

# **INSPECTION REPORT**

## **HARSTON & NEWTON PRIMARY SCHOOL**

Harston, Cambridge

LEA area: Cambridgeshire

Unique reference number: 110612

Headteacher: Mrs M Barrett

Reporting inspector: Mrs J Walker  
25461

Dates of inspection: 27<sup>th</sup> March – 30<sup>th</sup> March 2000

Inspection number: 189898

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	High Street Harston Cambridge
Postcode:	CB2 5PX
Telephone number:	01223 870345
Fax number:	01223 870345
Appropriate authority:	The Local Education Authority
Name of chair of governors:	Mrs Anne Cowan
Date of previous inspection:	22 <sup>nd</sup> October 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Joan Walker	Registered inspector	Under Fives, English, Art, History	Summary; How well are pupils taught?  What should the school do to improve further?
Catherine Fish	Lay inspector	Equal Opportunities	Pupils' attitudes, values and personal development;  How good are the curricular and other opportunities offered to pupils?  How well does the school work in partnership with parents?
Paul Whittaker	Team inspector	Mathematics, Design and Technology, Geography, Physical Education, Special Educational Needs	How well does the school care for its pupils?
Susan Metcalfe	Team inspector	Science, Information Communication Technology, Music, Religious Education	The school's results and achievements;  How well is the school led and managed?

The inspection contractor was:

Quality Assurance Consultants  
The Hucclecote Centre  
Churchdown Lane  
Hucclecote  
Gloucester  
GL3 3QN

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33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6 – 10</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11 – 14</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14 – 16</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>17 – 18</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>19</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>19 – 20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20 – 22</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24 – 27</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>28 – 44</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Harston and Newton Primary School is situated in the village of Harston, five miles from Cambridge. The catchment also includes Newton village, one and a half miles away, from which there is a school bus to transport pupils. There are 143 pupils on roll, which is smaller in size compared with schools nationally. The average class size is 29. A high proportion of children, who are admitted in the autumn term in the year in which they are five, have had playgroup experience, usually with the playgroup 'Kiddiwinks' situated on site. There are very good links with the community.

The school is unusual, in that whilst on one site, it is made up of three buildings. The Key Stage 1 block was built in the 1950s and the hall added in the 1960s. The Key Stage 2 building, built in 1877, is the original school. The 'mobile' houses the playgroup in the morning and, from 3.20pm, the play scheme where pupils are cared for until 5.45pm. The grounds are extensive and include a large playing field, football pitches, athletics tracks, open-air swimming pool and a wooded area.

The school has identified twenty nine pupils on its register of special educational needs, which is below the national average. There is one pupil with a Statement of Special Educational Need and another Statement is pending. Generally, around ten per cent of pupils have free schools meals, which is below the national average. Four per cent of pupils are from different ethnic backgrounds. Just over two per cent of pupils have English as an additional language.

There is some mobility of pupils in Key Stage 1, but more so in Key Stage 2. Of the twenty four pupils who left the school aged eleven at the end of the 1999 school year, nine were new into the school during Key Stage 2 and a further six children from the original Key Stage 1 cohort left, making a difference of fifteen pupils. This makes it difficult to compare test results and progress of Key Stage 1 pupils when they reach the end of Key Stage 2. This year there will again be a difference of fifteen pupils between the end of Key Stages 1 and 2 in a cohort of twenty pupils.

The attainment of the four-year-olds when they start school is below the county average. In autumn 1999 in the eight categories assessed by the Cambridgeshire LEA baseline test, over half the pupils in all categories were scoring below fifty per cent. Pupils' attainment on entry in reading and writing is above expectations of children of a similar age, in speaking and listening they are in line but in number work they are below expectations. Pupils' attainment in personal and social skills is well below that expected for pupils of a similar age.

### **HOW GOOD THE SCHOOL IS**

This is a very effective school. Taking into consideration the below average ability of children when they enter school, pupils achieve good standards in both key stages in most aspects of their education. The headteacher, staff and governors work well together to improve the school and raise standards. The strengths of the school greatly outweigh the weaknesses. The school gives very good value for money.

#### **What the school does well**

- The quality of leadership and management is very good.
- Overall teaching is good and at Key Stage 2 is very good.
- Overall learning is good and at Key Stage 2 is very good.
- Overall standards of work seen are good and pupils achieve well.
- Pupils' attitudes, behaviour and relationships are very good.
- The provision for moral and social development is very good.
- There is excellent provision and teaching of music.
- The strategies for teaching the skills of numeracy are good and those for literacy are very good.
- The provision for pupils with special educational needs and the progress they make are very good.
- The procedures for child protection and for ensuring the welfare of pupils are very good.
- There are very good links with the community.

#### **What could be improved**

- Provision for cultural development needs to be broadened.
- The quality of the accommodation is not impacting positively upon standards.
- Improve the standards in mathematics.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1996. The developments made since then have been effective in addressing fully all key issues. The school development plan is fully implemented and used to guide the school forward; it is costed and prioritised. Schemes of work have been developed in design and technology, information communication technology, geography and art and have improved the continuity and progression of pupils' learning. Teachers' short-term planning now includes good procedures for the systematic and accurate assessment of pupils' progress. Overall improvements since the last inspection are good and capacity for further development is good.

## STANDARDS

The tables show the standards achieved by 7 and 11 year olds based on National Curriculum test results.

### 7 year old results

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	A	A	A	C
Writing	A	A	A	C
Mathematics	C	B	B	C

### 11 year old results

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	C	B	B
mathematics	B	C	E	E
science	A	B	C	C

### Key

well above average    A  
 above average        B  
 average                C  
 below average        D  
 well below average   E

As reported in the previous inspection report of 1996, children enter the school with above the national average in language and social skills. Most, however, are unable to read or to form any letters and have little idea of number or their value. On entry to the school in September 1999 children had above the national expectations in reading and writing skills, average speaking and listening skills and little idea of numbers or their value, while their attainment in personal and social skills are well below those expected for pupils of a similar age. Children begin school in the year in which they are five. By the end of their first year, many have achieved the national Early Learning Goals (ELGs). At seven years of age national tests in English and mathematics results for 1999 show that pupils, in comparison with all schools, achieve well above average in reading and writing and above average in mathematics. By the age of eleven, standards in English are above average, science average and mathematics well below average when compared with all and similar schools.

Results over time, at Key Stage 1, when compared with national averages show that the school is maintaining the same high standards. At Key Stage 2 results, when compared with national averages based on average National Curriculum points, show that, across all subjects the performance of pupils was above the national average. The work pupils were doing during the inspection at Key Stage 1 confirm similar standards to those with all schools. The inspection findings for Key Stage 2 are not in line with the national test results of 1999 for mathematics and science. Results over the past four years show science is well above the national average and mathematics is close to the national average. The school analyses results thoroughly, not least the constantly changing cohort for 1999. For example, there were five pupils eligible for free school meals, which was twenty one per cent of the cohort, two pupils absent for the mathematics test who were expected to achieve Level 4. One pupil was absent for the science test also expected to reach Level 4. Two pupils at Stage 4 on the special needs register (SEN) were not entered for mathematics or English. Also another six pupils were on the register (SEN) at Stages 1 and 2. In the light of this information the school feels good results were achieved. From the findings of this report, the make-up of the present cohort, and the target setting of pupils' particular weaknesses in past science and mathematics tests, the impact of the numeracy strategy and the very good teaching at Key Stage 2 this inspection finds that pupils' have achieved standards above national expectations in English and science; in mathematics standards that are in line.

*Early Learning Goals includes pupils' knowledge and understanding of the world, mathematics, English, physical education, personal and social development and creative development.*

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to the school are very good. Pupils enjoy going to school and are eager to be involved in all the school has to offer.
Behaviour, in and out of classrooms	Behaviour, in and out of classrooms, is very good. Pupils help to draw up classroom expectations and other rules, and abide by them.
Personal development and relationships	Personal development is good. Relationships across the whole school community are very good. Pupils work and play together very well.
Attendance	Good. Unauthorised absence is below the national average.

