

INSPECTION REPORT

Burrowmoor Primary School
March

LEA area: Cambridgeshire

Unique Reference Number: 110639

Headteacher: Mrs. S. Lewis

Reporting inspector: Mr. Brian Aldridge
17454

Dates of inspection: 20 – 23 September 1999

Under OFSTED contract number: 707013

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	County
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Burrowmoor Road March Cambridgeshire PE15 9RP
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Appropriate authority:	Cambridgeshire
Name of chair of governors:	Melody Fisher
Date of previous inspection:	April 1996

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Richard Barnard, Lay Inspector		Teaching Leadership and management Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community The efficiency of the school The curriculum and assessment
Malcolm Massey	Religious education	
Graham Bate	Art	
	Special educational needs	
	History	
Judy Dawson	Design and technology	
	Areas of learning for children under five	
	Equal opportunities	
	English	
David White	Music	
	Science	Pupils' spiritual, moral, social and cultural development
	Information technology	Staffing, accommodation and learning resources
	Geography	
	Physical education	

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REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

Characteristics of the school 1 - 4
Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress 5 - 16
Attitudes, behaviour and personal development 17 - 22
Attendance 23

Quality of education provided

Teaching 24 - 31
The curriculum and assessment 32 - 37
Pupils' spiritual, moral, social and cultural development 38 - 43
Support, guidance and pupils' welfare 44 - 48
Partnership with parents and the community 49 - 53

The management and efficiency of the school

Leadership and management 54 - 59
Staffing, accommodation and learning resources 60 - 63
The efficiency of the school 64 - 68

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five	69 - 79
English, mathematics and science	80 - 103
Other subjects or courses	104 - 147

PART C: INSPECTION DATA

Summary of inspection evidence	148 - 150
Data and indicators	

MAIN FINDINGS

What the school does well

- Teaching is good in the majority of lessons.
- Attainment in mathematics, science and information technology is above the national average by the end of Key Stage 2.
- The headteacher, deputy headteacher, responsibility post-holders and governors lead the school in an excellent manner and the school is highly committed to raising standards of attainment.
- Curriculum planning is very good and assessment procedures are excellent.
- The provision for pupils' spiritual, moral, social and cultural development is very good and pupils receive very good support and guidance.
- Pupils behave well in class and the playground and lunchtime arrangements are outstanding.

Where the school has weaknesses

- I. The standards of presentation and spelling are below average.
- II. In some subjects there are insufficient opportunities for pupils to solve problems and apply their practical skills.

This is a good school with some excellent features; its many strengths outweigh its weaknesses. The governors will address the weaknesses that have been identified in the action plan which will be sent to all parents.

How the school has improved since the last inspection

The school has made good progress overall since the last inspection. There has been a satisfactory level of improvement in the pupils' skills and attitudes in areas of listening, attention and concentration. The school has greatly improved assessment and marking and provision is now excellent throughout the school. There has been good improvement in the provision for children's physical development. Overall, aspects of pupils' personal development have improved and the quality of teaching has improved. The most significant improvements have been made in the quality of the curriculum and the arrangements for assessment. There have also been improvements in the procedures for ensuring pupils' support, guidance and welfare and in the quality of staffing, accommodation and resources and how they are planned and managed. The quality of leadership in the school has also improved and more teachers and the governing body are now engaged in strategic thinking and planning. The school's capacity to improve is good.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

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

The table shows that, for example, attainment in English was in line with the national average when compared to all schools in the country and when compared to similar schools. The inspection team found that by the time pupils are eleven, attainment in English is average and in mathematics, science and information technology is above the national average. Attainment in religious education is in line with the expected level set out in the locally agreed syllabus. Throughout Key Stage 2 pupils make satisfactory progress in lessons in English, religious education, art, geography, history, music and physical education, and good progress in mathematics,

science, information technology and design and technology. Given that one third of the pupils have special educational needs, which is almost twice the national average, progress overall is good. Throughout Key Stage 1 pupils make satisfactory progress in lessons in all of the subjects of the National Curriculum except in design and technology in which progress is good, and by the age of seven attainment in English, mathematics, science, religious education and information technology is average. Children under five make good progress and by the time they are transferred to Year 1 their attainment is in line with the Desirable Learning Outcomes for pupils of this age. Pupils with special educational needs make very good progress throughout the school.

• **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Very good	Good	Good
Mathematics	Very good	Good	Very good
Science		Satisfactory	Good
Information technology		Good	Good
Religious education		Good	Good
Other subjects	Very good	Good	Good

Overall the quality of teaching is good. Throughout the school 19 out of every 20 lessons are taught at least satisfactorily; six out of ten are taught well and one lesson in seven is taught very well. This is a significant improvement since the last inspection when one lesson in every seven was unsatisfactory and only one lesson in ten was taught very well.

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	Pupils behave well throughout the school and this makes a positive contribution to their progress.
Attendance	Attendance is satisfactory and in line with the national average.
Ethos*	The climate for learning and relationships are very good. The commitment to high achievement is outstanding although most pupils have easygoing attitudes to work.
Leadership and management	The headteacher, deputy, post-holders of responsibility and the governing body are excellent leaders.
Curriculum	The curriculum is very good and assessment arrangements are excellent.
Pupils with special educational needs	Pupils with special educational needs make very good progress.
Spiritual, moral, social & cultural development	All aspects of the school's provision are very good.
Staffing, resources and accommodation	Good overall with exceptional arrangements for the professional development of all staff.
Value for money	Good.

**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

- III. Parents are happy with the standards achieved and the help available to children.
- IV. Parents are happy with the values and attitudes promoted by the school.
- V. Rare problems with behaviour are dealt with rapidly.
- VI. Parents at the meeting felt very involved in the school, although many parents do not attend the curriculum evenings or support the school sufficiently.
- VII. The school has improved significantly since the last inspection

What some parents are not happy about

- VIII. A very small minority of parents expressed out the curriculum.
- IX. The same number of parents is concerned about

The inspection team confirms parents' positive views of the school. The quality of information to parents, including reports, is very good and homework is set regularly and it is of good quality.

· **KEY ISSUES FOR ACTION**

In order to improve the standards of attainment and the quality of education, the governors, headteacher and staff should, within the existing high quality curriculum:

- develop more teaching strategies which make clear to pupils the importance of consistent accuracy and good presentation in their work; and
- create more opportunities for pupils to use critical thinking, practical skills and creativity and imagination in all subjects.

- *See paragraphs – 61, 84, 85, 94, 95, 101, 111, 112*

The school should consider for inclusion in its action plan the following less important issue.

In order to highlight the importance of an active school and parent partnership in learning the school should continue to assist parents to better understand the school's work by:

- encouraging the parents of children under five to participate in school activities and
- persisting with the efforts to forge better links between parents and the school generally.

- *See paragraphs – 31, 50-1, 79*

- **INTRODUCTION**

- **Characteristics of the school**

1. Burrowmoor Primary School is situated to the west of March. There are 199 boys and 179 girls, 378 pupils on roll, taught in 13 classes. Year groups range from 52 to 57 pupils and the school roll has risen uniformly in each year group since the last inspection. There are seven pupils from ethnic minority families and the most frequently occurring language is Punjabi. Eleven per cent of the pupils are known to have an entitlement to free school meals, which is just less than the national average. This proportion has dropped since the last inspection. A third of the pupils have special educational needs, which is nearly twice the national average. Pupils enter the school in the year in which they are five years old. Generally pupils come from a range of backgrounds and the attainment on entry to the school is below average.
2. The school's mission is to develop a passion for learning for life. The aims of the school are centred on learning and commit the school to:
 - raising academic standards;
 - nurturing respect for all;
 - developing independence and initiative;
 - encouraging an inquiring mind;
 - providing a happy, safe and secure environment;
 - valuing differences;
 - recognising the difference between right and wrong; and
 - fostering clear speaking and good listening.
3. The school's development plan has priorities for all areas of the school's work, all focused on raising the attainment of pupils.
4. The school has set the following targets for the year 2000:
 - Key Stage 1
 - Literacy – 73 % of all pupils achieve the national average.
 - Mathematics – 80 % of all pupils achieve the national average.
 - Key Stage 2
 - Literacy – 71 % of all pupils achieve the national average.
 - Mathematics – 73 % of all pupils achieve the national average.

4. **Key indicators**

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	22	30	51
(1998)	(30)	(21)	(52)

4. National Curriculum Test/Task		Reading	Writing	Mathematics
Results				
Number of pupils	Boys	14 (22)	13 (24)	19 (26)
At NC Level 2 or	Girls	26 (16)	26 (15)	29 (16)
Above	Total	40 (38)	39 (39)	48 (42)
Percentage at NC	School	76 (76)	75 (76)	93 (82)
Level 2 or above	National	82 (80)	83 (81)	87 (84)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils	Boys	14 (21)	19 (26)	18 (27)
At NC Level 2 or	Girls	26 (16)	29 (17)	27 (18)
above	Total	40 (37)	48 (43)	45 (45)
Percentage at NC	School	77 (72)	93 (84)	87 (89)
Level 2 or above	National	82 (80)	86 (85)	87 (86)

.....

¹ Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	24	19	43
(1998)	(21)	(17)	(38)

4. National Curriculum Test Results		English	Mathematics	Science
Number of pupils	Boys	12 (11)	15 (13)	20 (15)
At NC Level 4 or above	Girls	16 (13)	15 (11)	20 (12)
	Total	28 (24)	30 (24)	40 (27)
Percentage at NC Level 4 or above	School	62 (63)	67 (63)	89 (71)
	National	70 (65)	69 (59)	78 (69)

4. Teacher Assessments		English	Mathematics	Science
Number of pupils	Boys	13 (12)	15 (15)	23 (16)
At NC Level 4 or above	Girls	17 (13)	16 (10)	19 (11)
	Total	30 (25)	31 (25)	42 (27)
Percentage at NC Level 4 or above	School	67 (66)	67 (66)	93 (71)
	National	68 (65)	69 (65)	75 (71)

4. Attendance

Percentage of half days (sessions) missed			%
Through absence for the latest complete Reporting year:	Authorised	School	6.0
	Absence	National comparative data	5.7
	Unauthorised	School	0.3
	Absence	National comparative data	0.5

4.

4. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	1
	Permanent	0

4. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	14
	Satisfactory or better	95
	Less than satisfactory	5

4. **PART A: ASPECTS OF THE SCHOOL**

4. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

4. **Attainment and progress**

1. In the National Curriculum tests held at the end of Year 6 in 1998, the proportion of pupils gaining the expected Level 4 or above in English and mathematics was in line with the national average and in science was above the national average. In English and mathematics boys' attainment fell below average and girls achieved close to the national average. In science boys and girls attained close to the national average. When compared to similar schools results in English and mathematics were average and in science above average. Results for 1999, which cannot yet be compared to the national average or the average of similar schools, show the same proportion of pupils gaining the national average in English, a modest improvement in mathematics and a significant improvement in science. The proportion of pupils gaining the higher levels of the National Curriculum are twice as high in English, four times as high in mathematics and two-thirds higher in science when compared to the 1998 results. When these proportions are considered against the high levels of pupils with special educational needs, it can be seen that pupils make good progress as they move through the school.
2. The inspection team found that throughout Key Stage 2 pupils make satisfactory progress in lessons in English, religious education, art, geography, history, music and physical education, and good progress in mathematics, science, information technology and design and technology. Pupils with special educational needs make very good progress. By the end of Key Stage 2 attainment in English is average and in mathematics, science and information technology it is above the national average. Attainment in religious education is in line with the level set out in the locally agreed syllabus.
3. In the 1998 National Curriculum tests carried out in Key Stage 1 pupils gained average results in reading, writing and mathematics when compared to all of the schools in the country. When compared to similar schools attainment was below average in reading and mathematics and average in writing. National figures are not yet available to enable comparisons to be made between the school and national results for 1999. Results in reading and writing are broadly the same as in 1998 with the proportion of pupils gaining the expected Level 2 or above in mathematics rising by more than a tenth. The inspection team found that throughout Key Stage 1 pupils make satisfactory progress in lessons in all of the subjects of the National Curriculum except in design and technology in which progress is good. By the end of Key Stage 1 attainment in English, mathematics, science and information technology is average. Attainment in religious education is in line with the level set out in the locally agreed syllabus.
4. Children enter school attaining broadly similar levels to other children in their knowledge and understanding of the world and their physical and creative development. Their personal and social skills are well developed although their language, literacy and mathematical skills are below those of children of similar age. Overall children enter the school attaining below average levels. Children make good rates of progress in the reception classes and by the time they start Year 1 they meet the Desirable Learning Outcomes set nationally for five-year-olds. They listen with attention to their teachers and each other and although many speak accurately, several have lower than average skills in this area of their development. Some words and letters are regularly mispronounced and some rarely use sentences. Children are encouraged to play and talk with their peers so that they develop these skills. Almost all children know that print carries meaning but there are some who cannot point to the beginning of a line of text. They talk about their favourite stories and higher attaining children are beginning to recognise the first letters of words.
5. Children make good progress in their mathematical skills. Many count to ten and some higher attainers know the order of numbers rather than simply count. They use pastry cutters and dough to cut shapes and learn the names of shapes such as square and circle. Children talk about homes and families and understand that people in their family have different jobs. Their physical skills are developed through jigsaw play, cutting and sticking and painting where they are encouraged to mix their own colours. In their outdoor play area they have the opportunity to develop the physical skills of running, jumping, sliding and crawling. Singing, drama and role-play are developed well and children are given lots of opportunities

to work together in creative play.

6. Pupils in Key Stages 1 and 2 make good progress in their listening skills. They listen attentively to their teachers and join in with class discussions. They make satisfactory progress in their speaking skills and although boys tend to dominate these activities, teachers are very vigilant to involve girls in the debates. Specific subject vocabulary is taught and this helps to improve pupils' speaking skills. In both key stages pupils make good progress in their reading skills. By the end of Key Stage 1 many read quite complex texts and discuss their reading material. They develop good library and research skills and use their knowledge of letter sounds to help them read words they do not know. This enthusiasm for reading is not carried through to the upper years of Key Stage 2 and by this time, as in other subjects, pupils take a relaxed and at times easygoing attitude to their reading. Higher attaining pupils read with good characterisation although the majority of pupils read without much expression. Pupils with special educational needs make very good progress in their reading and the very solid links between home and school help to promote these brisk rates. Progress in writing is satisfactory throughout the school. They write for a range of purposes, for example, email, poetry, stories and reports and accounts. The good levels of handwriting skills that are shown in handwriting lessons are not transferred to work in other subjects. Few pupils apply these skills consistently in their other work or indeed in work in English, apart from handwriting practice.
7. Pupils in Key Stage 1 make sound progress in mathematics. They develop a sound knowledge of how to use the four operations of arithmetic. They understand the relationship between halves, quarters and whole numbers. Pupils measure in centimetres and metres and know about common two-dimensional shapes and understand about the differences between various kinds of angles. Pupils know that graphs show information and ask questions based on the information they have collected. Progress improves at Key Stage 2 and pupils calculate long multiplication and division accurately. They investigate numbers and sequences of numbers and use their number skills in a range of applications such as science and design and technology. Their good knowledge of number helps them to calculate the area of regular shapes and when constructing angles and triangles. These good rates of progress are supported by pupils being placed in sets of similar prior attainment, the planning of good quality practical activities and high quality teaching.
8. Progress in science has improved since the last inspection and is now satisfactory in Key Stage 1 and good in Key Stage 2. Pupils with special educational needs are well supported in their learning and make very good progress. Most pupils in Year 2 have a clear understanding of the characteristics of night, giving stars, the moon and darkness as examples. They recognise that living things grow and reproduce and that they change with age. They make predictions about which devices work in electrical circuits and test their predictions. Pupils learn to sort materials by properties such as bend and stretch and man-made and naturally occurring. They discuss their work with confidence and are beginning to record their work in a variety of ways. In Years 3 and 4 pupils test materials to determine whether they are transparent, reflective, translucent or opaque. They use the terms appropriately and begin to understand the nature of light when explaining the suitability of the materials for specific purposes. In Years 5 and 6 the pupils are able to select the appropriate criteria for defining invertebrates. By careful observation they were able to classify the characteristics of the large snails, stick insects and mealworms they were studying. Pupils make good use of information and communication technology to aid their studies. They sort materials into solids, gases and liquids and use scientific terms to describe suspension, condensation and evaporation. They understand that the sound of musical instruments is affected by the tension of the materials from which they are made.
9. In information technology pupils make satisfactory progress in Key Stage 1 and by the age of seven attainment is average. In Key Stage 2 the pupils make good progress and by the age of eleven attainment is above the national expectation. This is an improvement on the previous inspection. In Key Stage 1 pupils communicate their ideas by assembling text using a word processing program. They use the keyboard to carry out operations with the shift, delete, direction, return and space bar keys. More able pupils make corrections to text with familiarity. Pupils use the mouse and keyboard with assurance and are confident in their use of a range of software including spreadsheets, painting programs and CD-ROMs. In Key Stage 2 pupils compose a slide presentation in pairs. They produce backgrounds for their slides and employ text and photographs by using a scanner. Higher attaining pupils are in the process of designing web-site pages in collaboration with a local farm and for the school.
10. Progress is satisfactory in religious education and by the time they reach the end of Key Stages 1 and 2

attainment is in line with the levels set out in the locally agreed syllabus. Pupils understand the rituals surrounding important events in religious life, such as baptism. As they move through the school they gain a sound understanding of events from the Old and New Testament and identify important sites in Israel. Pupils at the beginning of Key Stage 2 have a limited knowledge of symbols. They have a sound understanding of some of the rituals of other faiths. They talk knowledgeably about the differences between Christian and Muslim marriages and show real interest in this subject. They are confident to express their own opinions and are very willing to listen to the views of others.

11. Pupils with special educational needs make very good progress in their work as a result of careful planning and well-managed support from teachers and learning support assistants. The special educational needs co-ordinator has regular meetings with learning support assistants, the headteacher and governors to discuss the progress of individual pupils. As work is constantly under review, pupils are not allowed to drift and thereby impede progress.
12. Progress is more rapid in those subjects, which have a substantial practical element. For example, where practical activities have been planned in mathematics, science, information technology and design and technology, progress is better across the school. Overall progress is good from the time that pupils enter the school at the age of five till they leave at eleven. Generally progress is better in those classes in which teachers use imaginative introductions and methods and engage pupils' interest. These lessons tend to occur more often in Key Stage 2.
16. **Attitudes, behaviour and personal development**
13. Pupils' attitudes to their work are satisfactory overall with a variable impact on their attainment and progress but their good behaviour, relationships and very good personal development make a positive contribution. There has been a satisfactory level of improvement in the pupils' skills and attitudes in areas of listening, attention and concentration since it was identified as a key issue for action in the previous inspection report. Although in sixty per cent of lessons observed pupils' response was at least good, in many cases teachers have to work consistently hard to get pupils, especially girls, to respond productively. The school's very good work with girls is making significant in-roads into behaviour of this sort. However, some pupils continue to have a short span of attention and find difficulty in coping with long, teacher-directed sessions. These pupils often show a lack of ambition to learn and have little self-motivation to improve. All pupils generally show better interest and application when working in groups and at practical activities. For example, very good attitudes were observed when Year 6 pupils use the information technology suite. In those classes when teachers use innovative methods, such as Year 6 and the mixed Year 3 and 4 classes, pupils display the most positive attitudes and concentrate for long periods. They also show good independent writing skills.
14. Children under five settle well in the reception class and undertake activities with enthusiasm. They respond well to the very good range of activities designed to enable them to settle quickly into school. They are beginning to share resources and take turns appropriately. Pupils with special educational needs generally show a good response to the very good efforts made by staff to encourage them to be positively involved in lessons with a positive effect on the progress they make.
15. Standards of behaviour are good in classes and around the school. Pupils know the school rules well and strive hard to keep to them. Movement around the school is orderly at all times and behaviour in the dining room is particularly good. No bullying was observed during the inspection although some aggressive behaviour was noted from a small number of boys. One pupil was excluded temporarily in the year prior to the inspection, an improvement on previous years. Pupils clearly understand the consequences of their misbehaviour and the effect it has on other pupils and adults. They often respond very well, for example, in writing 'sorry cards'.
16. The quality of relationships is good. Pupils co-operate well in pairs and groups and willingly help each other and adults. They show good respect to adults. They take turns and share resources well. They are very polite and courteous; they spontaneously hold doors open for adults and fellow pupils on all occasions. They take great pleasure in playing with each other with the wide range of lunchtime activities provided.

17. Pupils' personal development is very good. By Year 6 pupils have a strong sense of responsibility and are proud of their school. They undertake a large range of tasks with enthusiasm including office duties at lunch time, operating the tannoy systems maturely, organising the playground equipment loan scheme, operating the library, playing with younger pupils, and setting up and tidying up equipment and resources. Throughout the school, pupils respond really well to the increasing range of duties and responsibilities given. Pupils understand their role in the school council well, contributing ideas and discussing a range of issues with fellow pupils. Pupils are developing good independent learning skills, for example pupils in Year 6 use their initiative to adapt their texts using information technology, and some Year 5 and 6 pupils use books and computers well to develop their own encyclopaedia of animals.
18. Pupils respond very well to the opportunities for them to evaluate their own work. Especially effective are the 'Tree of Life' booklets where pupils evaluate their own attainment termly. Pupils respond very well to the school's spiritual, moral, social and cultural provision. Many pupils contribute with enthusiasm to the good range of extra-curricular provision, especially in relation to sport and music. They respond well to the themes delivered in assemblies and discuss keenly issues such as the creation. They have a good knowledge of a range of cultures and faiths.

22. **Attendance**

19. The school has satisfactory levels of attendance, in line with the national average. The level of unauthorised absences is below the national average. The school has maintained a small but steady increase in the overall level of attendance since the previous inspection. There is no significant difference in absence levels between classes. A number of pupils in all classes take holidays during the summer term. The great majority of pupils arrive at school promptly and lessons start on time.

