to the organisation set out in the Numeracy Strategy. However, in the classes where lessons were unsuccessful some lack of knowledge of how to achieve the identified objectives of the lesson through the activities provided is evident. For example, using vegetables to demonstrate division into fractions. In some classes teachers did not use good strategies for all pupils to respond during whole class teaching sessions. As a result, the pace of the lesson slowed. Where good methods were used it helped both the quickness of the pupils' response and their enjoyment of the subject.
- 121 In Key Stage 1, teachers plan a good range of activities to match and interest the different levels of attainment and maturity in their classes. However, in some lessons in Key Stage 2 where there are two year groups in one class teachers only provide the same activity for all pupils in one year group, giving some extra attention to pupils who struggled with the work. As a result, the higher attaining pupils were insufficiently stretched. Planning is generally detailed and linked to the National Numeracy framework accurately and objectives are identified. However, plans are sometimes made without sufficient reference to pupils' prior attainment. In Key Stage 1, teachers plan well in teams of four to ensure that all pupils have a full and equal access to the curriculum. In both key stages plenary sessions are generally used well to draw together the strands of learning. The planning teams which work well for other subjects in Key Stage 2 are less successful in mathematics.

- 122 Teachers generally manage pupils well. It was noticeable that in one lesson where an inattentive pupil had to be spoken to very firmly, the teacher then involved the pupil immediately in an activity where he was able to succeed and develop a sense of self-esteem. In Key Stage 1, teachers have high expectations of pupils and expect them to complete their tasks. In Key Stage 2, there is insufficient attention paid towards the pupils' presentation of work. Many workbooks are untidy and the pupils' working out is unclear. Numbers are often poorly formed. This significantly hampers progress, especially in numerical operations. Many teachers comment upon the untidy presentation of work, but fail to show pupils how to set out their work and maintain its consistency.
- 123 Planning has been satisfactorily developed within the light of new guidelines. Statutory requirements are fully met. There is some lack of focus on investigational skills in some classes where there is a high degree of teacher direction. The procedures for the assessment of pupils' attainments are satisfactorily and they are carried out and recorded appropriately. Each term a piece of work is retained for every pupil to show the current level of attainment. In Key Stage 2 classes, this is not used sufficiently to ensure that future work is begun at an appropriate level. Many new topics begin from the same baseline for all pupils in the year group irrespective of prior attainment. A new focus on assessment is being trialled in Year 3/4 classes and this indicates a positive move forward. Homework is used regularly and sufficiently to support classroom work.
- 124 Mathematics forms the major curriculum priority of the current focus of the school development plan. There have been three co-ordinators for the subject in as many years. The current subject manager for mathematics is new to the school, but has made a very purposeful start towards carrying out the various initiatives proposed under the plan. The school scheme of work has been adapted to cater for all aspects of the Numeracy Strategy. The subject manager and other staff have attended the relevant in-service courses, and given further in-service to all teachers. However, monitoring and evaluating teaching, learning and in some phases, teachers' planning, has not yet been developed sufficiently to put right deficiencies in teaching and learning.
- 125 A meeting for parents about the Numeracy Strategy has been held. Parents have been involved in developing mathematics games and a maths trail around the locality. Work has been collated to show the range of attainment across the school, but this has not been assessed by staff against the levels of the National Curriculum.
- 126 At the time of the last inspection, standards of attainment were found to be broadly in line with expectations across the school, with some underachievement especially in Key Stage 1. Since that time, the school has worked effectively to raise standards and this has been shown to be successful in most test results over the intervening time. Standards in Key Stage 2 are still not high enough when compared to current standards in English and science. Teaching has improved significantly in Key Stage 1 since the last inspection. Teaching seen in Key Stage 2 has more weaknesses than at the last inspection. However, owing to the recent changes in staff, this is not a true reflection of the work of the teachers in this key stage.

## Science

- 127 No teaching could be observed in Key Stage 1 classes and additional evidence was gained by further scrutiny of pupils' work, talking to pupils and observing displays in classrooms.
- 128 The results obtained by pupils in the National Curriculum tests for 1998 showed that attainment was above the national average for all and was broadly in line with the results for similar schools. The percentage of pupils reaching higher levels of attainment was well above the average compared with both the national average and that for similar schools. Over the three years 1996 to 1998 pupils' performance was well above the national average. In 1999 the pupils' performance was lower than in previous years because of a higher than usual number of pupils in the cohort with special educational needs. For pupils aged seven teacher assessments showed that pupils' attainment was broadly in line with the national average for similar schools. In 1999 the results are close to those for the previous year.