Pupils have extremely good attitudes and are very keen to learn. Their behaviour is very good.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Very good

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

The school has successfully implemented the national numeracy and literacy strategies. In ninety six per cent of lessons teaching was judged to be satisfactory or better, forty one per cent good, twenty four per cent very good and eleven per cent excellent. The teaching of literacy is very good in both key stages and the teaching of the national numeracy strategy is good in both key stages. When teaching is very good or excellent, teachers are enthusiastic and make learning objectives extremely clear to all pupils at the beginning of lessons and, at the end, discuss fully whether or not objectives have been met and what is needed to make further improvements. Tasks to support these objectives are challenging and ensure that pupils are well motivated and make good progress. Teaching is less effective when the pace of lessons is too slow, pupils are not managed well and they fail to acquire sufficient new knowledge or skills. The school ensures that all pupils have equal access to the curriculum and that it is appropriate to their individual needs.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced, and meets the needs of all pupils.
Provision for pupils with special educational needs	Provision is very good and pupils make very good progress.
Provision for pupils' personal, development including spiritual, moral, social and cultural development	Good overall. Provision for personal and spiritual development is good; for moral and social development it is very good. Cultural development, whilst satisfactory, now needs to be broadened.
How well the school cares for its pupils	Procedures for child protection and for ensuring the welfare of pupils are very good. The parents' views of the school are very positive. Many parents are willing to be involved with the day-to-day running and working of the school. The parent-teacher association is very active and raises large sums of money to help further the work of the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	School is very well led and managed by the headteacher, the deputy headteacher and governing body. Headteacher provides very effective professional leadership and management. The headteacher and deputy headteacher have a clear and shared vision for the school and provide good professional role models for other staff.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory roles effectively, supporting and working well with the headteacher in shaping the educational direction of the school, having a shared commitment to improvement by monitoring and evaluating the school's performance towards meeting set targets.
The school's evaluation of its performance	The school has a very good view of its work. Performance is well monitored and evaluated. Results of tests are well analysed for strengths and weaknesses.
The strategic use of resources	Good use is made of resources by all staff: time, material resources and the building. Learning support staff are used to good effect.
Value for money	The quality of education is good and very good in Key Stage 2, standards are good and financial resources used very effectively. The extent to which the principles of best value are applied in the management of resources is excellent. The school gives very good value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Parents feel comfortable about approaching the school with questions or problems.</li><li>• The school expects my child to work hard and achieve his or her best.</li><li>• The school is helping my child become mature and responsible.</li><li>• Children are making good progress.</li><li>• The school is well led and managed.</li><li>• Teaching is good.</li><li>• Behaviour in the school is good.</li></ul>	<ul style="list-style-type: none"><li>• Some parents felt the school did not give the right amount of homework.</li><li>• A small minority of parents felt the school did not keep them well informed about how their child was progressing.</li></ul>

The inspectors support the positive comments of the parents. Regarding the concern over homework, the school took part in an OFSTED project into effective school homework policies. As a result, the school was included in the DFEE document – 'Homework:Guidelines for Primary Schools'. The team found the homework given to pupils was mainly in line with national recommendations and the Homework:Guidelines for Primary Schools. The school takes every opportunity for parents to be kept well informed. There are regular numbered newsletters and curriculum information letters. Also, there are regular formal and informal opportunities to talk to teachers.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Children enter school with standards below the average for the local education authority according to the baseline assessments. In comparison to national levels pupils' attainment in reading and writing is above the national average, speaking and listening in line and in number below. Pupils' personal and social skills are well below those expected for pupils of a similar age. However, they make good progress during their foundation year and enter Key Stage 1 having achieved good standards, especially in English and mathematics. More than half the children exceed the national Early Learning Goals (ELGs) for children in their early years.

2. By the end of Key Stage 1 the results for seven year olds in the national tests in 1999 show pupils achieve standards that are well above the national average in reading and writing and broadly in line in mathematics and science overall. When compared with similar schools results for all subjects are broadly in line.

3. At the end of Key Stage 2 in the 1999 national tests pupils attained levels that were close to the national average in English and science but below in mathematics. However, because of the constantly changing cohort of pupils' it is impossible to compare the results at Key Stage 1 with those of Key Stage 2. In some years within the school across Key Stage 2 four-fifths of the cohort has changed from those who took the tests at Key Stage 1. Progress across the key stage and over time is thus difficult to ascertain with any certainty. In comparison with similar schools, results show standards in English are above, science broadly in line and mathematics well below the national average.

4. At Key Stage 1 a comparison between the standards reached during the inspection in 1999 with those in the previous inspection of 1996 for reading, writing and mathematics show standards are rising over time. However, in Key Stage 2 there is a significant fall in the National Curriculum levels measured by the national tests between the last inspection and the present, with those at the time of the previous inspection showing English and mathematics well above and with science in line with national averages. Evidence from this inspection is not in line with national test results and this discrepancy is mainly due to the constantly changing cohort. For example, in 1999 there is a difference of fifteen pupils between the end of Key Stage 1 and 2 in a total cohort of twenty-four pupils. In the tests for science and English one pupil was absent and in mathematics two pupils were absent both of whom were expected to achieve at least Level 4 in all subjects. When the cohort is small each pupil's result has a significant impact on the percentage of pupils attaining a particular level and therefore how closely the school matches the national average. In addition to the absentee pupils two pupils were unable to sit mathematics and English because they were at Stage 3 and 4 on the special needs register. Overall the results were as good as or better than the school expected taking into account the varied make up of the cohort. The school was disappointed that no pupils achieved Level 5 in mathematics. After very careful analysis of results three pupils came within two or three marks of achieving this level. Findings from this inspection indicate an improvement on the results of 1999 national tests. Pupils are achieving standards above national expectations in English and science and in mathematics standards are in line. Results over time show that in English and science the trend is well above and in mathematics close to the national average.

## **English, mathematics and science.**

### English

5. In 1999, national assessment tests indicated that at Key Stage 1 standards were in line with those of similar schools. There was no significant difference between the results of boy and girls; both were above the national average. Inspection evidence shows that currently standards in English at the end of Key Stage 1 are well above the national average. Pupils make good progress through the key stage in all aspects of English.

6. In the 1999 Key Stage 2 national assessment tests, the percentage of pupils achieving the expected level were above the national average for all and for similar schools. Inspection evidence shows that standards are above national expectations and progress is good. Pupils continue to make good progress in all aspects of English.

### Literacy throughout the school

7. Children under five develop their language through role-play. They use simple but good sentence structure. In Key Stage 1 pupils use good technical vocabulary, for example, in science and mathematics. They are willing to express their feelings in class discussions with growing confidence. In Key Stage 2 pupils pay good attention to the use of specialist vocabulary in English, science and mathematics. As they progress through the school pupils become more confident and are able to express their opinions and make good contributions to class discussions.

### Mathematics

8. In 1999 national tests in mathematics at Key Stage 1 the percentage of pupils reaching the bench mark Level 2 and above was higher than the national average for all schools, and in line when compared with similar schools. The percentage of pupils reaching Level 3 was well above the national average. Currently, inspection evidence shows a general standard of work in line with that expected for pupils' of a similar age. In number work, standards exceed expectations.

9. In 1999 national tests in mathematics at Key Stage 2 the percentage of pupils achieving the expected Level 4 was well below the national average when compared with all and with similar schools. The percentage of pupils reaching the higher Level 5 was very low in comparison with the national average. Inspection evidence indicates that generally standards are improving and are in line with the national average and above in number.

### Numeracy throughout the school

10. Children under five develop their numeracy skills very well through singing number songs and reciting rhymes. Pupils make good progress in using mathematical skills throughout both key stages and in other areas of the curriculum for example, in science when pupils complete tables for recording their results.

### Science

11. The 1999 teachers' assessments for pupils at the end of Key Stage 1 indicate that attainment is above the national expectations overall with the percentage of pupils attaining the higher level being well above the national average. At the time of the previous inspection pupils' attainment was in line with nationally expected levels. Standards

observed in lessons suggest that pupils currently attain standards in line with national expectations. For example pupils can consider variables for constructing a fair test in work on materials when looking at reversible changes involving jelly.

12. In 1999 national tests in science at Key Stage 2 the percentage of pupils achieving the expected Level 4 was close to the national average. Similar results were achieved for higher-attaining pupils i.e. close to the national average. For instance, pupils studying forces were able to change aspects of their experiments such as height and speed in order to give more accurate results. Pupils make good progress across both key stages.

#### Other subjects

13. Standards in information communication technology (ICT), geography and religious education are in line with expectations at the end of both key stages. Standards in music across both key stages are well above those expected for pupils of similar ages. Pupils in both key stages are achieving standards that are appropriate for their age in art, design and technology, and history. Standards in physical education for pupils of similar age are above national expectations at Key Stage 1 and in line at Key Stage 2.

14. Pupils with special educational needs (SEN) make very good progress and they achieve very well in relation to the targets specifically set in their individual education plans. The close monitoring of pupils, the very good specialist support they receive and the carefully structured work effectively ensure that they make good gains in knowledge, skills and understanding. For instance, pupils who have moderate learning difficulties progress very well with their spellings, reading and language comprehension in literacy.

15. Realistic but achievable targets have been set for English, mathematics and science in both key stages and are included in the school's improvement programme. Results are monitored and evaluated regularly.

#### **Pupils' attitudes, values and personal development**

16. Pupils' attitudes to school are very good overall and show an improvement since the previous report. They are very enthusiastic about school and enjoy coming. This is reflected in the very positive way in which they approach all the school has to offer them. In lessons, pupils' attitudes to learning are never less than satisfactory and for the most part are very good, improving as they move through the school. From when they enter the school at under five years of age children begin to develop good concentration skills and focus on and engage in the tasks offered. In a mixed under-fives and Year 1 class, pupils sat enthralled whilst a mum with a very young baby talked with them about the baby's needs. They concentrated throughout the session and listened carefully to what they were told. Pupils' ability to concentrate over periods of time is sustained as they progress up the school. For example, in a Year 5 mathematics lesson, pupils worked individually very well. Pupils listen well to the teacher and increasingly to each other. Again, this skill develops as they move up the school; they are able to work unsupervised when necessary and can wait patiently if the teacher is talking to other pupils. They approach new topics and experiences with high levels of enthusiasm.