23. **QUALITY OF EDUCATION PROVIDED**

23. **Teaching**

20. The quality of teaching is good. Throughout the school 19 out of every 20 lessons are taught at least satisfactorily, six out of ten are taught well and one lesson in seven is taught very well. This is a significant improvement since the last inspection when one lesson in every seven was taught in an unsatisfactory manner and only one lesson in ten was taught very well. However, there are differences between the key stages at the present time. In the under fives class in half of the lessons observed, the quality of teaching is good and in the remaining lessons it is very good. In Key Stage 1 one quarter of all the lessons is taught well and one in twenty taught very well. In Key Stage 2 six lessons in ten are taught at least well and one in ten is taught very well. There are certain positive characteristics of all teaching. The principle of valuing children and their contributions to learning, the teachers' willingness to set rigorous targets for themselves and their pupils and the systematic use and analysis of assessment data make a significant and positive contribution to the rates of pupils' progress.
21. In this school teachers have to work very hard to overcome the relaxed attitudes most pupils have to their learning. The best teaching is characterised by the teacher showing enthusiasm, working very hard to engage pupils' interest and setting challenging tasks based on pupils applying their previously learned knowledge, skills and ideas in practical problem-solving situations, whilst at the same time ensuring that boys and girls participate in equal measure. However, even in those lessons where very high quality teaching skills are employed, pupils make only good levels of progress. To overcome the relaxed attitudes of pupils and to promote good rates of progress throughout the school, the following strategies work effectively:
- when activities include problem solving and the practical application of their previous learning, pupils show more interest and learn more effectively. Though the curriculum is already rich in these experiences, it does yet fully reflect the needs of pupils for practical and problem solving activities, and
 - the excellent target setting activities help pupils and their parents understand exactly what is expected of them.

1. Teaching for children of under five is consistently good and in half the lessons teaching is very good. Activities are carefully planned with specific objectives, whose selection is based on a very thorough analysis of each child's needs. Carefully planned activities designed to assess children's skills and competencies in the areas for learning enable teachers to arrive at very detailed profiles of children's capabilities. Teachers show very good levels of subject knowledge. Both teachers in this part of the school have very good levels of understanding about how young children learn and develop. Expectations are high and children are encouraged to tidy their own workspaces and behave well at all times. Teachers show that they are enthusiastic about the tasks they set and this has a strong motivational impact upon children. Through every session careful notes are taken and the children's records are updated daily. A very good range of methods is used including short bursts of whole class teaching to enable the children to learn, for example, where the text begins on the page. The use of time in lessons is very good and sessions are timed appropriately to match the concentration span of the children and practical activities are used to reinforce the learning that has taken place. Day-to-day assessment techniques are excellent in the under-fives classes, with teachers and support workers keeping meticulous notes of children's achievements. A good range of homework is set, including children taking home pre-reading and reading activities depending on their stage of development.
2. In Key Stages 1 and 2 teaching is good overall, although differences between the key stages account for the different rates of progress pupils make. For example, in mathematics, science and information technology pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. The main differences between the key stages are a higher incidence of teacher enthusiasm, subject knowledge and understanding and the use of sets in Key Stage 2. Throughout the school teachers have a good acceptance of their responsibility for planning special educational needs programmes. Individual education plans are well written with attainable targets, which are reviewed on a regular basis. Work is planned at different levels for pupils with special educational needs so there is no loss of self-esteem. Teachers use learning support assistants well and involve them in the planning. Teachers' knowledge and understanding of pupils' needs are usually good and never less than satisfactory. They organise and manage both the pupils and the support staff well.
3. Overall teachers' subject knowledge and understanding are good. In Key Stage 1 and 2 teachers use very detailed lesson plans which highlight what has to be covered during the lesson. These plans are so well written that they offer very good support to class teachers whose subject knowledge may not be as strong as their teaching partner's. However, at times the highly defined nature of the plans means that teachers are not as imaginative as they are in the lessons that they themselves plan. Expectations of pupils are high for low and above average attaining pupils. The literacy and numeracy strategies and the sets in Key Stage 2 help teachers have realistically high expectations of all pupils. For example, in science, teachers set pupils targets to be achieved throughout the lesson. This helps promote good rates of progress in a number of ways. Pupils are encouraged to work faster and therefore produce more work. The targets generate a sense of enthusiasm, which helps overcome pupils' relaxed attitudes to their work, and pupils know exactly what they have to achieve to gain success.
4. Teachers use good methods and organise their lessons well. For example, in the upper middle set in mathematics in Years 5 and 6, the teacher set different levels of work within the set. This method of matching work very carefully to pupils' needs and the high levels of enthusiasm, the sense of fun and the ample use of real resources helped to produce very good rates of progress as pupils learned how to use the four operations of arithmetic in their work. In a design and technology lesson in Years 3 and 4 progress was once again very good as the teacher carefully explained the tasks ahead and then balanced the need for pupils to design and make with the amount of thought that was needed to successfully complete their projects. In Year 6 pupils were asked to prepare a multimedia presentation using the computer. The teacher's very good subject knowledge and the way in which the lesson was organised brought about very good rates of progress. Again, the key factor in all of these lessons was that the teacher captured pupils' imaginations and required them to use their practical skills to solve problems.
5. Teachers form good relationships with pupils which allow them to set clear guidelines for behaviour whilst giving them high quality support of an academic and personal nature. A key feature of this aspect of their work is the very close attention teachers pay to encouraging boys and girls to participate in lessons. At times girls are kept in the background by the enthusiasm to answer that boys show. Teachers plan activities that require boys and girls to work together and this brings about very good working relationships between pupils. The very few unsatisfactory lessons, which were not located in any one year group or

subject, were due a lack of pace and too little being expected of pupils.

6. The quality of day-to-day assessment and marking is very good throughout Key Stages 1 and 2. This has shown a great deal of improvement since the last inspection. Teachers show considerable skill when marking pupils' work and in the quality of feedback they give to individual pupils and class groups. Pupils are given very clear indications about what their next target should be and how they should be working. Pupils are encouraged to evaluate their own work and there are a number of excellent systems in the school to help pupils judge the level of their work, set their targets and review their progress. The one aspect of this work, which is not so well developed is that of parental participation and this lack of interest shows in pupils' reading diaries and their homework generally. In a small percentage of families, teachers and parents work very closely and this good level of communication means that pupils are encouraged and supported. Teachers set very good quality homework including an interesting range of practical tasks to be completed over a long period of time. However, the relaxed attitudes that pupils demonstrate in their lessons is also seen in the lack of support some families give to hearing their children read and participating in other homework activities.

31. **The curriculum and assessment**

7. The curriculum provision for children under five is very good. It is very well structured and organised, following all the areas of learning to provide children with a smooth transition into the first levels of the National Curriculum. Effective links are made with National Curriculum subjects to ensure this and planning has recently been revised to take account of the national numeracy and literacy strategies. The shared planning undertaken by the two teachers and the effective grouping of children ensures equality and access of opportunity for all children. There has been a good rate of improvement since the last inspection in the provision for children's physical development.
8. The school provides pupils in both key stages with a broad and balanced curriculum. This is enriched by the good provision which the school makes for extra-curricular activities, particularly in music and physical education. All subjects of the National Curriculum are allocated appropriate amounts of time and timetable arrangements have been reviewed to accommodate new developments, such as the literacy and numeracy strategies. Arrangements for religious education conform to the locally agreed syllabus, with sex education and drugs education delivered through personal, social and health education lessons. The establishment of an information technology suite has improved provision in this area since the last inspection.
9. Planning to support the delivery of the curriculum in a structured and progressive way is excellent. Curriculum planning was noted to be highly effective in the last report and there has been further significant improvement. The curriculum map provides a broad overview of provision throughout the year. This is supported by schemes of work in all subjects, which are regularly amended to take account of new initiatives, such as the literacy hour. These schemes of work provide teachers with a good basis for their short term planning which is detailed and comprehensive. Subject co-ordinators and members of the senior management team regularly check teachers' short term planning to ensure that it conforms to the scheme of work. All planning is carried out to a standardised format which allows for effective monitoring. Good cross-curricular links are established through a thematic approach and subjects such as personal, social and health education effectively support pupils' personal development. Curriculum planning was noted to be highly effective in the last report and there has been further significant improvement.
10. The school's literacy and numeracy teaching follows national guidelines throughout the school. The effectiveness of the school's strategy for literacy is satisfactory and that for numeracy good. All pupils have very good access to the curriculum. Support groups, for example in English, are carefully arranged so that pupils' curriculum entitlement is safeguarded. The extra support which pupils get means that they are more easily able to access curricular provision in other subjects through enhanced basic skills. The provision for pupils with special educational needs is very good.
11. Developing a consistent approach to assessment and marking was a key issue in the last report. This has been extremely well addressed and provision is now excellent throughout the school. Children under five

are assessed on entry to the school and the results are used to ensure that work is set at an appropriate level. Accelerated groups are in place for higher attaining children and good support is given to others to enable them to access work at the correct level and make good progress. In both key stages there are comprehensive assessment procedures. The school carries out regular analyses of end of key stage and optional national test results. Trends over three years are identified and this information is used to amend curriculum planning in order to raise standards. This has taken place, for example in English with a recent increased focus on speaking and listening and in mathematics where problem solving was identified as being in need of increased attention. Individual pupil targets are set based on predictions made from ongoing records. The school identifies pupils who will benefit the most from extra support in Key Stage 2, for example older pupils are invited in to school at eight o'clock in the spring and summer terms for extra teaching. Pupils at the beginning of Key Stage 2 are provided with in-school support in target groups in order to improve standards. Analyses of pupils' performance based on gender differences are carried out and strategies devised to improve performance where under-achievement is perceived. An analysis of boys' attainment in English showed the need to improve writing skills and increased focus was given to this through writing of pamphlets and research based work, which boys responded to well. Marking in the core subjects is very good, giving pupils clear indications of how they can improve. A school effectiveness sub-committee meets regularly to discuss standards and proposes actions to improve attainment based on an analysis and comparison of results.

12. Excellent use is made of pupils' skills and analyses to improve standards. Pupils often work in pairs, of similar ability but different gender, to read one another's work and make positive comments for improvement. Pupils are given criteria to work from, often based on National Curriculum levels. This is handled sensitively by the school, with pupils writing on notelets not in other pupils' books. Comments are positive, accurate and informative. Older pupils are also put into 'leagues' based on their attainment, for example in English, and encouraged to go for promotion. Again this is sensitively handled with only the individual pupil knowing which 'league' they are in. Pupils are enthusiastic about this system. The use of assessment as a tool to improve performance is at the heart of school improvement for both staff and pupils.