- 129 Inspection findings show that pupils' attainment at Key Stage 1 is above the national average and at Key Stage 2 it is well above the expected level. This represents an improvement at both key stages compared to the findings of the last report and also when compared with the 1999 test results and teacher assessments. The school has put in place good planning to develop pupils' knowledge and skills and this is now being reflected in the pupils' level of attainment.
- 130 At the end of Key Stage 1 most pupils are able to explain the idea of a fair test and can make simple predictions. They can explain what happens to plants when they are not watered and some changes such as melting can be reversed whilst others such as burning a candle cannot. They can describe what happens to different metals when tested with a magnet. At the end of Key Stage 2, the majority are able to identify key factors when deciding how an experiment is to be carried out. For example they decided that the area of the canopy of a parachute is more important than other factors such as the type of material used. They can describe the main functions of organs such as the heart and the skeleton and explain why blood circulation is necessary and bone marrow is essential to good health. When measuring forces they understand the need for repeated measurements and account for variations between readings. Thus when measuring the forces exerted by their arm muscles pupils suggested that variations might be caused by fatigue or improved by practice.
- 131 Across both key stage pupils make good progress. Early in Key Stage 1 pupils can identify features of the body such as arms and legs whilst later they know that the body contains organs such the heart and lungs. Pupils with higher attainment also know the main function of these organs. In Key Stage 2 the design of experiments becomes more sophisticated between Years 3 and 6 and older pupils are able to interpret their findings more scientifically and reach more relevant conclusions. Pupils with special educational needs and those who speak English as an additional language are given good support from class teachers through the use of specific materials and well thought out tasks and they make good progress.
- 132 Pupils' attitudes to their work are good and frequently very good and even in the unsatisfactory lessons the great majority continue to work well. In the majority of lessons pupils behave well and work hard and show obvious enjoyment of practical science. During experimental work they persevere well, collaborate appropriately by sharing materials and equipment and demonstrate a good understanding of safe working practices.
- 133 The quality of teaching overall is good although it ranges from very good to unsatisfactory. The lessons seen are all in Key Stage 2. One third of the teaching was very good. The remaining two thirds was good, satisfactory and unsatisfactory in equal proportions. However, one of the unsatisfactory lessons was not representative of the teacher's usual work in science. The good planning and pupils' written work, as well as their attitudes to the subject, all indicate that the quality of teaching in Key Stage 1 is also good. The very good teaching is characterised by clear planning, brisk pace, setting learning goals for all pupils to achieve and by teachers having a very good rapport with all pupils. They use a wide variety of appropriate techniques to sustain progress such as employing humour to maintain interest, giving appropriate praise, asking challenging questions to elucidate understanding, encouraging scientific curiosity and setting interesting homework to extend learning, such as when Year 4 pupils were asked to find out more about air pressure related to their work on air resistance. One of the unsatisfactory lessons was characterised by a poor match of activity to the learning objectives. The other was unsatisfactory due to the pace of the lesson leaving learning incomplete and pupils not making adequate progress.
- 134 The co-ordinator has developed an appropriate expertise through in-service training and her own interests and manages the subject well. She provides effective support for all her colleagues but has not yet monitored teaching. There is a good scheme of work, currently under review, that is used by all staff to ensure full coverage of the curriculum across the two-year cycle. The quality of resources is good and they are used well by all staff to provide good teaching and learning.