17. Behaviour in and out of the classroom is, overall, very good, just as it was at the time of the previous inspection. In most lessons, pupils behave very well and this is generally in response to the high quality teaching, which keeps them on task. Pupils are polite to each other and to visitors; they are very willing to show visitors the way and to engage in conversation. They show high levels of respect for property for example, musical

instruments are left in the hall without any fear of intentional harm coming to them. There is very little litter and no graffiti in school and the extensive grounds are enjoyed and respected by the pupils. Teachers and pupils discuss classroom expectations at the start of each year. These are signed by the whole class and displayed on the wall; because pupils have been involved in their drawing-up, they are familiar with them and try hard to rise to them. The whole school was recently involved in producing rules to govern the playing of football outside. These rules are based on fair play and the involvement of everyone; they are well observed during games. Rules are discussed, if necessary in assemblies and in class discussions. Behaviour outside the classroom is very good. Pupils are aware of each other in the playground and understand the need for safe play. No incidents of bullying or harassment were observed during the inspection; any brought to the attention of staff are dealt with promptly and efficiently. Pupils are confident in approaching staff with any concerns. The school has not excluded any pupil since the last inspection.

18. Pupils show good personal development. They enjoy taking part in the day-to-day routines of the school, such as ringing bells and collecting and delivering the registers. Older pupils are responsible for collecting the lunch boxes and taking them to and from the hall and for taking the register for the school bus and after-school clubs. Pupils are responsible during assemblies for the music and the operation of the overhead projector. The development of pupils' independent learning skills through the use of books and computers is hampered to some extent by the siting of the library, which is both a thoroughway to classrooms and an area used to support pupils with special educational needs. In lessons, pupils work well in pairs and in small groups, and support each other through helpful evaluations of their work. For example, in a Year 4 physical education lesson pupils made thoughtful comments about each other's work and used their initiative to devise their own displays.

19. As in the last report, relationships across the whole community are very good. Pupils relate well to each other and to the adults within school. Pupils of all ages mix well together, older pupils showing a good deal of care for younger pupils. Older pupils respect each other's points of view, even when they do not agree with them. They listen to what others have to say about their work and then strive to improve and develop. As they mature, pupils are beginning to realise that their actions have consequences. They are given good opportunities to discuss any difficulties over behaviour, if necessary.

20. Attendance at school is good. There are few unauthorised absences and these are followed up regularly, with the involvement of the educational welfare officer, if necessary. The headteacher monitors registers every half term.

## **HOW WELL ARE PUPILS TAUGHT?**

21. The overall quality of teaching is good. At Key Stage 1 it is good and at Key Stage 2 it is very good and, at times excellent. The quality of the teaching for the under-fives is good. Teaching is at least satisfactory or better in ninety six per cent of all lessons, with forty one per cent good, twenty four per cent very good, and eleven per cent excellent. This is an improvement since the last inspection. Some excellent teaching was observed in an English lesson at Key Stage 2 and in the majority of music lessons teaching was excellent. The provision and teaching of music is a strength of the school. The teaching of literacy is very good in both key stages and the teaching of numeracy is good in both key stages. Where pupils with special needs work with learning support assistants and the special needs teacher, the quality of teaching is good. The school meets very well the needs of pupils with special educational needs. There is high quality liaison between the special needs co-ordinator, the support teacher and the class teachers, and there is

appropriately detailed and focussed planning. This finding is in line with that at the time of the last inspection which reported that tasks set were well matched to the needs of the pupils. Learning support assistants provide the right blend of support and challenge to the pupils and, with clearly defined targets, the pupils achieve very well. For example, significant improvements are made in pupils' reading and word recognition through the skilful deployment of phonological awareness training. In the literacy hour, for example, teacher's questions are carefully directed so that all pupils can join in discussions, and group tasks are set which closely match the interests and abilities of the pupils, this is particularly so in classes at the end of Key Stage 2. The higher-attaining pupils are frequently set extension activities or more challenging tasks.

22. In all classes, good teaching takes place. When teaching is good there are very high expectations of work and behaviour and this makes a significant contribution to standards and progress. However, if teachers were to identify and share aspects of the good teaching seen in some mathematics lessons this would improve standards. Teachers' knowledge and understanding of the National Curriculum are good for all subjects in Key Stage 1 and very good in Key Stage 2. All teachers have very good understanding of the literacy strategy and in numeracy it is good. Planning is good with clear reference to the National Curriculum programmes of study, and all teachers plan work together carefully to ensure continuity and progression across the mixed-aged classes. Assessment of pupils' progress is continuous with much specific feedback to pupils to help them improve their performance. Work is always marked and constructive comments are recorded. Frequently learning targets are set for future improvement.

23. The quality of teaching for the under-fives is good. It is at least satisfactory or better in all lessons and in eighty four per cent it is good. The teacher's planning of the areas of learning to meet the national Early Learning Goals is good. Her knowledge and understanding of the ELGs and expectations are good. The good teaching has a positive impact on pupils' learning and progress. Most children, by the time they reach five, have achieved the ELGs in all areas despite coming into school with below average attainments, compared with other children of similar age in the county.

24. The overall quality of teaching in Key Stage 1 is good. It is at least satisfactory or better in ninety six per cent of lessons, and in forty eight per cent it is good, with seventeen per cent very good. Generally, teachers have high expectations of what pupils can achieve and have good knowledge of the National Curriculum. They set appropriate activities to meet the needs of all pupils, and lessons move at a good pace. In the very best lesson the teacher's introduction and the learning objectives were very clear and shared with the pupils. The pace was very brisk and punchy, time and resources were used to very good advantage and pupils were interested and well motivated to succeed in the tasks set. The excellent teaching had a very good impact on the pupils' learning and progress during this music lesson. In good lessons the teachers' introduction and sharing of learning intentions and management of pupils was good. The teaching in these lessons had a good impact on pupils' achievements and progress. In less effective lessons it was usually the management of pupils and classroom organisation that stopped the teaching from being sound.

25. In Key Stage 2, the quality of teaching is very good and, at times, excellent. It was at least satisfactory or better in ninety seven per cent of lessons, with thirty four per cent good, twenty seven per cent very good and twenty one per cent excellent. In the very best lessons, planning is very secure with exceptionally clear learning objectives shared with the pupils. The pace of the lesson is extremely brisk, the teacher or pupils waste no time, management of pupils is very good and pupils make good progress. In a very good lesson

in literacy, the teacher fired the pupils' imagination by asking them to think what was in a small box, what was it made of and what materials had been used to wrap the object that was inside of the box. This introduction was put to good effect in making the pupils think about using interesting adjectives to describe an object. In another literacy lesson pupils were introduced to the idea of using persuasive argument to encourage people to visit Torbay. Planning of this lesson was very good, including separate planning for the support assistant. Teachers throughout both key stages use praise and encouragement that help pupils to develop their self-esteem. Teaching is less effective when the pace of lessons is too slow, pupils are not managed well and pupils fail to acquire sufficient new knowledge or skills.

26. Teachers' knowledge and understanding are sound in Key Stage 1 and very good in Key Stage 2. In English, science, and mathematics it is good in Key Stage 1 and very good in Key Stage 2. In music it is very good in both key stages. Teachers' very good knowledge and understanding of specific subjects enables them to offer advice and support to their colleagues, building their confidence and competence in the subject. The special needs co-ordinator demonstrates very good knowledge and understanding of each pupil's needs through carefully written individual education plans and preparation of appropriate resources.

27. Most teachers have high expectations of standards in work and behaviour especially towards the end of Key Stage 2 and is achieved through good organisation, good relationships and an emphasis of rewards rather than sanctions. Occasionally teachers are less effective in the management of pupils when they allow them to disturb others and not ensuring pupils are kept on task.

28. There is evidence of very good collaborative work in planning. This ensures consistency of coverage across the classes and equality of opportunity in mixed-aged classes. Teachers generally match the work to pupils' needs and abilities. There is also evidence that teachers use assessments and evaluation to help them plan their next lessons. Teachers' assessment of pupils' work in the core subjects of English, mathematics and science is good and is used successfully to track pupils' progress. Marking is very good with constructive and helpful comments to move the pupils forward.

29. Staff are well prepared and make good use of resources. Resources are good in the under-fives classroom and children have the opportunity to use the outdoor play area, which has bicycles, large sandpit and imaginative climbing equipment. All class teachers have a comprehensive special educational needs (SEN) file containing details of each pupil's particular needs, individual plans with targets to be worked on, and other relevant information.

30. Homework is given regularly to all pupils and is usually reading, number bonds, spelling and phonic sounds in Key Stage 1. Pupils in Key Stage 2 are given more homework, set regularly and expected to be given in. Good files are kept for each pupil on the homework given for every subject together with comments from the teacher when it is completed and returned to school.



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

31. The curriculum for children under five years of age appropriately covers the areas of learning in the ELGs. The children have regular access to a secure outdoor play area and there are large toys, bicycles, colourful climbing apparatus and a large sandpit. Within the classroom children have the opportunities for role play in the shoe shop, paint, use the computer, play musical instruments and use a wide variety of other equipment and materials. The curriculum effectively promotes children's intellectual development so that there is a smooth transition towards work in the early stages of the National Curriculum. However, children under-five and pupils in both key stages change for their physical education lessons in the classrooms and when it is wet have to wear outdoor clothes to walk over to the hall. Pupils constantly changing their clothes and shoes means that some lesson time is wasted.