37. Pupils' spiritual, moral, social and cultural development

13. The school has made improvements in its provision for the pupils' spiritual, moral, social and cultural development since the previous inspection. Then it was said to be good; now the provision is very good.
14. Provision for spiritual development is very good. The pupils' spiritual development is fostered through the curriculum, acts of collective worship and assemblies. In its daily life, the school meets its aims of nurturing respect for all and valuing differences. Assemblies are of a very high quality and reflect the strong sense of community that exists in the school. They are a spiritual experience for pupils, providing a quiet time of reflection in stillness and calm. Pupils' achievements are celebrated and this helps develop pupils' self esteem and as well as being valued by the whole community.
15. Work in music, science, geography, religious education and art contributes to the development of pupils' creativity and spiritual development, encouraging them to express their thoughts and feelings. The accomplished musical contributions to an assembly contained these elements as well as a strong sense of enthusiasm and enjoyment in performance. The wonder expressed on viewing the beauty of the inside of what appeared to be an ordinary shell and the excitement when the size of a whale was suddenly perceived were examples of the sense of awe the pupils experience in science.
16. Provision for moral development is very good. The atmosphere of the school provides a very effective focus for the pupils' moral development. Parents praise the school for its effectiveness in communicating positive values and attitudes. Values are fostered through the caring and supportive relationships that are a feature of the life of the school and by the very good example set by all the adults in the school. Moral development is underpinned by the school's aims and pupils are taught to know right from wrong. Through personal, social and health education and circle time they have gained an understanding of the repercussions and the consequences of ill judged behaviour. As a result, the school is a well ordered community that offers its pupils a secure and caring environment.
17. The social development of pupils is well supported by the care and commitment of all the adults in the school. Relationships are very good and an atmosphere of genuine, mutual respect exists. Pupils care for their environment and take on a number of responsibilities, such as taking registers to the office and organising their own resources for learning, for example, in art. Older pupils answer the telephone at lunchtimes, manage the lunchtime loan scheme for games equipment and maintain the library. In class discussions pupils are encouraged to develop their ideas and feelings. They work collaboratively and co-operatively in small and large groups. There is a wide range of after school activities for the pupils to attend. Pupils participate successfully in competitive sports and musical activities that raise their self-esteem and confidence in social situations. A residential visit supports the development of the social skills needed when living away from home in a small community. The school council continues to provide the pupils with the opportunity to take some responsibility for the quality of life in the school.
18. Provision for cultural development is very good. Cultural education is promoted through studies in art, music and geography, and educational visits to museums and places of interest. Children gain an understanding of other cultures through their work on life in an Indian village in geography, stories in literature and the work of famous artists in art. The school has won funding to employ an artist-in-residence to fulfil the pupils' plans for a Millennium Wall. Religious education, with its study of major world religions, together with visits to a range of places of worship and themes of tolerance and respect for others in assembly, makes a good contribution to this aspect of school life. The pupils' lives are enriched by these experiences and enable them to develop an appreciation of the similarities and differences of a range of cultures beyond their own. The school has made good progress in preparing the pupils for life within a multicultural society since the last inspection when it was identified as an area for development.

43. Support, guidance and pupils' welfare

19. Provision for pupils' support, guidance and welfare is very good. The previous report saw this area as a considerable strength of the school. This position has been maintained and enhanced with the very caring attitude of all staff providing a very high standard of support and guidance for the pupils. The school has

developed outstanding systems for monitoring pupils' academic and personal progress. Staff know pupils and their backgrounds very well based on both a high standard of record keeping and strong team work and communication. Pupils feel safe, cared for and valued. They are confident they can approach staff with problems or worries. Parents feel the school takes good care of their children. Staff make pupils feel safe and cared for when they enter the reception classes helping to settle quickly into school routines.

20. Support for pupils with special educational needs is particularly good and has a positive effect on levels of progress. The quality of records, advice and liaison given to pupils ensures pupils are well prepared for their move to secondary school.
21. The school has very good procedures for promoting discipline and good behaviour. The consistent application of these by all staff has a positive effect on pupils' behaviour, relationships and personal development. The school rules are essential in these procedures and they are clearly displayed around the school and understood by all staff and pupils. Arrangements to raise the awareness of bullying are very good and procedures to deal with incidents are very good and clear to all pupils, parents and staff. The outstanding range of lunchtime activities, under the direction of the senior lunchtime supervisor, who makes or raises funds for much of the equipment, makes lunchtime play a most enjoyable time for all pupils, with a most positive contribution to their behaviour, relationships and personal development.
22. Arrangements to promote regular and prompt attendance are very good. Registers are taken promptly and monitoring systems quickly highlight problems. The school's procedures for child protection are very good. Issues are dealt with in a sensitive but thorough manner. Staff awareness of issues is given a high profile. The school has thorough policy documents covering health and safety, and staff and governors make regular, effective checks. The school is very clean, tidy and secure.
23. The school promotes pupils' health, well being and personal safety very well with good support from local agencies.

48. Partnership with parents and the community

24. The school makes considerable efforts to involve parents and the community into the life of the school and has developed good partnerships overall which are beginning to have a positive impact on pupils' attitudes and progress.
25. Parents are very well informed about the life of the school and their children's education. The great majority of parents are pleased with the information they receive. Newsletters, the school prospectus and the governors' annual report are all well presented and give parents very good information about the school including the curriculum. Annual reports, backed up by regular consultations, keep parents very well informed about their children's attainment and progress and set very good, clear targets for future development. Homework is used well and all pupils take home reading diaries regularly. These do not consistently contain a two-way dialogue and many parents do not record their comments. Parents are welcomed into the school to discuss issues and problems and teachers are readily available.
26. Most parents make a satisfactory contribution to their children's education. A few give regular valuable support in classes. Parents are discouraged from helping in the reception classes. Whilst encouraging pupils' independence, this policy does not encourage parents to become involved at an early stage in helping the school and becoming involved in their children's education. Parents support the school's behaviour and attendance policy well. Most attend concerts and performances and many the weekly assemblies. However, there are some parents who do not support homework activities and many pupils are not encouraged to read at home by their parents. Parents of children with special educational needs are involved appropriately in case conferences and reviews. The Friends of Burrowmoor make a very good contribution to school life by both fundraising and providing a range of social events for children and parents.
27. The school supports and is supported by the local community well. A range of local organisations uses the buildings and grounds. Good liaison with the local secondary school prepares pupils well for the next stage of education. Liaison with the playgroup, which uses the school site, is good. Little liaison takes place with other pre-school providers and no pre-school home visits take place. The school is positive in

developing or playing a part in the development of local community facilities. This is having a positive effect in encouraging community and parental involvement in the life of the school. Visits to local places of interest enhance pupils' attainment over a range of subjects. The 'flying start' programme for under-fives provides a very positive start to school life and encourages parents to see their children's new school in a supportive light.

28. Assistance from local businesses or people have helped considerably in providing resources especially computers and outdoor play facilities. A good range of local people visits the school to support well pupils' learning.

53. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

53. **Leadership and management**

29. The headteacher leads the school in an excellent manner. She devotes her outstanding intellectual, administrative and communication skills to the proposition that all pupils are capable of high attainment and that the school as a whole should improve year upon year. It is through her example that governors and staff members work so diligently, with good humour and so effectively. Staff and governors enter into voluntary agreements to work together in groups to check the quality and range of the school's work and recommend change to the whole governing body as they are needed. By encouraging curriculum co-ordinators to take responsibility and by devolving a real sense of authority, the leadership skills of teachers are very high and the ensuing sense of partnership supports rapid developments in methods and systems.
30. The headteacher monitors the quality of teaching in an extremely thorough and effective manner. Her understanding of the skills and attributes of the teaching staff is very good and highly effective use is made of teachers' areas of expertise. Teachers are directed to work in teams in which their skills complement each other and so pupils are better supported in making progress. Annual and intermittent test results are analysed to highlight gaps in curriculum provision and perhaps where teachers need to introduce new concepts or reinforce ideas that pupils need to practice. The governing body has set up a careful and sensitive structure of monitoring visits, which are recorded and add to the information held by the school. This and other forms of data are used well to alter the curriculum or to adapt teaching methods. Whenever a new strategy is developed, introduced or reviewed, work is checked to judge the impact of any work on pupils' attainment.
31. The aims of the school are revised regularly and there is a clear and unambiguous commitment to ensure that every aspect of the school's work meets the needs of pupils. This is the case whether it is in curriculum provision, playground activities or work as diffuse as the targets set for teachers or support workers. . The headteacher, deputy headteacher, post-holders of responsibility, governors and support staff have the highest possible commitment to increase the rates of pupils' progress. The school's aims regarding the moral, social and cultural aspirations for pupils are met in an excellent manner. The aim focused on developing an inquiring mind in pupils is partly met but at times lessons do not sufficiently emphasise how pupils can use their imaginations to complete their tasks. The values and policies of the school are evident in all of the school's work. The school's atmosphere for learning is very good.
32. School development planning is excellent. The plan itself is of the highest quality. The processes used to identify the school's needs, highlight the priorities and measure success are outstanding. The committee structure of the governing body is an extremely sensitive mechanism for school improvement and joint decisions are made which direct the work of the school as a team. The development planning systems fit beautifully with the appraisal arrangements and all members of staff have targets, which will help improve personal skills as well as help to improve attainment across the school.
33. The school has made good progress overall since the last inspection. It has successfully addressed the key issues of the last inspection report:
- there has been a satisfactory level of improvement in the Key Stage 2 pupils' skills and attitudes in areas of listening, attention and concentration;
 - there is now a consistent approach to assessment and marking. This has been extremely well addressed

and provision is now excellent throughout the school;

- there has been good improvement since the last inspection in the provision for under-fives' physical development, and
- standards of science at Key Stage 2 have been raised.

1. Overall aspects of pupils' personal development have improved and the quality of teaching has improved. The most significant improvements have been made in the quality of the curriculum and the arrangements for assessment. There have also been improvements to the procedures of support, guidance and pupils' welfare, staffing, accommodation and resources and how those resources are planned and managed. The quality of leadership in the school has also improved and more teachers and the governing body show strategic thinking and planning. Standards of attainment are rising slowly but surely. There was a marked increase in attainment after the headteacher took up her post some years ago, and given the fact that the number of pupils with special educational needs is almost twice the national average, pupils' progress is good. The inspection team judges that the school's capacity to improve is good.

59. **Staffing, accommodation and learning resources**

2. The teachers are suitably qualified, trained and experienced to deliver the curriculum. There is a high pupil teacher ratio in the junior classes but the quality of teaching, the support provided and the employment of setting arrangements overcome the deficiencies in provision. Teachers' knowledge and expertise are good in many subjects. Learning support staff receive regular training and make a positive impact on pupils' learning. This provision contributes to the very good progress made by pupils with special needs.
3. Arrangements for the professional development of the staff are excellent and are extremely well managed. An appraisal system is fully implemented. Personal and professional needs are well linked with the school improvement plan to provide an exceptionally well-integrated suite of professional development activities. Lunchtime supervisors have also received successfully, high quality training that ensures continuity in the school's organisation and effective management of pupils. The secretarial staff provides very good support to the headteacher in financial and administrative services.
4. Accommodation is good. A well-planned redecoration programme has addressed and remedied the issues raised by the previous inspection. There are enough classrooms to ensure the effective delivery of most of the curriculum. However, the leakage of noise in the older buildings presents difficulties in the delivery of the music curriculum. The information and communication technology suite is good and enhances the pupils' attainment. There is an attractive, well-organised library as well as smaller libraries situated around the school. These are used regularly and successfully to support and extend the pupils' learning. The attractive buildings are enhanced by high quality displays that show the value teachers place on the pupils' work and set standards for good attainment. Outside there are play areas for the early years children and spacious and well-organised hard play areas for all the pupils. There is a large field, a Tudor garden, an environmental area and a pond. The parents have provided a pergola garden as well as a number of seated areas around the playground as quiet and pleasant places for the pupils to sit.
5. The learning resources are good in quality, quantity and range and are easily accessible to teachers and pupils. Resources in English are satisfactory and improving with the purchase of many books to support the implementation of the National Literacy Strategy. The library is well-stocked with a range of reference books and an appropriate range of fiction. The school makes good use of the school site and the locality for studies in science, history, geography and religious education. The use of visitors to the school provides valuable curriculum resources, for example, through a theatre group supporting the pupils' personal social and health education and by guest speakers as in religious education.

63. **The efficiency of the school**

63.

64. Financial planning is excellent. The school has excellent systems to identify the financial implications of school development.

64.