## OTHER SUBJECTS OR COURSES

### Information technology

- 135 The evidence from observing lessons has been supplemented by talking to pupils, observing work on display and by short observations of pupils using computers in other subjects.
- 136 At the previous inspection standards were judged to be satisfactory. Inspection findings show that at the end of Key Stage 1 pupils' attainment is in line with national expectations and at the end of Key Stage 2 they are above them with some aspects being well above these levels. This represents a significant improvement.
- 137 At the end of Key Stage 1, pupils have a simple understanding of how computers may be used for communication and many are able to compare this with other devices used to communicate without talking such as a facsimile machine. They are able to use a computer as a tool to present their work, for example in design and technology, by designing a model vehicle and are able to save and retrieve documents that they have created. They know how to programme a robot to follow a particular path such as to move around a square. At the end of Key Stage 2 very many have a more sophisticated understanding of word processing and page making software and the use of CD ROM to gain information and further understanding. For example older pupils studied the functions of the human heart in science lessons and copied pictures to illustrate their work in history by "writing" a Tudor newspaper. Many of those with higher attainment understand the use of hardware such as scanners and the digital camera. They are able to access the World Wide Web to gather a wider range of information, and understand the use of e-mail. A few have taken part in the design of the school's web page and are continuing with its development. Almost all pupils have a clear understanding that there are parts of a computer system that they must not try to access and why this is so.
- 138 Across both key stages pupils make good progress. At Key Stage 1 pupils improve their knowledge of the pieces of hardware that they use, learn to use a mouse with increasing skill and to process their work for other subjects, for example, by using drag and drop to make pictures and add text to them. At Key Stage 2 they continue to develop these skills further, for example using a knowledge of fonts to illustrate the meaning and feelings expressed in a simple poem, by designing attractive book covers for a title of their own choice and by using the cut and paste functions to edit their work in literacy. Pupils in Year 6 are able to explain the advantages of using information technology in recording, measuring and analysing various information, for example, of a weather system. Pupils with special educational needs and those for whom English is not their first language make equally good progress, often with individual support.
- 139 Pupils respond very well to their work in information and communications technology. They show obvious enjoyment and great enthusiasm for work with a computer. They are very good at sharing the machines and collaborate effectively to enable all to have a fair share of the time available. They take great care with both hardware and software, using them appropriately and resisting the temptation to play.
- 140 The quality of teaching is always at least satisfactory. At Key Stage 2 it is always good whilst in Key Stage 1 there are equal amounts of satisfactory and good teaching. All teachers show good levels of expertise and this enables pupils to make good progress. They encourage pupils to use computers efficiently to support topics in subjects such as science, English and history. Lessons are well planned and very well organised so that all pupils have equal access to time on a computer. Teachers frequently give good one to one coaching to enable pupils to improve their skills to a high level, especially in Key Stage 2.



- 141 The school's provision meets the requirements of the National Curriculum. The co-ordinator manages the subject very well and has developed her own skills to a high level and successfully incorporates the expertise of parents and other adults into the work of the school. She offers regular support and in-service training to all her colleagues and this has led to improved teaching and learning. However, she has not yet had time to monitor their teaching. Resources are good in terms of quantity and the more modern machines are very good. However many are quite old and need constant attention to keep them in working order. The school is aware of this and the co-ordinator has written a development plan to replace them as funding allows. All computers are used very well.

### **Religious education**

- 142 Standards in religious education have been maintained since the last inspection, with the pupils' knowledge and understanding being in line with the expectations of the locally Agreed Syllabus by the end of both key stages. In all classes, pupils discuss their ideas with enthusiasm and demonstrate a desire to find out more. Their written work, although sometimes untidily presented, shows a developing awareness of the beliefs and practices of differing faith communities.
- 143 Across the school progress is satisfactory. By the end of Key Stage 1, pupils have come to an understanding that different people have different beliefs and that these affect how they celebrate at different times of the year. Displays on Hinduism show good quality representations of how their beliefs are represented in designs and festivals. The majority can name some of the important festivals of the Christian Year and can identify some Bible stories. By the end of Key Stage 2, pupils have developed a greater range of knowledge about different faiths, including the Jewish and Muslim religions. They can name and show the time of most important Christian festivals, creating individual ways to represent them in graphical form. In the earlier years of the key stage, pupils study the rites of passage associated with Christianity, including baptism and marriage. In the run up to Christmas, the whole school undertakes a study of Advent, making Advent candles in Years 1/2, calendars in Years 3/4, and studying different forms of religious symbolism in Years 5/6. Activities are suitably planned to provide appropriate challenge for the year groups, although even after such concentration on the one theme, many older pupils fail to relate the word 'Advent' to its meaning of 'coming'. Pupils with special educational needs and those who speak English as an additional language make satisfactory progress through being given extra attention during the activity section of most lessons. The subject contributes well to the overall provision for spiritual, moral, social and cultural development of pupils.
- 144 Pupils' attitudes to learning are satisfactory in Key Stage 1, and good in Key Stage 2. In Key Stage 1, pupils make confident contributions to discussions. They listen well to others. In one lesson, they showed a clear sense of wonder when the teacher showed how Christians decorate their homes as Christmas approaches. In other lessons there is some inappropriate shouting out. In Key Stage 2 pupils' responses are often very thoughtful. They co-operate well and generally enjoy their work, although showing no particular urgency to complete their written exercises.
- 145 The quality of teaching is satisfactory overall at both key stages. During the course of the inspection, sixty-six per cent of the lessons seen were satisfactory, twenty-two percent contained good teaching and teaching was very good in a further eleven percent. Lessons are generally well planned, structured and presented. Learning objectives are clear and often shared with the pupils. Teachers question the pupils to draw upon their prior learning. Good and very good teaching is characterised by good subject knowledge allied to an inspirational manner. Tasks are varied to provide suitable challenges for the variety of attainments within the class. Very good teaching reflects the reverence with which consideration of religious beliefs should be approached by providing time for pupils to reflect on how their studies affect their ability to contribute within their immediate society. Until Years 5/6, religious education tends to be completed alongside more general topic work. This can make it difficult to monitor pupils' attainment, especially when lessons allow too little time for all pupils to complete their written work.