32. Since the last inspection improvements have been made in the school's curriculum planning. Teachers' short-term planning has been refined and now guides the systematic and accurate assessment of pupils' progress. Developing schemes of work for design and technology, information communication technology, geography and art has improved the continuity and progression of pupils' learning. There is equal coverage of the National Curriculum in mixed-aged classes. The curriculum successfully integrates the requirement for the national literacy and numeracy strategies, science, Religious Education and information communication technology and ensures all are covered in sufficient detail.

33. There is some mobility of pupils in Key Stage 1, but more so in Key Stage 2. The school takes very effective steps to ensure they know the level of attainment of each pupil when they enter the school. Pupils are assessed in numeracy, literacy, science and general skills and any gaps of knowledge and standing are revised and individual targets set. Pupils' previous school records are also used to record pupils' attainment.

34. The school ensures that pupils have equal access to the curriculum and that it is appropriate to their individual needs. The school provides a very good range of worthwhile opportunities to meet the interests, aptitudes and identified requirements of pupils with special educational needs. The curriculum arrangements for pupils with special educational needs are very good. They ensure that individual education plans are used to best effect both within the classes and in withdrawal situations, by class teachers and learning support assistants. Throughout the school the work is appropriately challenging for high-attaining pupils and lessons are frequently organised so the lower-attaining pupils and those with special educational needs are well supported. The overall quality of provision is very high and this provides a very good basis for further work and interventions by the school.

35. Personal, social and health education are already addressed through the subjects of the curriculum; the new co-ordinator is now developing a scheme of work. The development plan for the subject includes a review of the sex education policy and the drawing up of an alcohol and drugs policy.

36. Provision for pupils' spiritual development is good. The daily act of collective worship meets requirements and provides good opportunities for developing spiritual awareness. As pupils enter the hall for assemblies, good use is made of the musical talents of the pupils, either playing 'live' or on recordings. Pupils are aware of the solemnity of worship and enter the hall quietly and wait in silence; the way they sing hymns also reflects this solemnity. The school is fortunate in having good links with two local churches, ministers from both usually coming in regularly to take worship. Spiritual development is

fostered well through the curriculum by means of role play, where pupils are required to empathise with someone else, and through aspects of religion, which touch on special events such as births, christenings and marriages.

37. There is very good provision for pupils' moral and social development. Pupils are set a very good example by staff and have a clear understanding of right and wrong. Pupils are helped to develop their moral and social skills by the opportunity to draw up their own classroom expectations and there is also sometimes the opportunity to explore issues in circle time and assemblies. Staff have a positive approach to managing pupils and in general they apply the code consistently. The curriculum is helping to support moral development through discussions about the environment and habitats. The school regularly supports the Save the Children charity and pupils sometimes arrange sales themselves for smaller local charities such as the Woodgreen Animal Sanctuary. Parents are very happy with the emphasis the school places on their children's social development; it is helped by the residential visit which pupils make towards the end of their time in the school. Pupils are given, from an early age, many opportunities to work together in pairs and in groups, where they are helpful and supportive of each other.

38. The school makes satisfactory provision for pupils' cultural development. The pupils make a number of visits through the year, which broaden their knowledge of their own culture, such as a forthcoming visit to Wimpole Hall. Religious education provides pupils with opportunities to learn about their own religion and about the traditions and beliefs of others. Some work has recently taken place on the 'willow pattern' china story with attractive pictures and writing produced as a result of this study. However, there are at present, insufficient multi-cultural images and resources to reflect the cultural diversity and richness of this and other countries. There was little evidence of comparative study of pupils' own way of life with those in other countries including non-western countries.

39. The local community makes a very considerable contribution to pupils' learning. They are very supportive of the parent-teacher association's main fund raising event in the spring; this year's theme is 'Harston Goes Olympic' and will be held on May Day. Last year's event, which included displays from the Civil War Society, raised many thousands of pounds, which were put to good use by the school. Local industry and business respond generously to requests for items such as, recently, the plea for unused tiles. These were used to create a millennium mosaic from designs made by each class. The 'pans' (timpani) for the school's steel band are sponsored by local businesses. The school benefits from visitors to it, such as a local storyteller and a road safety theatre company. Members of the local community are invited to events in school such as harvest festival and Christmas celebrations. The local community is used for making visits to churches and for village walks. The school is a member of a local cluster, which enables its pupils to take part in events such as sports days with them. There are a good variety of after-school clubs. These currently include gymnastics, football, drama, French and badminton. All of these activities help pupils' social and sporting skills and promote their personal development. There are good links with the most frequently used receiving school with an appropriate range of visits and induction programmes. There is a playgroup on site with which the school has links; the current reception teacher is working hard to develop further the links with this and a local nursery. There is a good induction programme for these young children to help prepare them for the reception class in school and parents appreciate this.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

40. Procedures for child protection and for ensuring the pupils' welfare, which were judged as very good at the last inspection, remain very good and are a real strength of the school. The arrangements for child protection are very thorough. The health and safety policy is very well managed with clear procedures, responsibilities and an appropriate time scale for action - hazards are readily identified and properly addressed. Liaison with responsible external agencies such as social services is good. The governing body is rightly involved in all aspects of caring for the pupils.

41. Procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour are very good. The school has effective measures to promote good attendance. The school is very effective in monitoring and recording all aspects of the pupils' personal development, from the time of the baseline assessment of the children on admission. Regular weekly staff meetings are used well as a forum for the exchange of information on pupils so that all the teachers know their pupils very well and have agreed strategies for dealing with any social or emotional problems. When it is appropriate, the pupils and their parents are involved in setting targets for improvement. For pupils with statements of special educational needs, the parents are always included in the setting and reviewing of statements and individual education plans.

42. Pupils' academic performance is assessed and monitored well. The school conducts a very close analysis of the pupils' test results at age seven and eleven against the results of all and similar schools nationally. In addition, summative records of the pupils' attainments in all areas of the curriculum are maintained. For the first time this year the school will be able to use its baseline assessments and end-of-Key Stage 1 assessments to provide a tracking of the pupils' progress through Key Stage 1. The school recognises that effective monitoring and evaluation is crucial to its development and has accordingly set itself specific targets, such as with regard to the relatively low test results at Key Stage 2 in mathematics last year. Although all teachers record the assessed performance of the pupils in their classes, the quality of the records varies. The extent, therefore, to which they are used effectively to inform the curriculum and guide planning is inconsistent. Examples of good practice, where assessment information leads to planning which matches very closely the individual needs and abilities of the pupils, should usefully be shared with all teachers.

43. Pupils are regularly encouraged to evaluate their own work and to make judgements about targets for improvement. The procedures for identifying pupils with special educational needs are very good and comply well with the Code of Practice. The procedures for placing pupils with special educational needs on the register are very effective and consistent.

44. All procedures for ensuring the pupils' welfare, health and safety lead to a very good ethos of awareness, concern and expectation that is shared by everyone in the school. This contributes to a very good learning environment.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

45. The parents' views of the school are very positive. Responses from the questionnaire and the meeting prior to the inspection show a very high degree of support for the work of the school. However, some parents raised concerns about the amount of homework their children receive and the information that they receive on their child's

progress. The school sets homework in line with the recommendations of the Department for Education and Employment. A homework sheet is sent home at the start of each term detailing the topics for each fortnight period. This is to enable pupils, and parents, to think about what is being required and covers all areas of the curriculum. As many of the tasks are open ended, pupils may do as much or as little as they want, and there is no insistence that it must be done, although a great deal of encouragement is given to the completion of tasks. Homework is always marked and reported on a separate sheet with encouraging comments from the teacher and an overall evaluation from both the pupil and the teacher. The value placed on homework by the school is a good preparation for the next stage of its pupils' education. Information about pupils' progress is provided annually through the report sent towards the end of the summer term. Information is also available at parents' evenings, and through a very good system of both formal, by means of a weekly appointment sheet, and informal contacts, at the start and end of the day. Teachers are always willing to talk to parents on these occasions, time permitting, or will make an appointment at a mutually convenient time. The annual report to parents is of sound quality, with, in some areas, good details of what pupils can do, what they know and understand, together with brief details of their attitudes to their work. Some are purely descriptive of what has been covered. As yet, the setting of targets for pupils to improve is underdeveloped. This availability of information and the readiness of teachers to meet with parents should enable them to keep abreast of how their child is doing.

46. Many parents are willing to be involved with the day-to-day running and working of the school and do so by coming in to support teachers in the classroom or with specific tasks such as the making of Roman oil lamps seen during the inspection. Of particular note is the large number of parents who come to help the Key Stage 1 mathematics session on Friday mornings, when all Key Stage 1 pupils are involved in small group activities. The school would be unable to run this interesting activity if it were not for the support of the parents and they are grateful for it. The school is fortunate in having parent governors from a variety of backgrounds and welcomes their support and ideas. Specific talents amongst parents are used as much as possible, including the potter/artist and a parent with specific skills in information communication technology. Parents who come into school to help feel well supported by the teachers and are clear about what they are doing. Parents also help their children in other ways, from assisting younger children to change their library books to helping older pupils with homework and projects.

47. The parent-teacher association is very active and raises large sums of money to help further the work of the school. Funds raised are used for a variety of projects such as supporting the development of information communication technology, and recently for an interesting willow dome and tunnels that has been constructed. This is just coming into leaf and is already providing the pupils with an attractive and enjoyable, living, piece of equipment.