65. The governors and the headteacher have established a most secure three year financial plan which takes full account of current educational developments, commitments and changes in pupil numbers. The current year's allocation is carefully balanced and is linked securely to the school improvement plan. Staff are fully and appropriately involved in the process and given excellent responsibility for their own allocations. This has a positive effect on standards and ensures value for money. For example, the delegation of resources to the caretaker has resulted in more effective cleaning and maintenance at a lower cost.

6. Financial administration and budgetary control are of a very high standard. Governors and the headteacher receive very good monitoring information with appropriate levels of detail. Budget holders receive accurate, profiled information to ensure they obtain best value from their allocations. Administrative staff provide very good, very well organised and effective support to ensure the smooth running of the school. The excellent delegation of responsibilities ensures that the headteacher and other teachers spend the minimum of time on routine administrative duties.

7. Teachers and support staff are used very effectively. The use of teachers to support the setting arrangements, to provide specialist teaching, and to release co-ordinators and other staff are particularly effective. Support staff time is used very well in relation to pupils with special educational needs with a positive effect on progress for these pupils. Resources for learning and accommodation are generally used effectively to support pupils' learning. Funds for pupils with special educational needs are used very effectively to support these pupils.

8. Taking into account that:

- children enter the school attaining levels below those found nationally;
 - by the age of eleven attainment in the core subjects of English is average and in mathematics and science is above average;
 - pupils make good progress overall;
 - the provision for spiritual, moral, social and cultural development is very good overall;
 - the quality of education, including teaching is good, and
 - the income per pupil is below the national average,
- the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

- AREAS OF LEARNING FOR CHILDREN UNDER FIVE

1. Children are admitted to the school at the beginning of the academic year in which they are five and enter one of two parallel reception classes. They attend part time for the first four weeks of term, each child experiencing both morning and afternoon school. At the time of the inspection the children were still attending part time. Inspectors observed children in both the morning and afternoon sessions. Only five of the fifty-two children were already five. At the time of entry to the school, the majority of children have similar attainment to other children of the same age in their knowledge and understanding of the world and their physical and creative development. They have well-developed personal and social skills as all have attended the nursery or playgroup. Their language and literacy and mathematical skills are slightly below those of other children of similar age, but they make good progress in the reception classes and meet the Desirable Outcomes in all areas of learning when they start Year 1.
2. The curriculum for children under five is based on the school's planning for the National Curriculum and the nationally prescribed Desirable Learning Outcomes. Children are carefully assessed in all the areas of learning when they start school. These assessments are ongoing and the adults in the classrooms make notes of any progress or areas for support during the day. The two teachers work very closely together, sharing the teaching of all the children. The classrooms, organised with a literacy or numeracy bias, are equipped to support the learning. Children with special needs are identified swiftly and the support they receive through educational programmes and adult support is very good. The High Scope teaching and assessment, began at the time of the last inspection ensures high quality provision. The co-ordinator for early years continues to give good leadership.
3. Teaching for children of this age is consistently good and over half the lessons observed during the inspection were very good. Because of the quality of the teaching, the children made good progress in all the lessons. Activities are carefully planned with specific objectives. There was, at the time of the inspection, a carefully planned range of activities specifically designed to enable the teachers and learning support assistants to assess the children's abilities in all the areas for learning. Careful notes are taken and the children's records are updated daily. By the time the children begin their full-time education the teachers understand their needs and are able to match the activities to the needs of all children. Short bursts of whole class teaching enable the children to learn, for example, where the text begins on the page. These sessions are timed appropriately to match the concentration span of the children and are preceded and followed by practical activities. The relationships between the adults and the children are very good. The adults have high expectations of the children's behaviour and independence and all children know the class routines, behaving with maturity and co-operation.
4. The reception area has been enhanced with the provision of an attractive secure outside area. This has permanent climbing apparatus, sand trees and flowers, grass and hard stranding and a large shed with a range of wheeled toys, tricycles, prams with "babies" and large building apparatus. This is used daily when the weather permits and has improved the provision for physical development as well as the children's social and creative skills. Insufficient attention to the physical development of the under-fives was a key issue on the last inspection.
5. Children make good progress in all aspects of their personal and social development. They listen with sustained concentration to stories and receive good support to listen to the ideas of others. Many already speak confidently, although several have lower than average speaking skills, rarely using sentences or varied vocabulary. The "surgery", construction toys, shared computer activities and model-making encourage children to talk and play with their classmates. Almost all are beginning to share, take turns and play co-operatively. They speak confidently to familiar adults. Those that were shy talking to the inspectors on Monday were eloquent by Thursday! Children are expected to dress and undress themselves and put on their own socks and shoes after a session in the sand. Class rules are well established and adhered to.
6. The children are given a range of activities to develop their literacy skills. As well as formal literacy lessons and shared story time, children have access to story tapes and books. They are encouraged to take

part in role-play. In the “surgery” the nurse read to the patient while the receptionist took a telephone message and “wrote” an appointment in the diary. Almost all children can point to the text on a page, but some are unable to identify the beginning of the line. They are familiar with the terms “author” and “title”. They talk about their favourite rhymes and stories although the title of the story escapes many of them. Higher-attaining children are beginning to recognise initial letters and simple words but the majority has few reading skills. All the children who shared books with the inspectors turned the pages correctly and “read” the pictures confidently.

7. Children make good progress in developing their mathematical skills. Many count to ten and are beginning to give, for example, the number before or after six. Few count objects accurately beyond three or four. All children have learnt a range of number rhymes and songs to support their learning. Some make, for example, a circle, square or triangle using cutters and play dough. One child made a model of a kite and accurately predicted that the tail was longer than the inspector. She then checked, matching the end accurately to the inspector’s feet. Pupils who are now in Year 1 are working within level 1 of the National Curriculum, having made good progress in their reception year. The curriculum for children under five covers all areas of mathematical learning.
8. Children explore their environment through a range of topics throughout the year. They already talk about their homes and families and the toys they play with. One boy described in detail why the fire engine he was making needed a long ladder. They understand the roles of some adults outside the school or home. They roll out “pastry” to cut out cake shapes. They use the cassette players independently and some control simple programs on the computers using the keyboard and the mouse.
9. Children practice their fine movements through model making, jigsaws and handling pencils and crayons. During inspection week several children made models using scissors, tape and glue effectively and accurately. They hold paintbrushes carefully and mix their own colours from powder paint. Most put on their shoes and socks on themselves, although some are on the wrong feet! Outside, children control pedalled toys, climb, crawl, slide and jump with confidence. They use large and small construction toys accurately. They have a structured programme of physical education throughout the year. This aspect of the provision has improved since the last inspection and is now sound.
10. Already, children are developing the creative aspects of their education. They mix colours for their painting, draw pictures, make cakes from play dough and sing simple songs and rhymes. The theme areas, for example the surgery, provide good opportunities for role-play and drama as well as storytelling. Children are encouraged to join in the stories, complete with sound effects. Last year’s reception children produced a range of paintings, collage and sewing as well as models and drawings. Photographs show a wide range of creative activities throughout the year.
11. Parents are encouraged to share books and reading with their children. They are given written guidance about helping their children at home and preparing them for school. Children visit the school on several occasions before they finally start school and the teachers have close contact with the playgroup attached to the school. However, parents are not invited to participate in the work within the classroom and opportunities for parents to support their children through a thorough understanding of the learning in school are lost.

79. **ENGLISH, MATHEMATICS AND SCIENCE**

79. **English**

12. In the 1998 national tests in English, pupils aged eleven achieved results that were in line with both national averages and those of pupils in similar schools. The number of pupils attaining the higher levels at the end of Key Stage 2 was below the national average. This is the latest year where national comparisons can be made. In the 1998 national tests for pupils aged seven, attainment was in line with that of other schools nationally for both reading and writing, although below that of similar schools for reading. In the 1999 national tests and teacher assessments the results at the end of both Key Stage 1 and Key Stage 2 are similar to last year’s, although more pupils attained the higher levels at the end of both key stages. The inspection judgements show that pupils’ attainment is in line with national averages overall,

with attainment in reading higher than spelling and writing throughout the school. Pupils' attainment is similar to that at the time of the last inspection.

13. Pupils with special needs have well-targeted support, and their needs are closely matched to the work they do. All pupils have individual targets and this enables all abilities to work at the appropriate levels. The school has implemented the National Strategy for Literacy very successfully and the curriculum fully reflects government guidelines. In spite of this, pupils' rates of progress have remained static over the last three years. The implementation of the "Literacy Hour" has been so complete that some lessons have become so structured that there are few occasions for pupils to extend their creativity and imagination. Pupils are not always provided with the stimulus that they need to enable them to make good progress.
14. Progress in listening is good throughout the school. All pupils listen carefully to their teachers and each other. They reflect on what they hear and join in class discussion. Their speaking skills are less well developed as some of the younger pupils have difficulty forming complete sentences or finding the correct vocabulary. Older pupils tend to use a limited vocabulary in discussions unless their lesson has a specific focus on, for example, suffixes. There is less emphasis on speaking and listening than there was at the time of the last inspection. The school has identified speaking and listening as a priority for development. Their technical vocabulary, carefully taught in lessons, is more secure and pupils apply it appropriately in their lessons throughout the curriculum. For example, pupils in Year 2 know several ways of describing addition. Pupils in Year 6 define and use onomatopoeia.
15. Pupils make good progress in reading throughout most of the school. By the end of Key Stage 1 many are reading extended texts, discussing the stories they read, beginning to identify favourite authors and reading out loud with expression. They have well-developed library and research skills. Those pupils who have less well-developed reading skills use their knowledge of the sounds that letters and groups of letters make to decode the words they do not know. Pupils in Years 3 and 4 enjoy their reading and have experienced a wide range of different texts. By the time pupils are in Years 5 and 6 some pupils' commitment to reading lessens. They read at home less often than they did in the earlier years of the school, and some do not maintain their home-school reading log. Some do not have enough opportunities to practice reading aloud to the class or younger children. This restricts their ability to respond to different audiences or to introduce varied pitch, speed, accent or characterisation. All pupils in Key Stage 2 have well-developed research skills, although some have difficulty explaining how to access information from books or the library. Pupils with special needs have very good support in school and make good progress. The reading diaries and the habit of sharing reading with adults at home does much to foster confidence and enjoyment of books. Pupils use their reading skills well in other subjects. Their research skills include using the computer and reference books to find information.
16. Progress in writing is sound throughout the school. Pupils write for a variety of purposes to support both the English curriculum and other curriculum areas. For example, older pupils write instructions for using email and a historical account of Victorian schooling. Pupils from Year 2 write simple poems and are beginning to empathise with the characters in the stories they hear. In the fable of the Hare and the Tortoise, for example, pupils retell the story from the tortoise's point of view. Higher attaining pupils in Year 2 use capital letters and full stops correctly. Most spell simple high-frequency words accurately. They are learning the effects of combinations of letters on the way the word sounds and are beginning to apply this to their spelling. Standards in spelling were sometimes poor at the time of the last inspection. They have improved since then but they are still below the expected levels at the end of each key stage. Pupils have regular handwriting practice when they combine letters in joined script, but few apply this to their day-to-day writing. Handwriting lessons continue throughout Key Stage 2, but these skills are not consistently applied to other writing. Regular spelling homework throughout the school enables pupils become more accurate in spelling.
17. Within the literacy hour, pupils gain a deeper understanding of the structure of sentences and words. In the best lessons, when pupils are encouraged to be creative and do not spend too much time writing down the lesson objectives, they make good progress. For example, pupils in a Year 6 class used the computers to add onomatopoeia and interesting connectives to a poem their teacher had written about her raid on the ice cream as a child. Others extended the poem. The results were very effective and all the pupils enjoyed the task. When pupils do not have enough time to finish their work, or the work has little relevance to the things they enjoy, their standards in handwriting and spelling drop. Very careful planning throughout the school ensures that pupils systematically build on their writing skills. The support given to pupils with

special needs, by both teachers and educational support staff enables them to make very good progress towards their targets. All pupils benefit from using their literacy skills in other subjects. In religious education, history and geography, the skills of reading and research are used effectively to support learning.