- 146 The school uses the Locally Agreed Syllabus as a basis for a progressive study of religious beliefs and practice alongside a number of constant key elements. The subject manager has a good subject knowledge allied to an infectious enthusiasm which has led to a whole school commitment to the religious education programme. The school has recognised the need to develop more rigorous assessment procedures so that the progress of the individual pupils can be more effectively monitored. Multi-faith resource packs have been collected together and they are used well at appropriate times. Pupils are given good opportunities to practise their skills in literacy in the written pieces they produce about religious themes and stories.
- 147 Since the last inspection there have been significant improvements in the provision for religious education. In particular whole school planning has improved, alongside the development of support materials for teachers with limited subject knowledge. The school is now well placed to improve standards generally.
- 153 **Art**
- 148 Opportunities to observe art being taught during the inspection, were limited. Only one lesson was observed at Key Stage 1 and three lessons at Key Stage 2. Additional evidence was obtained from pupils' past and present work, teachers' planning, school documentation and displays around the school. This evidence shows that all pupils, including those with special educational needs, make good progress in both key stages. This represents an improvement at Key Stage 1 since the last inspection when progress was sound.
- 149 Years 1 and 2 explore brush skills and techniques. For example, when considering the work of Suerat they look closely at his pointillism technique and compare it with conventional brushstrokes. They try to apply his skills to their own work, as they use pointillism to make their own self portraits or portraits of their friends. They confidently explore the potential of oil pastels and explore shading techniques, such as hatching and stippling. They make good progress in understanding how to develop pattern using texture and line. They are developing a good understanding of the work of different artists and are starting to look at pictures analytically. For instance, they create water patterns, using blues, whites and greens and develop their knowledge about pattern and texture using line. They look at artists who use water as a subject, for example, Monet and Turner. They discuss the artists' techniques and develop their own ideas, using similar techniques. They learn to darken the water to produce a shadow. They develop simple mark making on fabric and look at and discuss pattern work in textiles. In the lesson observed during the inspection, they use Monet's 'Water Lillies' to discuss colours and brushstrokes, applying and blending colour. They point out parts of one of Monet's water lily pictures that interest them, for example, 'You can see the reflection of the trees in the water' and 'It's darker under the bridge.'
- 150 During the inspection, Years 3/4 produce some very good sketches of cars in their design technology lesson, from various perspectives. They develop accuracy in perspective and relative proportions. They appraise their own drawings and suggest areas for improvement. During the year, they work on portraits. They do paper sculpture and work on textiles. They make good progress as they examine the skills of famous designers, discuss and compare them and state preferences. They continue to explore brush skills and techniques. Years 5/6 produce effective work in pastels and paint. They continue to experiment with different sized brushes which helps them to produce work in miniature, such as portraits. Their experience of different media extends as they make paper, print on paper and textiles and do lino prints. They work in clay and produce African batik to a high standard. During the inspection, three classes in Years 5/6, develop portrait painting, continue sketch book and language development, use key elements and are introduced to the Expressionist movement. They look at the work of Van Gogh, and Munch's 'The Scream.' They learn that Expressionism exaggerates and distorts. They share problems, difficulties and solutions and decide how they can improve their work.