48. Parents describe information on general topics as just right. Curriculum information is provided in the form of a letter at the start of term and gives a good amount of detail. Parents were consulted about the home-school contract and very nearly all have signed and returned it. Parents of pupils with special educational needs are kept very well and fully informed of their child's programme and progress.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

49. The school is very well led and managed by the headteacher, the deputy headteacher and governing body. The headteacher and deputy headteacher have a clear

vision for the future of the school. The headteacher is effectively supported by the senior management team and governors. They have created a strong caring ethos and a shared common commitment to achieving high standards. The school has met all issues from the previous report. The school development plan is fully implemented, prioritised and costed. Schemes of work for design and technology, information communication technology, geography and art have been developed and fully implemented. Teachers' short term planning now includes good procedures for the systematic and accurate assessment of pupils' progress. Improvement in school management since the last inspection is good and capacity for further development is good. Leadership is clearly focussed on setting further targets for raising educational standards and improving the quality of education provided. These targets are realistic and achievable. There are clear strategies to maintain standards, including regular testing and analysis of test results. The co-ordinators are planning, monitoring and evaluating the curriculum ensuring pupils' entitlements to the National Curriculum programmes of study are met. Staff morale is high and the general atmosphere of the school is very good. The governing body and teachers have been actively involved in setting and carrying out the current action plan.

50. The headteacher provides very good support for staff, and the day-to-day management and organisation of the school are very good. The headteacher is involved in classroom observations and the feedback given to staff aids teaching development. Work is well monitored through careful analysis of long-and medium-term planning and regular staff meetings are held to assess pupils' learning. Teachers attend courses and feedback at staff meetings on new initiatives. All staff have job descriptions and take part in formal appraisal. The strategies set for the monitoring of English and mathematics, particularly with the literacy hour and numeracy initiative, are a good model for teachers to follow in other subjects. The initiatives in literacy and numeracy have already had an impact on the rest of the curriculum.

51. The school has comprehensive aims for social and intellectual development and for forming a caring, lively school for its pupils, parents, governors and the wider community. All groups are actively involved in the work of the school. Pupils are friendly and most enjoy coming to school. There are a wide variety of after-school activities, which echo the broad curriculum offered to pupils. There is a clear policy of equal opportunities meeting the needs of pupils very well, whatever their gender or ethnic or social background.

52. The governing body meets regularly and there is an established structure of committees. Governors are kept well informed by the headteacher who provides them with full and regular reports. Progress towards meeting targets set in the school development plan are well monitored and evaluated by all parties. The chair of governors is in school regularly and has a very close liaison with the headteacher and provides a good overview of the work of the school. The governing body fulfils its legal responsibilities. There is monitoring of attainment by governors, as measured through the National Standard Tests. All statutory requirements for the National Curriculum, health and safety and child protection procedures are fully met.

53. The extent to which the principles of best value are applied in the management of resources is excellent. The headteacher and the governing body systematically make comparisons of standards and costs with other schools; they routinely consult the views of parents (essentially through the very close links the school has with the Parents, Teachers and Friends Association) as to what is considered in the school's best interests. They also satisfy themselves that competition is fair when buying in contracted services, such as school meals.

54. Specific grants that the school receives, such as to develop the National Grid for Learning, are used very effectively for their designated purpose.

55. The number, qualifications and experience of the teachers and support staff, coupled with their high levels of expertise, match well the demands of the curriculum. The effectiveness with which teacher and support staff work with pupils who have SEN and with the one pupil who entered the school with very little English, is particularly noteworthy.

56. The school's accommodation, comprising three separate indoor teaching areas, is not impacting positively upon standards. Time is lost as pupils move from building to building. The relatively cramped accommodation results in the entrance hall for the Key Stage 2 classes being the only place for the school library and also for the teaching of small withdrawal groups. The provision for special educational needs is lessened by working in the library with constant interruptions. Opportunities for the pupils' acquisition of independent study skills are severely limited and the promotion of higher levels of literacy are negated. Additionally, the location for the ICT suite as a part of a classroom results in both the pupils in that class and those in the ICT suite being seriously distracted by one another. The school office is extremely cramped for two administrative staff, the storage of pupils' personal files and the school's confidential documentation. The level of provision of learning resources is adequate.

57. Provision for pupils with special educational needs (SEN) is very well led by the SEN co-ordinator who, with the headteacher, creates and secures a clear view of high quality practice. She manages very well the provision for SEN pupils through ensuring the effective monitoring and evaluation of pupils' achievements and the determination of new learning targets. Very good use is made of the skills of support staff and the deployment of learning resources.

58. Educational priorities are supported very well through the school's financial planning. The school development plan has clearly identified priorities which are appropriately costed for the purpose of securing improvement. The governing body is closely involved in the preparation of the school development plan and in the process of setting and monitoring the budget. Good use is made of new technologies, such as ICT and e-mail. Adequate information is made available to the headteacher and the governing body through the services of the administrative assistant with the support of the local authority's finance offices. These procedures ensure that finances are kept in good order and costs are easily determined. Financial administration is unobtrusive, responsive to need and effectively keeps the way clear for the teachers to do their work.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

There are no key issues. The school has made good improvement since the last inspection.

However, in the context of the school's many strengths, the following points for improvement should be considered for inclusion in the action plan:

- Provision for cultural development needs to be broadened by:
  - (1) including more comparative study of pupils' own way of life with those in other countries including non-western countries; Paragraph: 38
  - (2) reflecting on contemporary societies and the rich diversity of multicultural life. Paragraphs: 38, 88
- Improve the standards in mathematics by:

Identification and sharing of good practice in teaching to improve the standards in mathematics. Paragraphs: 22, 83, 89
- The quality of the accommodation is not impacting positively upon standards. Consideration should be given to improving:
  - (1) the development of library skills as a resource for personal study; Paragraphs: 18, 56, 69, 79
  - (2) the accommodation for pupils with special educational needs; Paragraph: 56
  - (3) the arrangement for younger pupils to change for physical education lessons in wet weather; Paragraphs: 31, 64, 134, 135
  - (4) the information communication technology suite which because it is cramped, restricts pupils' access to computers due to resources being stored, pupils' personal belongings and a lack of a door between the suite and the Year 5 and 6 classroom; Paragraphs: 56, 108, 125
  - (5) the school office which is extremely cramped for two administrative staff, the storage of pupils' personal files and the school's confidential documentation. Paragraph: 56

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	35

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11	24	41	20	4		

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

#### Pupils on the school's roll

Number of pupils on the school's roll (FTE for part-time pupils)	YR – Y6 143
Number of full-time pupils eligible for free school meals	14

FTE means full-time equivalent.

#### Special educational needs

Number of pupils with statements of special educational needs	YR – Y6 1
Number of pupils on the school's special educational needs register	29

#### English as an additional language

Number of pupils with English as an additional language	No of pupils 3
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#### Pupil mobility in the last school year

Pupils who joined the school other than at the usual time of first admission	No of pupils 12
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	4.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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



### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	8	15	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	7	6
	Girls	14	15	15
	Total	22	22	21
Percentage of pupils at NC level 2 or above	School	96 (88)	95 (91)	91 (83)
	National	79 (80)	83 (81)	86 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	7	7
	Girls	15	15	15
	Total	22	22	22
Percentage of pupils at NC level 2 or above	School	96 (91)	96 (92)	96 (92)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	9	15	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	7
	Girls	13	11	13
	Total	18	16	20
Percentage of pupils at NC level 4 or above	School	75 (73)	67 (67)	83 (87)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	5	6
	Girls	13	13	14
	Total	16	18	20
Percentage of pupils at NC level 4 or above	School	67 (74)	75 (80)	83 (87)
	National	67 (58)	69 (63)	75 (71)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	4
Indian	
Pakistani	
Bangladeshi	
Chinese	1
White	138
Any other minority ethnic group	1

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	6.1
Number of pupils per qualified teacher	28.2
Average class size	28.8

#### **Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	35

### ***Financial information***

Financial year	1998-1999
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	£
Total income	234349
Total expenditure	226119
Expenditure per pupil	1498
Balance brought forward from previous year	18506
Balance carried forward to next year	26736

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	144
Number of questionnaires returned	84

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	44	7		
My child is making good progress in school.	59	36	4	1	
Behaviour in the school is good.	58	34	5		4
My child gets the right amount of work to do at home.	35	37	18	8	2
The teaching is good.	64	29	6	1	
I am kept well informed about how my child is getting on.	48	32	18	2	
I would feel comfortable about approaching the school with questions or a problem.	72	27	1		
The school expects my child to work hard and achieve his or her best.	66	30	2		1
The school works closely with parents.	51	37	10	2	
The school is well led and managed.	57	36	2	5	
The school is helping my child become mature and responsible.	56	40	5		
The school provides an interesting range of activities outside lessons.	51	37	9	1	2

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

59. At the time of inspection, there were nineteen children in the reception class together with ten Year 1 pupils. With the addition of support staff and voluntary help, provision for children under-five is very good. There is good liaison with “Kiddiwinks”, the playgroup on site. The induction procedures are good and much appreciated by parents. Baseline assessment on entry indicates that the majority of children are below the county average. In the eight categories assessed by the Cambridgeshire LEA baseline test, over half the children in all categories were scoring below fifty per cent. Pupils’ attainment in reading and writing is above expectations of children of a similar age in speaking and listening in line and in number below. Pupils’ personal and social skills are well below those expected for pupils of a similar age. The planned activities enable the Early Learning Goals (ELGs) to be achieved by most pupils, and progress is good. Pupils who have learning difficulties are very well supported, attain well according to their abilities and make good progress. Overall, the quality of teaching is good. These findings are in line with the standards achieved in the last report.