18. Pupils' respond appropriately in all their English lessons. They generally listen to their teachers, are polite and obedient and behave well. In some lessons in Key Stage 1, when pupils sit on the carpet for a long period, concentration wanes. However, their behaviour is almost always good. When working in groups, pairs or individually, all pupils apply themselves to their work. They listen to each other and all but the youngest pupils do not interrupt when others are talking. Pupils take care of books and equipment, although occasionally the standard of presentation in their exercise books slips. In the best lessons, pupils demonstrate enthusiasm and commitment to high attainment. In these lessons pupils are reluctant to leave their work to go out to play! Most complete their homework and pursue independent research to support their work in school. In lessons they independently use dictionaries and other books to support their work. Most pupils are aware that when the teacher is working with a group she expects others to organise themselves allowing her to focus on the group. Pupils demonstrate high levels of responsibility and the structure of the literacy hour is maintained effectively. Pupils use the library to the full to support their learning, applying their library skills appropriately.
19. The quality of teaching was good and sometimes very good in almost three-quarters of the lessons observed during the inspection and it was never less than sound. All teachers have a good understanding of the literacy strategy and a very good knowledge of the abilities of their pupils. This is to be commended after just two weeks of the new academic year. The teachers have a secure technical vocabulary to support the subject. A major strength of the teaching is the careful planning. The format of the lessons is consistent throughout the school. The teachers identify clear learning targets for each lesson that they share with their pupils. The work is matched very carefully to the different ability levels of the pupils. Close adherence to the school's scheme of work ensures continuity and progression throughout the school. Teachers have good relationships with their pupils and expect them to behave well at all times. Some teachers have high expectations of the quality and amount of work their pupils will achieve. Day-to-day assessment of the pupils' work is very good. In lessons teachers give plenty of oral support and encouragement and the pupils' work is carefully marked. The marking includes encouragement and support for future learning. Careful questioning in lessons enables teachers to assess if the objectives for the lessons have been met. Pupils are encouraged to evaluate their own work and the work of their classmates. The quality of day-to-day assessment has improved considerably since the last inspection. Teachers use the results of these assessments to plan the next lesson and to set individual targets for the pupils.
20. Teachers make very good use of the support staff in the classroom to support groups of pupils, and homework is used effectively to extend learning. In some lessons, however, teachers do not encourage their pupils to take care over the presentation and handwriting in their books. In others, the structure and very detailed planning of the lesson is allowed to override the teachers' skills in inspiring and motivating their pupils to higher achievement.
21. The school has a very good scheme of work for English that fully supports the National Literacy Strategy. It is comprehensive and ensures progression and continuity throughout the school. The co-ordinator for English monitors the curriculum and the teaching. The results of assessment and national tests are carefully analysed and the curriculum is adjusted to meet the needs of the pupils. These assessment procedures are excellent. Individual pupil's progress is tracked throughout the school and his or her progress is measured. This aspect has been addressed very effectively since the last inspection. Targets for learning are set in consultation with the pupil. These are now very specific. Parents are informed of these targets. The excellent forward planning sets whole school targets over the next few years that are amended if appropriate. Teachers are deployed effectively, with an extra teacher allowing smaller classes for literacy in Years 3 and 4. The library is stocked with good quality books and the subjects reflect the interests of both boys and girls. The pupils enter the poetry writers' competition. There are book weeks, book fairs and the Red House Book Club to encourage pupils to develop a love of reading. The funds raised Friends of Burrowmoor School have had a major impact on the quality of the library.

89. **Mathematics**

22. In the 1998 national tests for 11 year olds attainment was average when compared to the proportion of pupils achieving Level 4 or above in all of the country's schools and similar schools. Boys achieved below the national average and girls above, although this is not true of all of the past Year 6 groups. In the 1999 tests, for which comparative data is not yet available there was a small rise in the number of pupils achieving the national average; however, a much a higher proportion of pupils achieved the higher levels of the National Curriculum. Inspectors found attainment at eleven years of age to be above the national average, due to the higher than average number of pupils working at levels above that expected. By the end of Key Stage 1 attainment is in line with the national average. Progress in this key stage is satisfactory as pupils enter the key stage at the age of five attaining standards in line with the Desirable Learning Outcomes. Progress is good in Key Stage 2 where pupils are placed in sets and high quality teaching helps pupils to learn effectively.
23. Pupils in Year 1 make sound progress as they learn how to describe and extend number sequences. In this year group pupils with special educational needs make good progress. Higher attaining pupils make sound and at times good progress as work is specially set which they find challenging. In Year 2 pupils make gains in numeracy skills by adding numbers to the nearest 10 and 100. Good teaching strategies, such as setting special educational needs pupils to work first with a highly skilled learning support assistant, helps to promote a busy working atmosphere. Higher attaining pupils were introduced to adding to the nearest 10 for the first time in this lesson and by the end of the session they knew how to use the method in range of problems. By the end of Key Stage 1 pupils have a sound knowledge of how to use the four operations of arithmetic. They understand the relationship between halves, quarters and whole numbers. Pupils measure in centimetres and metres and know about common two-dimensional shapes and understand about the differences between various kinds of angles. Pupils know that graphs show information and ask questions based on the information they have collected.
24. Lower attaining pupils in Years 3 and 4 work from the stages they left in Key Stage 1 adding in 10s and 100s. Faster workers and higher attaining pupils in the lower sets count in 5s beyond 100 without using a number line and correctly read numbers beyond 1000. Most of these pupils have a sound mental recall of their number facts and use their knowledge to calculate mentally. In the middle sets in these year groups pupils add three digit numbers up to 1000 and add and subtract to the nearest 10 to make calculations with two digit numbers easier. In the top set pupils round up to the nearest 10 and 100 regularly, as a well-used part of their mathematical skills. Higher attaining pupils add two and three digit numbers mentally accurately. The practical activities that teachers plan helps these last groups to make good rates of progress. In Years 5 and 6 higher attaining pupils have developed their mental skills to such an extent that they add and subtract to two decimal places. Pupils in the top set in Years 5 and 6 give explanations for their answers and talk about the methods they use to work through problems. In the lower set satisfactory progress is made as pupils double and halve numbers mentally. The great majority of pupils in this set multiply tens and units with some support from apparatus such as number squares and number lines. Although most of these lower attaining pupils find it quite hard to recall number facts, they regularly practice tables and number bonds and this helps to improve their memories. Children in the middle sets of these year groups make the best progress. In these sets pupils multiply 5 by 17 and mentally give change from £10. They use the four operations of arithmetic to calculate and quickly set to work when given number problems.
25. By the end of Key Stage 2 pupils calculate long multiplication and division accurately. They investigate numbers and sequences of numbers and use their number skills in a range of applications such as science and design and technology. Their good knowledge of number helps them to calculate the area of regular shapes and when constructing angles and triangles. In Key Stage 2 pupils' progress is based on a number of important factors. The sets teachers organise allow pupils to be taught in groups which contain children of similar levels of attainment. This helps teachers promote faster rates of progress and so does the added emphasis teachers place on planning good quality practical activities. However, rates of progress also depend on the quality of teaching and in the top and lower sets in Years 3 and 4 and the middle sets of Years 5 and 6 progress is particularly good because of the high and at times very high quality of teaching.
26. The most important factor in lessons is the amount of enthusiasm and excitement that teachers show for mathematics. Where pupils see that their teachers are lively and interested themselves, then pupils show higher levels of concentration and are keen to join in the discussions. Usually pupils show relaxed

attitudes to their learning. Although they are never rude or behave less than well, teachers have to work very hard to encourage pupils to answer or take part in lessons. At times boys like to overshadow girls during discussions and much high quality work is carried out by teachers to encourage girls in particular to participate. When working as pairs or in small groups pupils work very well and there are no differences between boys and girls.

27. The quality of teaching is good overall and in two-fifths of the lessons in Key Stage 1 and is at least good in four out of every five lessons in Key Stage 2. Most teachers have good levels of subject knowledge and where they lack some mathematical understanding the very good lesson plans that are drawn up help to support teachers. These plans are very detailed and give a detailed account of how the lesson should be conducted. Whilst this is beneficial to some teachers, to others who are confident and self-assured they could be restrictive and hamper imaginative approaches to teaching mathematics. Where teachers are assured, lessons are delivered with a buzz of excitement and humour that makes pupils sit up and take notice. Expectations of pupils' attainment are high in most of the sets and are always very high for behaviour and when it comes to pupils' taking responsibility for their learning. Teachers use a good range of methods and have adopted the National Numeracy Strategy's framework well. Introductions are usually brisk and concentrate on preparing pupils for the coming lesson by sharpening pupils' mental skills. The activities teachers plan encourage pupils to use their knowledge and skills to solve problems. For example, in a set in Years 3 and 4 pupils made a human figure disappear by using the four number operations. In Years 5 and 6 pupils were given problems about money and showed good application solving problems to two decimal places. Day-to-day assessment is excellent and teachers very carefully check pupils' work and write very helpful notes to support pupils. These assessment are then used to alter the curriculum or plan new work based on how well pupils have done. An excellent example of this was in Years 3 and 4 where the teacher had carefully assessed the work carried out the day before and noticed that pupils needed to cover the same work again. This very useful reinforcement ensured that by the end of the second lesson pupils had gained a good working knowledge and could apply the skill they had learned.
28. The mathematics co-ordinator has a good grasp of the subject and carries out a comprehensive analysis of results from the national and school-based tests. These collations of data provide very useful information on which to base lesson and subjects plans, as well as review the progress that individual and groups of pupils make. The subject is well led and all the efforts of teachers and support staff are concentrated on improving attainment.

96. **Science**

29. The National Curriculum test results at the end of Key Stage 2 in 1998 showed that attainment was above the national average and the average of similar schools. Low attainment at the end of Key Stage 2 was a key issue identified in the last inspection and there has been a significant improvement since then. The most recent results in 1999 indicate a further improvement in standards. Inspectors found that in the present Year 6 pupils are maintaining these above average standards. The end of Key Stage 1 teacher assessments for 1998 indicated that attainment was broadly in line with the national average. Results show that attainment was above average in life processes and materials and their properties and average in all other aspects. These results and those for higher achieving pupils were in line with the national figures and those for similar schools. The most recent assessments for 1999 are similar in standard. Inspectors found standards in Year 2 to be about average.
30. In their study of night and day, most pupils in Year 2 have a clear understanding of the characteristics of night giving stars, the moon and darkness as examples. In Year 2 pupils study the life cycle of a frog. They recognise that living things grow and reproduce and that they change with age. They recognise and name sources of light and make predictions about which devices work in different electrical circuits. They test their predictions. They learn to sort materials by properties such as bend and stretch and man made and natural. They discuss their work with confidence and are beginning to record their work in a variety of ways.
31. In the mixed aged classes for Years 3 and 4 pupils are encouraged to express their ideas and make predictions. This was evident when testing materials to determine whether they are transparent, reflective, translucent or opaque. Pupils use the terms appropriately and are beginning to understand the nature of

light when explaining the suitability of the materials for specific purposes. In Years 5 and 6 the pupils select the appropriate criteria for defining invertebrates. By careful observation they are able to classify the characteristics of the large snails, stick insects and mealworms they are studying. All pupils can define and identify invertebrates and vertebrates. They make good use of information and communication technology to aid their studies. They use appropriate language when talking about their investigations in small groups and as a class. During the two-year cycle the pupils in Year 6 have studied the skeleton and are able to name the major bones of the body. In their study of plants the more able pupils describe the process of photosynthesis accurately. They have sorted materials into solids, gases and liquids and use scientific terms to describe suspension, condensation and evaporation. They understand that sound in musical instruments, for example, is affected by materials and tension.