- 151 The range of work experienced by pupils links closely with other areas of the curriculum. The progressive development of work in art is underpinned by effective planning. The work of well-known artists provides a stimulus for the development of knowledge, understanding and skills. It promotes the learning of specific skills and, as pupils move through the school, they use an increasing range of techniques and resources.
- 152 Pupils enjoy art and are interested and enthusiastic. They contribute ideas and opinions and respond positively to each other's work. They try hard to emulate the work of the great artists and are keen to learn new techniques. They are not content with the first effort, but seek to improve upon it. They use resources with great care and appreciate the help and guidance given to them by adults. Their behaviour is good and they have positive relationships with adults and with each other. They are willing to take responsibility. Pupils have the opportunity to develop their own talent. One older pupil in Key Stage 2 did not like art, but now enjoys it so much that he recently produced a huge, detailed battle scene, on his own initiative. One or two parents have commented that they have learnt what Cubism and Expressionism are from their children.
- 153 The quality of teaching is good at both key stages and in Years 5 and 6, it is very good. Lessons are well-planned and are based upon secure knowledge. They create and maintain interest. Planning is good and the objectives are clear. Pupils know what is expected of them and how to achieve it. Teachers take into account the varying abilities of the pupils in the class. They ensure that all pupils receive the necessary support. Expectations are high. Time and resources are used well. Pupils are made aware of any safety issues. Class routines are well-established and pupils sustain concentration and strive to achieve the intended outcomes.
- 154 The subject is led by an enthusiastic co-ordinator, who sets high standards for pupils' work. The scheme of work provides a clear framework, which has increased teachers' knowledge and organisation. The very good quality displays in the school generally combine art work with work from other subjects and contributes well to pupils' understanding of good presentation. Regular planning in phases ensures continuity and progression and there is on-going assessment by teachers. Pupils are encouraged to define their intentions, review and modify them and reflect on their progress
- 160 **Design and technology**
- 155 No lesson observation was possible in Key Stage 1 and Years 5 and 6 during the inspection because of timetabling arrangements, and judgements are based mainly on evidence of pupils' work, talking to pupils about their work and scrutiny of teachers' planning.
- 156 By the end of Key Stage 1 the pupils design and make, using scissors, glue, fasteners and a selection of construction materials and are developing satisfactory skills. In topic work they create portraits of themselves using materials with interest. An instance of this was when one pupil chose to use cinnamon sticks to realistically create hair and deliberately chose buttons with two holes to depict his nose with two nostrils. In food technology they bake potatoes and create tasty fillings for jacket potatoes, labelling them interestingly as in one instance 'Tuna Cheese'. They predict what the potato might look like after cooking and then make comparisons before and after the cooking, were they right? what was different?
- 157 At the end of Key Stage 2 pupils can use a variety of materials and components to make models, as they did when making their own framework to investigate wheels, axles and chassis. They explore the relationship between scale drawing and planning and are able to talk with confidence about 'birds eye view' of a chassis and the 'side view' and the need to consider both when planning. They consider the appearance, function, safety and reliability at the proposal stage when they consider how to reinforce the framework, and how and where they will place the axle and wheels onto the chassis. They measure and mark out with an appropriate level of accuracy and can shape and cut to straight lines, using simple tools such as scissors and hacksaws. All pupils including those with special educational needs and those who speak English as an additional language make good and sometimes very good progress.

- 158 Pupils listen carefully during introductory sessions. They talk confidently about their work and enjoy experimenting with construction techniques. They work safely and confidently during the making process and collaborate well, sharing materials. They help one another with the mixed ages complementing each other very well. They persevere in solving problems when faced with difficulties in both designing and making. They organise themselves very well. At the end of lessons they clear away quickly and thoroughly.
- 159 The quality of teaching is never less than satisfactory, and is often very good. Where teaching is only satisfactory this is because the lesson lacks pace, over-runs the scheduled time and therefore does not allow for the important plenary at the end of the lesson. Lessons are always very well planned to provide opportunities for pupils to work both independently and as part of a team. Pupils are encouraged to present ideas and solutions, to test and evaluate their own work and that of others. They extend and enrich their vocabulary. The new subject manager has improved the standards of design and technology which the previous report criticised. There is now a good scheme of work and the policy document is in the process of being developed. There is regular planning within phase groups and this is helping to improve the teaching of the subject. The recently developed file of good quality photographic evidence for both key stages is a useful record of past work for teachers' guidance. However, the subject manager does not have sufficient overview of the whole work of the school.
- 160 Relationships are of a very high quality and the opportunities provided by this subject for collaborative work, make a very good contribution to the social development of the pupils. Older pupils during food technology lessons prepare a variety of cakes and freeze them, ready for afternoon tea for the elderly and special occasions.
- 161 There are good examples of work either being extended through homework or specific tasks presented to be completed during for example the holiday period. This is often complementary to the topic of the moment. This was so in history where pupils completed some very interesting research on the local area and made for example, a Victorian doll and iron, with one pupil designing and making their own prayer book.
- 167 **Geography**
- 162 Pupils make good progress in both key stages. The standard of work achieved is beyond what is generally expected of pupils at the age of eleven. Pupils with special educational needs and those who speak English as an additional language are given good support and make good progress.
- 163 Throughout the school there is a good emphasis on field study and linking pupils' learning to their own observations of the environment. In Key Stage 1, pupils make good progress in developing their understanding of the use of different buildings by identifying the use made of different parts of the school. Their drawings and labelling show a growing awareness of the need to record their findings. Their understanding of the purpose of maps and their own map making progresses well through the key stage. They start in Year 1 with drawings of routes around the school and by the time they are in Year 2 they can draw simple maps showing a good understanding of "birds-eye-view" and the reason for a square grid to provide co-ordinates. They develop their understanding of the importance of weather from simple sequencing of seasonal weather in Year 1, to the identification of different elements of the weather in Year 2.