#### **Personal and social development:**

60. Children’s personal and social development is good. Positive relationships are established between the children, teachers and support staff in a very short time, and ensure complete trust. Most children are confident and enjoy their work. Less confident children are given much encouragement and praise to improve their self-esteem. The majority of children co-operate well in role-play, take turns and share equipment and materials, for example when children are playing in the shoe shop and on the “caterpillar” and bicycles in the outside play area. Most children are able to dress and undress for physical education. Their behaviour is very good. They appreciate the difference between right and wrong, and generally have a sense of fairness and are sensitive to the feelings of others. They listen to their teacher very well. The quality of teaching in this area is sound. Although children start school with below levels of social and personal skills they make good progress and most are on track to achieve the ELGs by the time they are five.

#### **Language and literacy development:**

61. Language development is good. Children speak about what they are doing clearly and generally with confidence, using a growing vocabulary. They listen well to stories, to adults and to one another and in small groups. Children engage in spontaneous conversations with adults, about their personal experiences and their work. They respond well to learning and reciting poems and action rhymes. They know that pictures and words have meaning and associate sounds with words. Children recognise their own names and most can write them on their work. The teacher makes good use of the literacy sessions to raise the children’s attainment and progress in speaking and listening, reading and writing, because the teacher has a good understanding of English and because her enthusiasm is successfully conveyed to the children. There is very effective teaching of phonics and the children learn quickly to use this knowledge to tackle unknown words. Good use is made of the Big Books to encourage and interest the children. The quality of teaching is good because the teacher makes the tasks exciting and the pace of the lessons is good. Many children have already achieved the ELGs and the remainder are on track to do so by the time they are five.

#### **Mathematics:**

62. Mathematical development is good. Although on entry children's number ability is below the average, they quickly progress and can count to twenty and count in twos to twenty. Many children know that a number gets bigger if you add to it and smaller when a number is taken away. They use correct mathematical vocabulary, for example: bigger than, smaller than and less than. Most children can name simple shapes. They can add up single digits to five mentally and enjoy singing number rhymes. Social development is reinforced in sharing equipment and taking turns. The quality of teaching is good because the management of children is good and there are clear learning objectives, which have a positive impact on children's learning and progress. The children are progressing well on their learning of the ELGs and indications are that by the time they reach five they will have achieved them.

### **Knowledge and understanding of the world:**

63. By the time they are five, children attain standards which are in line with those of other five-year-olds and they make satisfactory progress. The higher-attaining children talk confidently about where they live and their families. Children use their developing literacy skills to talk about their observations, for example: in discussing the walk around the village they knew the differences between old and new houses and that natural features were not man made. They are aware of the natural world in which they live. They enjoy running through the "willow tunnel" and know that the school pond has frogs in it. The children have appropriate computer skills and can use the mouse to label items in the "Make a town" program. They handle all equipment with care and can construct successfully using building materials. The quality of the teaching is good because the teacher uses good questioning techniques to assess the children's knowledge and move them forward. There is evidence that most children are on track to achieve ELGs by the time they are five years old.

### **Physical development:**

64. The provision for physical development is good and children make good progress. There is good outside play equipment in a securely fenced area alongside the classroom. The school has a hall and appropriate equipment for indoor physical activities. However, children change clothes for physical education lessons in the classroom and if it is raining have to get dressed in outdoor clothes for the walk over to the hall thus wasting part of their physical education time. In the lesson seen, the majority of children moved confidently and imaginatively with increasing control and co-ordination when using their hands and feet in different ways. They were very good at imagining they were splashing through the water. Children can run and walk on their toes and take long and short steps. Children can clap a simple rhythm. They have good fine motor control when shaking their hands and fingers and using their pencils to draw or write. Scissors, glue, paint and pencils are used with developing skill. The quality of teaching is good because the teacher joins in the lesson, frequently demonstrating a movement, and manages the children well. The majority of pupils have reached the ELGs.

### **Creative development:**

65. Creative development is good and children make good progress. Children explore sound, colour, texture and respond to their senses well. They recognise primary colours and some children know the effect of mixing colours. They explore shape in three dimensions by creating models. Children sing well together and can repeat patterns of sounds. They know when a note is high or low. A wide and varied range of materials is

available, and is used by the children to express and communicate their feelings. The quality of teaching is good because the teacher listens to the children and values their ideas. Children achieve the ELGs by the time they are five.

66. The quality of teaching overall is good. Planning is detailed and there are appropriate systems in place, including a useful baseline assessment, to assess children's progress. The teacher is very conscientious and hard working. The children are eager and happy to come to school.

## **ENGLISH**

67. Pupils' attainment in English when they enter the school is generally below that expected of pupils of a similar age. Inspection findings show that by the end of Key Stage 1, standards in reading, writing, speaking and listening are well above the national average, and pupils make very good progress from their low level of attainment on entry. In the 1999 National Curriculum tests pupils' performance at the expected Level 2 in reading and writing was well above the national average and above in speaking and listening. The percentage of pupils achieving the higher Level 3 was well above the national average in reading, below in writing and well above in speaking and listening. When compared with similar schools, results in all aspects are in line with the average. Performance over the past four years show that results in reading and writing are well above the national average. There is no significant difference between the results of boys and girls; both are well above the national average in reading and writing. Teacher assessments overall are in line with test results. These results show an improvement in attainment and progress since the last inspection.

68. At the end of Key Stage 2 inspection findings show attainment is above national expectations and progress is good. High-attaining pupils make good progress, as do pupils with special educational needs who are well supported at all times. Pupils' overall performance in Key Stage 2 tests was above the national average compared with all and similar schools. Percentage of pupils achieving Level 5 was well above the national average. Results over the past four years are well above the national average. Performance of boys in the 1999 tests was above, and girls were well above, the national average. Teacher assessments were close to the national tests results. These findings are in line with the good standards achieved in the last report.

69. Attainment in reading at the end of Key Stage 1 is above the national average and well above for high-attaining pupils. The school has developed a good range of monitoring and analysis to identify any areas needing further development. Pupils use mainly phonic and picture clues to tackle unknown words. Most pupils are keen to read and they enjoy books. In class sessions they are able to give simple summaries of character and plot and many can predict the outcome of a story. Pupils take their books home daily and most read to parents and this aids the progress they make. Attainment at the end of Key Stage 2, is generally above the national average and well above for high-attaining pupils. By the time they reach eleven the majority of pupils are very fluent, confident readers, reading with good understanding. They can discuss characters from their reading books in depth and use different sources to locate information they need for work in subjects such as science and history. They can give good accounts of the stories and can predict outcome. In discussion, all readers express an interest in a range of reading material, which includes fiction and non-fiction, poetry and plays. They can locate information using contents and index pages, and can retrieve information through information communication technology programmes. They have appropriate library skills to assist them in research studies.

However, the library for Key Stage 2 pupils is also the main entrance to the classes in the Key Stage 2 building and is used regularly for group work by support teachers and learning support assistants. Therefore it is difficult for pupils to have open access to the library to develop their library and research skills further.

70. By the age of seven, pupils' attainment in speaking and listening skills are above for pupils of a similar age. Pupils talk confidently about the stories they hear and explain the part played by different characters. In lessons most pupils listen attentively and answer questions confidently. They recall stories they have heard and give good examples in their own words of what happened. In literacy lessons pupils read together from shared text and enjoy this activity. High-attaining pupils can predict the ending of the story with great accuracy. At Key Stage 2, pupils speak very confidently and listen very well to the opinions of others. They listen very attentively during whole-class sessions and show, in their response, that they have good understanding of the task set. This is particularly true in the study of texts, when pupils have a good understanding of setting, character and plot, can identify and use a very wide variety of vocabulary items, and use grammatical vocabulary appropriately. There are regular opportunities for pupils to perform to the class and the rest of the school. Pupils with special educational needs are well supported within the class by the teachers and support assistants, and are provided with a good range of opportunities to encourage them to develop their speaking and listening skills.

71. By the end of Key Stage 1, pupils have developed good handwriting skills and use a joined-up style. They form letters correctly when completing specific writing practice, but at times, in their writing tasks, they write untidily and do not apply what they have learned. However, most pupils' work is presented neatly. At Key Stage 2, pupils have developed a good style of handwriting. By the age of eleven, the development of handwriting skills is very good. Pupils present their work neatly and take pride in their achievements.

72. By the age of seven, pupils can spell simple and commonly used words. Many pupils can use wordbooks and high-attaining pupils use dictionaries very well. At eleven, pupils' spelling is generally accurate and punctuation is being used effectively. They make good use of dictionaries to correct their work. Teachers mark the work well and pupils correct any spelling mistakes.