32. Pupils make satisfactory progress in Key Stage 1. They build on what they know, understand and can do. The practical investigation and experimentation they undertake enhances their work. In Key Stage 2 pupils make good progress supported by the good teaching they receive. This is supported by the emphasis the school gives to the experimental and investigative approach to science. Pupils with special educational needs are well supported in their learning and make very good progress.
33. Pupils' response to science is good throughout the school. They are well motivated, curious and interested learners. They work collaboratively in pairs to observe and in groups to present their findings. They are eager to make contributions to class discussions. They handle live creatures with gentleness and consideration. In Key Stage 2 these qualities are an improvement on the findings in the previous inspection. Their attention to detail and the presentation of their work does not reflect their level of knowledge and understanding. Often pupils pay more attention when they are involved in practical work.
34. The quality of teaching in Key Stage 1 is satisfactory with two out of three lessons being satisfactory and one unsatisfactory. In Key Stage 2 the teaching was never less than satisfactory and many lessons were taught well. Good features of teaching include the thorough knowledge and understanding of the subject the teachers have and the leading questions employed to assess and enhance the pupils' learning. Lessons are planned with clear lesson objectives with content, purpose and activities explicitly identified. There are high expectations, enhanced by the setting of intermediate targets to be achieved during the lesson. Relationships are very good. Good use is made of resources, including the school's environmental areas. Assessment opportunities are identified and the results are used to inform the pace of lessons and future planning. Teachers give pupils helpful advice about how they can improve their work. In the best lessons they reinforce what the pupils have learned by revising the teaching points for a few minutes both during and at the end of the lesson. Marking of pupils' work is good and reinforces the pupils' knowledge and understanding.
35. The co-ordinator provides very good leadership for the subject. There is a very clear understanding of the future development of the subject to continue the raising of scientific standards, particularly the proportion of higher attainers. Since the previous inspection the co-ordinator and the subject core group have introduced a new policy and scheme of work and systematic monitoring and evaluation of teachers' planning and assessment by the subject co-ordinator. This has enabled teachers to provide a consistent and well-focused approach to the teaching of science. The school effectiveness group monitors standards. Appropriate resources for pupils, including environmental areas, are used effectively.

103. **OTHER SUBJECTS OR COURSES**

103. **Art**

36. Pupils make sound progress overall in both key stages. By the time pupils leave the school at the age of eleven attainment is similar to that found in most schools.
37. By the age of seven pupils successfully use a variety of media and materials to express their ideas imaginatively. Their sketches show a good use of tone and they make sound use of three-dimensional work, for example when making models out of cardboard boxes. They work well with pastels and demonstrate satisfactory pencil control and attention to detail in their drawing.

38. At the beginning of Key Stage 2 pupils develop some good skills when using textiles and produce some pleasing finished designs. Their printing shows a good appreciation of design and colour and their painting is increasingly accurate and detailed. Some pupils use colour well in their paintings to provide atmosphere and interest to their work. By the end of the key stage pupils' batik work is detailed and sometimes vibrant in its use of colour and design. Their observational skills are sound and pupils choose resources, for example the correct size of brush, sensibly. They mix their own colours using powder paints to reproduce accurate shades of birds plumage. When working with clay pupils at the end of the key stage have not developed a clear understanding of the properties of the material and are unable to talk in any detail about their previous work with clay. As a result progress in this aspect of art is slow.
39. Pupils respond well to the subject. They enjoy using various equipment and materials, such as clay, and the vast majority handles them sensibly. Pupils' concentration is good. They are quiet and attentive when teachers are explaining tasks and they behave well throughout the lesson.
40. The quality of teaching is satisfactory. Teachers plan lessons carefully and provide pupils with clear instructions. They have a sound subject knowledge, which means that relevant teaching points are made during the lesson and pupils are given help and advice, when required. Resources are made readily available to pupils and classroom organisation is good, enabling pupils to work independently and at their own pace. When explanations are too detailed and take up a large part of the lesson many pupils forget the recommended sequence of activities and the pace of the lesson is slow. This means that pupils make slow progress. Teachers' control is good and they have good relationships with pupils, which results in high standards of behaviour during lessons. Teachers encourage pupils to keep a sketchbook, which they take with them through the school.
41. Standards on some areas have declined since the last inspection, when attainment was described as above average, although standards in some aspects, such as pastel work and batik remain high. The scheme of work has recently been amended and the time allocation for art has been reduced in response to other curriculum demands. It will, therefore, be difficult to maintain the previously high standards in all aspects of the subject. The new subject co-ordinator is enthusiastic and has made a good start in her new role joining a local art forum. She has carried out an audit of resources and manages her subject budget efficiently. Samples of pupils' work are scrutinised regularly and as a result of this planning is modified.

Design and Technology

42. Although it was not possible to observe any teaching of design and technology at Key Stage 1 and only two lessons at Key Stage 2, scrutiny of work and some display work indicate that progress in the subject is good.
43. The good progress made by the pupils is greatly assisted by the very clear objectives set by the teachers in their planning. The pupils know exactly what is expected of them but they can use their own initiative and imagination to achieve the targets set. For example, in lessons on 'books', the pupils clearly write out instructions needed to make a book, others approach the making of the cover well, using accurate measuring, cutting and construction techniques. The pupils also make good progress in their evaluation of the cultural features of the book. The motivational style of the teaching, the teachers' effective support of the pupils' learning, particularly when coming to terms with a difficult concept such as the book's cultural features, and the good use of the support staff make a very significant contribution to the good progress made. The pupils' ability to evaluate their work is greatly assisted by the good conclusions to the lessons made by the teachers.
44. Teachers talk effectively with the class about the targets that have or have not been achieved. Some of the pupils, particularly the higher attainers, show early indication of self-assessment of their work. Most pupils work both quietly and independently when appraising the book's features and these positive attitudes also greatly assists progress in the subject.
45. Many of the previously constructed models and artefacts show that good progress is made over time from the use of triangular card as a joining method, starting work with a simple rectangular structure in Key Stage 1, through to the construction of a relatively complete and accurately made wooden windmills in Year 6. The pupils show an increasing ability to cut and measure accurately, for example, in the construction of an extending arm and in some working cardboard cog systems. Higher attaining pupils are challenged, as part of their work at home, to produce effective windmills and to design a 'senses' garden. This they do very well. Good progress is also seen in their use of other materials, for example in the making of Tudor costume hats, which were worn by the pupils on a visit connected with their work in history. Other effective cross-curricular links are made, for example, the construction of a wheelbarrow as part of work on levers in science.
46. The subject is excellently led by the headteacher in her role as design and technology co-ordinator. She has drawn up a very good scheme of work, which clearly identifies subject coverage for each term, along with very clear and precise objectives for learning. As a result of this and the good teaching, the pupils have a good understanding of the design, making and evaluation process. Progress is very effectively monitored, through a sampling process of work, which is analysed against a range of criteria. This has led to a re-evaluation of the scheme of work, for example, the school is to extend work in Year 6 to include pneumatics and electrical control. There is a very effective system of assessment of the pupils' progress, which is also well supported by the opportunities given to the pupils to assess their own and each other's designs. Work in the subject is supported well by a good range of resources.

114. Geography

47. Judgements about progress in geography have been made through a small number of lesson observations, scrutiny of pupils' work and conversations with pupils and teachers.
48. Progress in Key Stage 1 is satisfactory. Progress is uneven in Key Stage 2 but, by the end of the key stage, pupils make satisfactory gains in knowledge, skills and understanding. Satisfactory rates of progress were reported in the last inspection. The pupils in Key Stage 1 are beginning to gain an understanding of the world in which they live. They understand that people living in India have different foods from themselves. They have an understanding that travel to India would take a long time. They are able to recognise the countries of the British Isles on a map. The pupils have an understanding of the symbols needed for their Daily Weather Record.

49. By the age of eleven all the pupils are able to identify the characteristics of the locality for example, land without hills or valleys, fenland and drainage channels. They are able to identify physical features such as urban landscapes. They are competent in using an Ordnance Survey map to determine a range of features and discuss, for example, why memorials are situated where they are. They use maps to identify differences in the physical features of Eyam and March.
50. In the three lessons observed two were satisfactory and one was unsatisfactory. Good planning supported the teaching in satisfactory lessons. Teaching was less effective when time management did not permit the learning outcomes for the lesson to be achieved. Teacher interventions were effective in maintaining the pupils' interest and in extending their geographical knowledge. The management of pupils and relationships within the classes were good.
51. The pupils are enthusiastic and have positive attitudes to geography. Pupils in Key Stage 1 join in discussions and make appropriate responses to their teacher's questions. This continues in Key Stage 2 where pupils concentrate well and persevere with their tasks. This is particularly so in practical activities.
52. The curriculum is very well planned, shows progression and is effectively assessed to provide evidence of progress and achievements. Resources are good and are extended by good use of the local environment and educational visits. The co-ordinator provides good leadership and monitors the subject through overseeing planning and guiding staff discussion. Provision for geography is under review due to changes in national requirements.

120. **History**

53. The subject was not timetabled during the period of the inspection. However, evidence was gathered from discussions with teachers and pupils, scrutiny of previous work and an examination of planning and assessment documents.
54. The evidence indicates that the pupils make satisfactory progress through the school in acquiring knowledge about the past, the same judgement as the last inspection. They also develop sound ideas on how historical evidence can be used to extend understanding of life in and events from previous generations. Pupils with special educational needs also made satisfactory progress as a result of work, which is suitably prepared for them.
55. The Key Stage 1 pupils show an understanding that many aspects of life were very different in the past from their own experiences. For example, they write effectively about what 'workday' would have meant to their grand or great grand parents. They also show a sound understanding of the development of transport and draw accurate pictures of, for example, penny-farthing bicycles. They use discussions and interviews with grandparents well in extending their appreciation of how memories can help them to understand historical events and developments.
56. Pupils in Key Stage 2 effectively use pictures from the late Victorian period to make deductions about the similarities and differences in the lives of poor and rich families. Higher attaining pupils make good progress, for example, in their ability to comment on the lives of women in both Roman and Victorian times. They contrast very effectively life then with the present day. Most pupils have an appropriate understanding of significant historical periods, for example, the Tudors, Vikings and ancient Egypt. A group of Year 6 pupils put into an historical sequence, with reasonable accuracy, a range of historical events and periods. They demonstrate sound progress in developing a sense of chronology. Their sense of time is less well developed but they show obvious enjoyment and interest in talking about history.
57. The teachers' planning is good. They build well upon a good scheme of work, which clearly identifies what the children are to learn. Very clear objectives are set for the lessons or series of lessons and the pupils' progress is assessed excellently. This exceptionally effective planning and assessment assured the curriculum is modified when necessary and that there is progress and continuity in the learning of the pupils. The subject is very well led by the co-ordinator, who monitors the teaching, subject development and resources needs very effectively. She has a clear view of the subject's direction and this has a very positive impact upon the progress that pupils make.