- 164 In Key Stage 2, field study continues to be instrumental in pupils' good progress. Their observations become increasingly sophisticated as they move through the school. In Years 3 and 4 they study the school front play area with a view to making improvements. Both year groups use an accurate plan to mark on the different features they wish to include. Their map making skills now include the use of a key and symbols. Year 4 pupils begin to learn that they must establish a scale when making a plan or map. In Year 6 during field study work pupils understand the purpose and use of a metre quadrant (a metre divided into equal squares) to tally the number of different plant species in a metre of grassland. They were amazed to discover over 20. In the older classes, pupils' study of the Caribbean shows that they now have a good understanding of how extreme weather such as hurricanes affect human life and the importance of accurate and detailed weather recording.
- 165 Pupils are interested and enjoy work in geography. They show their work with pride and are eager to talk about what they have learnt. Only two lessons, both in Key Stage 2, were seen during the inspection. New vocabulary is introduced systematically and used well in pieces of writing. Reading maps and weather charts provide good practical applications of pupils' mathematical knowledge. Teaching is well planned and teachers have high expectations of pupils' skills and knowledge. Explanations are based on good subject knowledge and a good understanding of the next stage for pupils' learning.
- 166 The subject has been well led in the past. This has resulted in curriculum planning which provides not only secure links to the National Curriculum but the opportunity to develop the pupils' work in conjunction with the opportunities within the local environment, and resources the school has acquired, such as CD-ROMs and the use of the Internet. Currently the subject manager is new to the role but has good expertise and plenty of enthusiasm. There has been a good period of handing over from the previous subject manager and this has enabled the new co-ordinator to identify plans for the future development of the subject. Sensibly these include ensuring an overview of the development of skills from Year 1 onwards which is currently lacking in the subject planning.
- 172 **History**
- 167 The progress of pupils in both key stages is good and by the time the pupils are eleven their attainment is beyond what is typical for this age.
- 168 In Key Stage 1, pupils make good progress in the development of an understanding of the chronological sequence of events. Pupils in Year 1 put three objects in order of their age, explaining that the first one in the row is the oldest. Pupils in Year 2 have begun to establish a simple historical framework based on their understanding of terms such as 100 years ago. They are sure that events such as Christ's birth occurred much before that reference point and that their parents were born after that time. Pupils have begun to understand that artefacts tell us about life in times gone by. They can look for clues. Year 1 pupils concentrate on obvious aspects such as the worn or "old" appearance whilst Year 2 pupils begin to note differences such as the style of an old book and the date it was published.
- 169 In Key Stage 2, pupils have an established chronological framework built on the different history periods they have studied such as the Tudors and they are able to make a good estimation of the difference in length of time between historical periods. Key Stage 2 pupils continue to make very good progress in their understanding of the use of different sources in historical enquiry. In Years 5 and 6, all pupils understand that there are primary and secondary sources of evidence. Both year groups are able to extract information from different sources and write about history in their own words showing a sensitive empathy with the people whose lives were so different to their own. Their understanding of the validity of different sources of evidence is very good. For example, in a history lesson pupils looking at a letter written some years ago by an elderly lady about her life at Morley school as a child are able to balance the fact that it is a first-hand account against the possibility that memories may have become more rosy with the passing of the years.