73. At the end of Key Stage 1, pupils' attainment in writing is above the national average and for high-attaining pupils, well above. Most pupils use simple sentences and their choice of vocabulary is generally good. By seven years of age they are writing extended stories. By the end of Key Stage 2, writing is above the national average for the majority of pupils. However, low-attaining pupils are below the national average at this point of the term. Pupils are producing a range of written work, which includes extended writing, poetry, and the use of persuasive language and writing from different view points. There is evidence of redrafting and editing, and the development of word processing skills for the presentation of work. The attainment of special needs pupils shows an improvement over time, and work is adapted to their needs.

74. Overall standards of literacy in both key stages are very good. The literacy hour is having a very good impact on pupils' knowledge and understanding of a range of texts, and in encouraging them to use a wider range of vocabulary in their speaking and writing. Younger pupils are extending their writing into well developed stories which show imagination and colourful characters. There is a strong focus on extending their vocabulary and sentence structure. By the end of Key Stage 2, pupils, in discussion and in their written work, demonstrate understanding of the purpose of different types of fiction, and can identify the difference between genres of writing. The literacy hour has provided them

with regular opportunities to extend their writing, and in other curriculum areas, such as geography, history and science, are contributing to this. Word-processing skills are taught and used to support pupils' work.

75. Pupils' progress by the end of Key Stage 1 is very good and in Key Stage 2 good because there are clear and effective learning strategies being used by the teachers and pupils' interest and enthusiasm for texts is well developed. These good rates of progress are also attributable to careful planning supported by detailed schemes of work, good teaching with high expectations, good attitudes of the pupils, and support of the parents. Pupils with special educational needs make good progress in achieving the literacy targets identified in their individual education plans.

76. Pupils' attitudes to English in both key stages are very good. In Key Stage 1, pupils enjoy listening to stories and try hard when writing their stories. Most pupils enjoy their work and are eager to learn. They respond enthusiastically to their teachers, contribute constructively to lessons and answer questions willingly and appropriately. In Key Stage 2, pupils enjoy the stimulating texts which are used and presented keenly by the teachers. Most pupils settle quickly to group tasks, concentrate very well and co-operate with other pupils in a very mature way. Pupils' behaviour is very good in both key stages. They understand and comply with classroom rules and work in groups or individually very well.

77. The overall standard of teaching is good and very good in Key Stage 2. The school has maintained the high standards found in the last inspection. Teachers have adopted the literacy strategy wholeheartedly and enthusiastically. As a consequence, literacy lessons are well planned and organised in detail, with resources readily available for pupils to use. Teachers use skilful questioning to consolidate and direct pupils' learning effectively. They plan appropriate work for pupils with different levels of ability. In the very best lessons, teachers have very high expectations, give very clear learning objectives, which are shared with the pupils, the pace of the lesson is very brisk and punchy and, targets are set for future improvement. They ensure that all pupils are involved in class discussions, have very good rapport with the class and set challenging but achievable tasks.

78. The subject is very effectively co-ordinated by the headteacher who, in consultation with staff, has produced a well developed scheme of work. This is supported by a moderated collection of pupils' work, which assists monitoring of progression and continuity between year groups and across key stages. Assessment procedures are good. The statutory assessments are carried out and also some standardised tests. Good use is made of the school's analysis of national tests in English, mathematics and science results to identify areas for curriculum development. Future targets have been set which are realistic and achievable. The subject co-ordinator has worked hard to support staff with the introduction and continuing development of the literacy hour. She has monitored a good number of literacy lessons and has shared the findings with the staff. The curriculum suitably supports the cultural development of pupils through a good range of classical children's literature, poetry, traditional folk tales and stories from other countries. The school's strategy for extending literacy across the curriculum is good.

79. Resources are good. There is a good range of fiction and non-fiction books in each class. There are enough big books for use in the literacy hour. The library in the Key Stage 1 building is rather cramped but manages to be very attractive and inviting for pupils to work in. However, the library in the Key Stage 2 building is the main entrance and is frequently used for support groups thus making it difficult for pupils to use it readily for individual research. Nevertheless, it is suitably stocked with fiction and non-fiction books



which are in good condition.

## **MATHEMATICS**

80. The 1999 National Curriculum test results for the end of Key Stage 1 show that the overall performance of pupils was above the national average but, at the end of Key Stage 2, the overall performance was well below the national average. In comparison with similar schools nationally, the percentages of pupils attaining the expected levels for their ages was below average at Key Stage 1 and well below average at Key Stage 2. Performance over the past four years for Key Stage 2 pupils show that results are in line with the national average and there is no significant difference between the results of boys and girls; both are close to the national average. Teacher assessments at Key Stage 2 were close to the national average however actual test results were below the average mainly due to two pupils being absent who were expected to achieve Level 4. The school's cohort is small and each pupils' result has a significant effect on the overall result. At the time of the previous inspection, standards of attainment in mathematics were above the national age-related expectations at both key stages. The current standards in the school are in line with the national averages at both key stages and, in number work, they are above.

81. At the end of Key Stage 1 the pupils use appropriate mathematical vocabulary accurately and with confidence. For example, they use alternative words for the functions, such as "minus" and "subtract" for "take away". They perform simple mental calculations in number and understand well how to use the number cards to show their answers. The pupils recognise halves and quarters of given numbers and have a secure understanding of place value to two digits - tens and units. In work on number the pupils make effective use of aids such as number lines. The pupils have a sound concept of time and know how it can be recorded; they recognise coins and perform simple money sums, such as in relation to calculating change. Work which they have done on shape includes symmetry and the pupils understand "reflections" and know the name of a range of two-dimensional shapes. In data handling, the pupils recognise that information can be presented pictorially, for example using bar charts to show the numbers of pupils in the class with different colours of hair.

82. At the end of Key Stage 2 the pupils perform mental calculations in number with speed and accuracy. They recognise that there are alternative ways by which calculations may be performed and state them clearly, using correct mathematical terms. The pupils have a secure understanding of place value and apply well their knowledge and understanding of number to perform, for example, long division sums. The pupils are familiar with estimation and with probability and chance. They understand factors and the equivalence of fractions. In other areas of mathematics, the pupils demonstrate a sound understanding of appropriate concepts, such as of area and volume in relation to shapes. Work on data handling includes block graphs, line graphs and pie charts, which the pupils assemble, read and interpret. Higher-attaining pupils recognise appropriate mathematical patterns and relationships as, for example, in looking at the numbers of faces, edges and vertices of regular three-dimensional shapes.

83. The quality of the teaching of mathematics ranges from satisfactory to very good and, overall, is good in both key stages. The introduction this year of the National Numeracy Strategy (NNS) is having a positive impact on the teachers' planning and the quality of classroom practice, particularly the teaching of skills in number. However, the identification and sharing of good practice in the teaching of mathematics could well improve further the standard of pupils' achievements. Teachers have a secure knowledge of the subject and a good understanding of its application to pupils at both key stages.

Consequently, the pupils are equipped with correct mathematical terms and a clear understanding of basic concepts such as “multiplication” and “difference”. The teachers manage the pupils well in lessons and have high expectations of the pupils in terms of their application to the work. This results in good behaviour and in work which is well presented. The pace of lessons is good and the teachers make valuable use of the plenary sessions to go over with the pupils the work they have done, which effectively reinforces understanding. Lessons are generally well prepared and additional adult support is used to positive effect. Learning resources, such as cubes, are used effectively in Key Stage 1, but there is scope for their fuller use in Key Stage 2 to assist the pupils’ in their understanding.

84. Relationships between teachers and pupils are very good. Teachers value the pupils’ responses and suggestions to create a secure learning environment in which the pupils feel confident. Pupils, therefore, are prepared to attempt answers and to explain their thinking even though they may be inaccurate. When required, the pupils collaborate very effectively as, for example, in a well taught lesson on fractions of money where the pupils in small groups shared their understanding very well to help each other determine amounts like 0.08 of £1.

85. The pupils’ work is routinely marked although assessments of attainment are not used systematically to match the teaching and learning opportunities to the pupils’ abilities. For instance, in the less well taught lessons, higher-attaining pupils are seen to be given work which is not suitably challenging. Although the teachers have made a good start to the implementation of the NNS, a greater degree of flexibility in translating the medium-term planning into the lesson plans, in line with the assessments of the pupils’ work, would have the potential to meet the pupils’ needs better and to raise standards. Pupils with special educational needs benefit from appropriately differentiated work and through the effective use of learning support assistants, and they make good progress.

86. The quantity and quality of resources for mathematics are satisfactory and meet the needs of teaching the subject effectively. However, in Key Stage 2, they are not generally readily displayed and accessible to the pupils in the classrooms for deployment in mathematics lessons and for mathematical purposes in other lessons, such as for measuring plant growth in science. A few attractive wall displays of pupils’ work in mathematics, such as in the corridor of Key Stage 1 on graphs, accord the work special recognition, but overall mathematics is not celebrated well in displays.

87. In all lessons the pupils are provided with opportunities for speaking and listening and the teachers encourage well the pupils to explain their working, using correct mathematical vocabulary. This is supported well at Key Stage 1 by the readily visible word banks on display in the classrooms. Numeracy skills are practised appropriately in other subjects, such as in geography with the drawing of river profiles and the calculations of gradients. Pupils use computers to record data and make graphs. Younger pupils use computer programs to support their number work. Tasks given for homework support appropriately the work done in school.

88. Mathematics makes a valuable contribution to the pupils’ moral and social education in the ways that they are required to work together. However, there is scope for the subject to make a contribution to the pupils’ spiritual and cultural development through, for instance, looking at patterns in nature and at Islamic design.