125. **Information Technology**

58. Pupils make satisfactory progress in Key Stage 1 and by the age of seven attainment is average. In Key Stage 2 the pupils make good progress and by the age of 11 attainment is above the national expectation. This is an improvement on the previous inspection.
59. In Key Stage 1 all pupils are able to communicate their ideas by assembling text using a word processing program. They use the keyboard to carry out operations with the shift, delete, direction, return and space bar keys. More able pupils are able to make corrections to text with familiarity.
60. By the age of eleven all pupils are competent in loading programs and selecting an appropriate format. They know how to reset and reboot their computers. Pupils use the mouse and keyboard with assurance and are confident in their use of a range of software including spreadsheets, painting programs and CD-ROMs. They explained accurately how to compose and send messages via e-mail and how to access the Internet. They amend, edit and cut and paste text. Many organise, improve and present information for specific purposes, such as data collection and analysis, word processing or art work, to present it clearly to others. Using PowerPoint they compose a slide presentation in pairs. They have produced backgrounds for their slides and have employed text and photographs by using a scanner. Pupils are very keen to use the school's new digital camera. Higher attaining pupils are in the process of designing website pages in collaboration with Pollington's Farm with support from Fenweb. They are also designing pages for a school website.
61. Information and communication technology is used very well to enhance attainment across all subjects of the curriculum. For example in Year 6 the pupils were engaged in group work to finish a poem on screen whilst the second group were changing the text to provide onomatopoeia, connectives and more suitable vocabulary. They are using CD-ROM and the Internet to access information for their study of invertebrates in science.
62. Overall, progress is good. Although the school has had computers for some years, most of the computers were old. The acquisition of up-to-date computers in the computer suite is relatively recent. Teachers and pupils, with the very good support of the subject co-ordinator, have rapidly acquired the skills and knowledge required to use the new computers and software effectively across the curriculum. The computer suite allows the teachers the opportunity to teach specific skills which pupils can immediately apply. This is reflected in classroom teaching in Key Stage 1. The teachers' knowledge of the new information and communication technology curriculum requirements allows them to plan these into their work. They allow pupils to use their initiative and experiment with software. This enables the pupils to make good progress in skills and confidence.
63. Attitudes are good. Pupils share resources and assist one another when working in pairs both in lessons and in their computer club. They listen attentively to the instructions given by the teacher so that they take on new knowledge quickly. They concentrate and remain on task for extended periods of time, persevering even when the Internet is slow in responding. Behaviour is good.
64. Teaching is good, with two-fifths of lessons being very good; no lessons are unsatisfactory. Teachers have a good subject knowledge that they are extending through their own adult computer club provided by the co-ordinator. Lessons are very well planned. Teachers identify specific skills pupils are to learn and apply, building well on those they have learned previously. Good links are made with other subjects such as literacy, numeracy, science, history, geography and art. Expectations are high as teachers set tasks that challenge the pupils to apply their new skills.
65. Management of information and communication technology is very good. The co-ordinator has worked hard to produce a scheme of work for the new academic year. There is an excellent programme for the assessment of pupils' attainment that provides the teacher with useful information to prepare future lessons and to inform parents of progress. Monitoring activities undertaken by the co-ordinator include observing lessons, assisting planning and supporting teachers.

66. Resources are very good in the computer suite. There are plans to replace ageing computers and to increase the number of computers in other parts of the school.

134. **Music**

1. Only one music lesson was observed during the inspection, although singing in assemblies and discussion with the pupils indicates that there is an appropriate range of music taught throughout the school. The school uses a commercial scheme of work to support the curriculum, and recorded music is used effectively to support learning. Pupils learn the correct vocabulary for rhythm and pitch and listen to and discuss their response to a variety of music by composers of different times and places. They sing tunefully and enthusiastically.
2. The school has a very good range of extra-curricular music. Peripatetic teachers provide brass, violin and cello tuition. An advisory music teacher trains the school choir. Her very high expectations and her expertise enable the choir to perform to a high standard. After only two weeks the choir performed an unaccompanied two-part song and a two-part song with a complex piano accompaniment that did not support the melody line of the music. They are tuneful, rhythmical and sensitive to the dynamics and phrasing of the music. Pupils have the opportunity to play the recorder from the time they start school. The recorder ensemble, consisting of tenor and descant recorders produces high levels of performance. All performers are confident and are conscientious about watching and responding to the conductor.
3. The choir and recorder groups perform in the Peterborough Music Festival and have a well-deserved reputation for high standards. There is a Christmas concert in the church and an Annual Summer music concert. The headteacher co-ordinates the subject at present, but a teacher who is new to the school this year will take over the role next September. The school has recognised the need to spread the high quality of the extra-curricular provision to the whole school and will implement the government guidance on the subject when it is published later in the year.

137. **Physical Education**

1. In Key Stage 1 and Key Stage 2 progress in physical education is satisfactory. This is the same as the last inspection. In Key Stage 1 pupils throw a ball accurately over a short distance and catch it when returned. They develop good body control when moving in large spaces and when devising sequences of movements in a defined space as evidenced during the practice for their Jack-in-the-box dance.
2. There is uneven progress during Key Stage 2 but it is satisfactory by the end of the key stage. In dance, Year 6 pupils constructed a sequence of movements based on level arm and leg movements performed to machine music. They made progress in performing and developing the sequence of movements. In discussion, they show an understanding of the need for warm-up and cool down exercises. Most of the pupils swim, unaided, competently and safely for a distance of 25 metres by the end of the key stage.
3. Teaching was observed in four lessons with a half being satisfactory and one being good. Good knowledge and understanding was shown in the planning and structure of the lessons. Teacher interventions made good use of praise and encouragement as well as good advice to improve performance. The use of pupils was effective in aiding this process.
4. The pupils show very positive attitudes to physical education and take part in the many activities with enthusiasm. This was less evident with the older boys during their dance lessons. Pupils listen carefully and work safely. They respond well to the challenges they are set and show a keenness to improve. They work well together, are appreciative of other pupils' achievements and enjoy good relationships with their peers and teachers.
5. The co-ordinator manages the subject effectively. There is a useful scheme of work that ensures that all pupils have equal access to a full range of activities. The pupils gain from the wide range of activities provided for them. The provision of extra-curricular activities is wide ranging and good. The school takes part successfully in competitive sports meetings with other schools in the area.

142. **Religious education**

6. During the course of the inspection only one lesson was seen. Judgements are based on this lesson, a scrutiny of pupils' work, discussions with pupils and teachers' planning. By the time pupils leave the school at the age of eleven standards are in line with the expectations outlined in the locally agreed syllabus. Standards have been successfully maintained since the last inspection.
7. By the age of seven pupils understand the rituals surrounding important events in religious life, such as baptism and are beginning to understand the impact of religion on peoples' lives. As they progress through the school they gain a sound understanding of events from the Old and New Testament and identify important sites in Israel, for example the Dead Sea. Pupils at the beginning of Key Stage 2 have a limited knowledge of symbols, for example the use of wine in Christianity, although they are beginning to develop a sound understanding of the importance of prayer and the use of the cross in Christianity. By the age of eleven pupils have a sound understanding of some of the rituals of other faiths. They talk knowledgeably about the differences between Christian and Muslim marriages and show real interest in this subject. They are confident to express their own opinions and are very willing to listen to the views of others. When talking about The Creation they freely discuss their own thoughts and are aware of other points of view, for example the "Big bang theory". They have good discussion skills. However, some of the written recording in both key stages is of poor quality in their theme books
8. Pupils' response is good. They are interested in the subject and enjoy discussing the new knowledge, which they have gained and presenting their own views of events. In the lesson observed pupils settled quickly and listened attentively to the teacher. Relationships in lessons and between individuals in discussion are good. They are attentive to one another's opinions and respectful of them.
9. Not enough evidence of teaching was seen to form an overall judgement. The one lesson seen was well planned and pupils had a clear understanding of what they were going to learn. Appropriate resources were made readily available to pupils in order to improve their understanding. Classroom organisation was good and enabled pupils to take part in discussions easily. The teachers' classroom management was good, although there was a tendency to over control pupils during the discussion time, perhaps because inspectors were in the room! Evidence from teachers' planning and the lesson observed show that their subject knowledge is sound.
10. The co-ordinator is responsible for ensuring that resources are purchased and maintained in good order and she carries out this task well. The school has obtained some good resources, including artefacts, which effectively reinforce pupils' learning. They are displayed to good effect around the school. The co-ordinator monitors teachers' planning to ensure conformity with the locally agreed syllabus. She also collects samples of pupils' work to monitor standards and provides written feedback to staff. Mark folders are kept for all pupils and progress is recorded against learning objectives in these folders. Pupils' understanding of the subject is successfully enhanced through visits to various places, such as a Sikh temple, and through assemblies and personal, social and health education.

147. **PART C: INSPECTION DATA**

147. **SUMMARY OF INSPECTION EVIDENCE**

11. The school was inspected by a team of six inspectors who, over a period of four days, completed a total of 20 inspection days.

12. Inspectors visited classes, talked with individuals and groups of pupils and evaluated the work they had done. A total of 70.35 hours (64 observations) was spent on these activities. In addition, interviews and discussions were held with the headteacher, teachers with curriculum responsibilities, ancillary staff and members of the governing body totalling 31.92 hours.

13. The inspection included:

- inspecting pupils' written and practical work in all classes, representing low, average and high attaining pupils;
- scrutinising subject work books;
- listening to the reading of a sample of pupils, selected as representative of the range of ability in each class;
- tracking the progress of pupils with special educational needs;
- monitoring pupils' behaviour in and around the school;
- analysing records and reports of pupils' progress;
- inspecting registers and attendance at assemblies;
- scrutinising of the school development plan, curricular and other policies, minutes of governing body meetings and details of the budget;

and an analysis of the 54 responses (18.6 per cent) made by parents to the questionnaire. These, together with the views expressed by 18 parents at the pre-inspection meeting, were taken into account.

- **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	378	8	124	41

- **Teachers and classes**

- **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	14
Number of pupils per qualified teacher:	26

- **Education support staff (YR – Y6)**

Total number of education support staff:	16
Total aggregate hours worked each week:	251.5
Average class size:	29

- **Financial data**

Financial year:	1999
	£
Total Income	532582
Total Expenditure	547199
Expenditure per pupil	1478.92
Balance brought forward from previous year	26681
Balance carried forward to next year	12064

- **PARENTAL SURVEY**

Number of questionnaires sent out: 290

Number of questionnaires returned: 54

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	45	53	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	55	43	0	2	0
The school handles complaints from parents well	23	42	23	4	0
The school gives me a clear understanding of what is taught	26	62	4	6	0
The school keeps me well informed about my child(ren)'s progress	34	58	4	2	0
The school enables my child(ren) to achieve a good standard of work	36	51	4	4	0
The school encourages children to get involved in more than just their daily lessons	28	49	19	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	38	49	8	6	0
The school's values and attitudes have a positive effect on my child(ren)	40	53	6	0	0
The school achieves high standards of good behaviour	30	57	13	0	0
My child(ren) like(s) school	60	38	2	0	0