- 170 Pupils are very involved in the coming centenary of the school and it has increased their interest and enjoyment in their history studies. Pupils in Key Stage 1 show the classroom “museum” display with pride and are eager to identify the items their parents have contributed. In the older classes pupils are keen to talk about the way the school has changed over the years. Pupils often choose to do work at home and frequently bring items to school to support the classroom display. For example, a carefully observed intricate drawing of a Victorian fireplace was added to a display during the inspection.
- 171 The quality of teaching is good at both key stages. Lesson plans provide a good balance of teacher exposition and opportunities for pupils to discuss their ideas and opinions and this makes a good contribution to their speaking and listening skills. Teachers organise groups effectively so that in the older classes they can discuss evidence and in the younger classes they can touch and talk about the artefacts their group has at its disposal. There is a good pace to lessons but also opportunities for pupils to pursue their own enquiries. Work is well planned against the good school scheme which is very helpful in providing a focus on developing the skills pupils need within the content of lessons.
- 172 The subject supports pupils’ learning in literacy well. There are good opportunities to extend reading and writing skills. Pupils who speak English as an additional language benefit from the practical discussions. In Key Stage 2 good use is made of information technology in historical research.
- 173 The subject has been well led in the past. The scheme is well devised and has good assessments within the different blocks of work. The new subject manager has good qualifications to lead the subject and despite being at an early stage of her teaching career has the confidence and enthusiasm to take the subject forward. The good past development provides a framework for the new subject manager to learn the role. The subject manager provides advice in planning in Key Stage 1, but currently there is no opportunity for an overview of the work of the whole school. The subject makes a very good contribution to pupils’ social and cultural development.
- 179 **Music**
- 174 The majority of pupils make satisfactory progress at both key stages in music. Those pupils who join recorder groups and those who receive instrumental tuition make good progress, often attaining high standards of playing. In Key Stage 1, pupils learn to appreciate the beat and rhythm of music and can clap a repeated pattern. They can generally choose suitable instruments to imitate the sounds of animals, although they struggle to choose instruments that suggest rolling or squashing sounds. In Key Stage 2, older pupils successfully follow a line of simple notation. They know that a chord is composed of two or three notes played together to make a harmonious sound. They learn about some famous musicians and different genres in music-making, such as 'The Blues'. In lessons pupils with special educational needs and those who speak English as an additional language play a full part and make at least satisfactory progress.
- 175 Pupils who take advantage of extra-curricular activities progress well. Members of the choir sing tunefully and with enthusiasm. Recorder groups cater for a range of attainments. Tuition is offered in brass, woodwind, violin and percussion with a number of pupils reaching a high level of competence. The school orchestra gives pupils experience of ensemble playing. Most members can read music, follow the conductor and maintain good steady extended note playing.
- 176 In Key Stage 1, pupils' attitudes to the subject are satisfactory overall. They listen well and enjoy their playing. On occasions there is some inappropriate calling out which leads to a lack of pace. In one lesson, the pupils' response was very good. They were very attentive and well behaved. They listened well to each other's playing and took great enjoyment from hearing the tape recording of their composition, being able to offer suggestions for improvement. In Key Stage 2, pupils’ attitudes are good. They support enthusiastically the teacher's demonstration and work together very well. Even in the large group when two classes are combined, the noise level is maintained appropriately and pupils quickly come to order when requested.

- 177 Pupils in the recorders and instrumental groups are generally very keen to make progress. They practice at home and are eager to learn new tunes.
- 178 In both key stages the quality of teaching in class lessons is satisfactory. Teachers who do not have particular expertise take steps to prepare themselves with the teaching points of lessons from week to week. Peripatetic instrumental teachers have a very high level of competence, not only in playing but in also teaching the techniques of playing. This was especially noticeable in violin lessons where the teacher was able to demonstrate suitable means of moving from one note to another for the youngest pupils.
- 179 The subject manager is new to the post and does not have a high degree of personal qualifications or expertise in music. However, she is doing her best to administer the programme of instrumental tuition and to ensure that the strong musical tradition that has been established over the last twenty years is maintained. In this she is well supported by the voluntary assistance of a parent who runs the school choir. The subject manager has given valuable assistance to class teachers throughout the school by providing medium and short term planning guidelines following the syllabus suggested by the Local Education Authority. An assessment system based on the individual pupil's playing skills and knowledge of music is in place. Most playing resources are sufficient, although some are showing signs of wear. They have been chosen to represent a wide variety of cultural sources. There are shortages in electronic keyboards and tape recordings of different artists and musical genres. There are also insufficient chime bars for the large teaching groups in Key Stage 2.
- 180 At the time of the last inspection, although standards were considered to be generally in line with expectations for the subject, unsatisfactory teaching was highlighted in Key Stage 2. Since that time, and despite losing a music teacher of long-standing experience and expertise, the school has improved its overall quality of teaching and the commitment of all teachers to play a part in developing the musical abilities of the pupils.
- 186 **Physical education**
- 181 Pupils of all abilities, including those with special educational needs, make good progress in Key Stage 1 and in Key Stage 2 their progress is satisfactory. This difference reflects both the fact that the co-ordinator is planning with teachers in Key Stage 1 and that there is a greater proportion of teaching time in this key stage.
- 182 In Key Stage 1, pupils move in a variety of ways within a confined area well. They run and skip, dodge, swerve and turn well. They have a good understanding of varying the direction and speed of their movements. They improve their movements by increasing stretch and balance. For instance, in a dance lesson they extended and moved their arms to create a variety of patterns as they twirled a long ribbon. They move expressively and in time to music well. They are better at working together in groups than is usual at this age, for example in an outdoor games activity when they quickly organise themselves in a group to achieve their aims.
- 183 In Key Stage 2, pupils continue to make good progress in moving in a confined space effectively. For example, in a warm up session, the teacher limited the space available for running to the "tramlines". Very good control and listening was needed to run and change direction on the command without bumping. They continue to develop and improve the expressiveness and quality of movement in dance but they make less progress in composing their own movements or sequence of movements to express feelings or ideas individually or with a partner. In Year 6 all pupils make good progress with swimming so that by the end of the key stage almost all achieve the expected standard.
- 184 In both key stages pupils enjoy physical education. They are always well behaved and keen and eager to participate. When asked to demonstrate good work to others they are obviously pleased to have been chosen and do so sensibly.

- 185 The quality of teaching is never less than good and often very good in Key Stage 1. Lessons are well planned and there is a good balance of controlled teaching activities with opportunities for pupils to practice, develop and create their own movements. There is appropriate time for warm-up and this is planned so as to establish working routines and link with the main part of the lesson. Teachers demonstrate well themselves. They assess pupils' achievements quickly and use this information to select individuals to demonstrate to others. In both key stages teachers dress appropriately for the lesson and expect pupils to do the same. In Key Stage 2, teaching is generally satisfactory, with one good lesson seen. Lesson planning provides appropriate time for different parts of the lesson and pupils are generally given a good range of activities to improve their skills. However, some teachers' expectations are unrealistic. For example, in one gymnastics lesson on rolling, pupils in Years 3 and 4 were expected to do only very simple rolls such as a long stretched roll or a "mushroom" roll and asked not to attempt other types without adult supervision, which they found frustrating. In another lesson the request to develop a sequence of movements to a complex operatic piece would have challenged much older students.
- 186 The subject manager, who is new to the post, has good qualifications in the subject. There is sufficient guidance for teachers to plan a balanced programme of work throughout the year. The subject manager offers advice and guidance to teachers throughout the school but has no opportunity to directly influence the quality of teaching in all phases. The subject manager has a good view of how to move the subject forward and is in a good position to do so. Pupils have adequate opportunities to continue their interest in games such as football and netball in after school clubs.



## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

- 187 The inspection in school was carried out over five days from the 29<sup>th</sup> November to the 3<sup>rd</sup> of December 1999. The inspection took the equivalent of 24.5 days. Prior to that school documentation and the previous Ofsted report had been examined.
- 188 The team comprised a lead inspector, four team inspectors and a lay inspector.
- 189 A meeting was held for parents and their views sought on a range of aspects of the school's work, and a questionnaire was used to survey parents' views. The results of the survey were analysed. A significant number of parents wrote letters to the registered inspector in order to give a clearer picture of their views of the school and these were considered.
- 190 During the inspection, the team saw 105 lessons, or parts of lessons. Every class in the school was included in the inspection. The work of support teachers and staff was inspected. The work of the staff funded by the Ethnic Minority Achievement Grant was included in the inspection.
- 191 Pupils were observed in lessons, on the playground, in assemblies and in the dining hall.
- 192 Pupils' work was scrutinised across the age and ability range and included the work of both boys and girls, the pupils with special educational needs and those from different ethnic backgrounds and those speaking English as an additional language.
- 193 School records of assessment were looked at, together with the individual education plans for pupils with special educational needs. Registers and examples of pupils' reports were examined.
- 194 Pupils were heard reading and inspectors had discussions with groups of pupils. Pupils were observed working with computers.
- 195 The headteacher, teachers, the chair of governors and other members of the governing body were interviewed. The views of non-teaching staff were sought and the work of the office administrators was examined. A member of staff from a nearby secondary school was interviewed.
- 196 Extra-curricular activities such as music provision during the day were observed and pupils were asked about clubs such as the gardening club which are run at a different time of the year.

## DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	410	8	74	27

### Teachers and classes

#### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	15.9
Number of pupils per qualified teacher	25.7

#### Education support staff (YR – Y6)

Total number of education support staff	14
Total aggregate hours worked each week	195

Average class size:	29
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## Financial data

Financial year:

1998/99
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	£
Total Income	569,163.00
Total Expenditure	570,590.00
Expenditure per pupil	1,416.00
Balance brought forward from previous year	15,741.00
Balance carried forward to next year	14,314.00

**PARENTAL SURVEY**

Number of questionnaires sent out:	410
Number of questionnaires returned:	97

**Responses (percentage of answers in each category):**

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	52	43	4	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	36	58	3	2	1
The school handles complaints from parents well	14	45	27	10	3
The school gives me a clear understanding of what is taught	22	48	17	10	3
The school keeps me well informed about my child(ren)'s progress	24	53	11	10	2
The school enables my child(ren) to achieve a good standard of work	29	57	9	3	2
The school encourages children to get involved in more than just their daily lessons	24	53	19	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	24	43	15	15	3
The school's values and attitudes have a positive effect on my child(ren)	33	55	10	2	0
The school achieves high standards of good behaviour	25	51	17	5	2
My child(ren) like(s) school	55	38	5	1	1

Percentages of responses are rounded to nearest integer, the sum may not = 100%  
 Percentages given are in relation to total number of returns, excluding nil replies