89. The headteacher assumes the role of mathematics co-ordinator and has been instrumental in ensuring the satisfactory implementation of the NNS and the implementation of a well developed scheme of work. She has monitored lessons

throughout the school and assisted the teachers with the evaluations of their own lessons. The headteacher is very well aware of the standards of attainment in the subject and has identified realistic targets for improvement. Mathematics remains a high priority in the school and this is reflected in the school development plan and in the allocation of funding, for example, to further opportunities for teachers to observe others with a view to the sharing of good practice.

## **SCIENCE**

90. Overall pupils' attainment in science is in line with the national expectations. The 1999 teachers' assessments for pupils at the end of Key Stage 1 indicated that attainment is above the national expectations overall with the percentage attaining the higher levels being well above the national average. In comparison with schools with a similar context the pupil's attainment at Key Stage 1 is well above the average. At the time of the previous inspection pupils' attainment in science was in line with the nationally expected levels. Pupils with special educational needs at both key stages attain at least in line with their prior attainment and individual educational plans and many attain highly.

91. The 1999 national curriculum tests at the end of Key Stage 2 show attainment in line with national expectations overall with the percentage of pupils reaching higher levels also close to the national average. In comparison with schools with a similar context the pupils' attainment in science was also in line with the average. Performance over the past four years is well above the national average. At the time of the last inspection pupils' attainment in science was above the national expectation by the end of the Key Stage 2 but in line across both key stages.

92. Experiments and investigations underpin all the work in science across the school. Pupils plan how to make their investigations fair from their earliest work. In Key Stage 1 they consider the variables for constructing a fair test in work on materials when looking at reversible changes involving jelly; the properties of materials that float or sink; simple circuits and light sources in physical processes and constructing experiments to test out different sounds in work on the senses. In Key Stage 2 pupils plan to change aspects of their experiments such as height and speed when investigating forces such as those acting upon a bouncing ball; the effects of adaptation caused by climate and location on plants and animals; sources of energy including fossil fuels, solar power and testing for the effects of pollution in the form of acid rain upon plants.

93. Pupils make good progress in their learning at both key stages through well-planned practical activities. Activities are planned not only to be interesting but also to be relevant to pupil's lives. As a result they concentrate hard, persevere to complete tasks and record their findings carefully. While consolidating their existing knowledge and skills they increase their understanding of the problems of such as harnessing solar energy upon the earth. They consider questions such as collection in space, storage of the power till needed upon the earth, distribution, especially involving the rotation and tilt of the earth. In their work on acid rain they develop their skills of prediction when constructing a fair test experiment using cress and lemon juice. The teachers' questions impact positively upon their considerations of the organisational difficulties of identifying accurately the criteria for measuring the amount of acidity, changes, and the time span for the experiment.

94. The quality of teaching of science is good overall and in a third of lessons in Key Stage 2 teaching is very good. Teachers generally have good knowledge of the subject, not only of that suitable for the ages and abilities of their classes but also of pupil's previous work and how their lessons support future learning. Planning is for the development of scientific skills as well as knowledge and understanding of specific areas of the curriculum. No science work is done in isolation, rather science is part of the class and school themes. Most work in science is planned to be undertaken via experiment or research, especially involving pupils in planning for fair testing with a detailed examination of the variables for change. Teachers are technically competent to teach science. They know and share with pupils a suitable technical language, using pupil's literacy and numeracy skills to support discussions and recordings of findings as well in the planning of their experiments. They insist that pupils are clear about the tasks they undertake, predict from as wide an information base as possible and understand how to observe clearly any changes that their experiments contain. Teachers hold high expectations that behaviour will not affect the conduct of pupils' work, that all will work hard, apply themselves and not disturb the work of others. They provide an appropriate range of resources and support pupils with the use of those resources but insist that pupils plan and conduct their experiments, providing an expertise to support investigative learning and avoid excessive 'teacher-led' demonstrations. Many teachers put a high degree of direct teaching or instruction to the start of their lessons this ensures that all pupils are clear of tasks and especially ensures that experiments are conducted with regard to the health and safety of all pupils. In most lessons a plenary session shares findings from pupils' work while the overall theme is revisited. This session provides an evaluation and assessment of the work which supports the future curriculum.

95. The co-ordinator for science is the deputy headteacher. She ensures that the curriculum is monitored frequently to match the needs of pupils and is matched to statutory requirements. Although the science policy and scheme of work is well established she is aware that slight amendments will be required to meet the new curriculum 2000 due for implementation in the autumn and has started work already to prepare for it. Having completed a two-year cycle of the existing scheme a review is to be held and the curriculum fine-tuned as a result of this assessment. Teachers frequently take the opportunity to draw pupils' attention to the wonder of nature. This has a positive impact on pupils' spiritual development. Currently teachers planning includes formal assessments of pupils' progress and this supports the records of pupils' individual achievements as they progress through the school. Statutory tests are also analysed to support the accurate delivery of the curriculum.

## **ART**

96. Due to the inspection timetable it was not possible to see art being taught. However, judgements are based on the scrutiny of work, discussions with pupils and staff and teachers' planning. The school has maintained the findings from the previous report. Pupils with special educational needs attain well according to their abilities and make good progress.

97. Overall, pupils in both key stages are achieving standards that are appropriate for their age and provision for art is sound. In Key Stage 1, pupils studied the work of Richard Long, especially his picture called "Mud Hand Circle". Pupils used their imagination and produced a "hand" printed rainbow. In another class pupils studied Rousseau's "Tropical Storm with a Tiger" and discussed their feelings about the tiger. They used green and orange paint to create their own pictures to reflect the mood of the original painting. There were links with mathematics in the work of a Key Stage 2 class showing and illustrating

tessellation of fishes. In another Key Stage 2 class, pupils studied a picture of a fish. The original picture was divided into grids and pupils reconstructed their own drawing square by square. All pupils are required to experiment in their sketchbooks to learn how pencils may be used in different ways to obtain various tonal effects. Throughout the school, pupils study the work of a range of artists including Van Gogh, Rousseau, Paul Klee, Monet, Picasso and Richard Long.

98. There is an appropriate scheme of work that assists teachers in their planning of lessons. The subject contributes soundly to pupils' spiritual development giving them the opportunity to appreciate and study carefully the wonder of nature. It appears to make a sound contribution to the development of pupils' knowledge of their own and western culture.

99. Accommodation is adequate and there is a satisfactory range of working surfaces and sink facilities. The subject is well resourced with a wide range of materials and media. Teachers make good use of the resources. Appropriate use is made of information communication technology to support the art curriculum.

100. The school celebrates the achievements of pupils in a variety of ways including large, well-arranged displays of pupils' work in all available public spaces in the school, as well as in the classrooms. There is a good range of work included in the displays which are of a high quality and include coloured paintings, print making, drawings of musical artefacts, collage and three-dimensional work.

101. The co-ordinator and staff have worked hard to produce a scheme of work to improve the continuity and progression of pupils' learning which was a key issue in the last report. The school development plan includes specific targets for art for example, this year the school is placing emphasis on the mixing and using of powder paints throughout the school. The co-ordinator has produced a well planned and effective file which includes long-term planning, moderation of pupils' work and records of pupils' progress. Pupils' sketch books also record pupils' progress over time.

## **DESIGN AND TECHNOLOGY**

102. During the period of the inspection, due to the timetable arrangements, it was possible to see only three lessons: two in Key Stage 1 and one in Key Stage 2. However, judgements are based also on the scrutiny of work and discussions with pupils. Pupils with special educational needs attain well according to their needs and abilities and make good progress. At time of the last inspection, design and technology was in line with national expectations and the pupils made sound progress. These standards have been maintained at both key stages.

103. At Key Stage 1 pupils produce drawings of their homes which they use appropriately as designs for making front elevations out of "salt dough". They use tools, such as rolling pins and plastic knives, to cut and shape the dough with reasonable accuracy and attention to detail and with an understanding of what the finished work will look like. With close attention from learning support assistants, the pupils make simple judgements about their own work and say how it may be improved. In working on finger puppets, the pupils interpret their initial drawings of how they want the puppets to look by choosing the felt they need and by determining whether the stitching is to be on the inside or out. They use scissors and needles and thread well, with appropriate control and reasonable accuracy. They reflect on what they have done, state clearly what they like about their work and say how it will be completed.

104. Pupils at Key Stage 2 have a sound understanding of the processes of design and technology and how they may be applied in different contexts, such as in working with clay and with food. In a lesson where the pupils were making Roman oil lamps, they had previously produced designs from examining pictures of lamps. They deploy a satisfactory range of skills for working with the clay, such as cutting and shaping, and use the appropriate tools with due care. The pupils appreciate the strengths and limitations of working in this medium and made valid judgements on the quality of their work.

105. Pupils at Key Stage 2 (who had previously designed and made fillings for baked potatoes) spoke clearly about the processes they had gone through in their preparation. They recognise the importance of hygiene and safety in their work and they demonstrate an awareness of designing and making for a purpose - to meet personal preferences for instance, as with the appearance and taste of food.

106. From the observed lessons and from the examination of pupils' work, the quality of teaching is good at Key Stage 1 and sound at Key Stage 2. Teachers have a secure grasp of the subject and plan to ensure appropriate progress across both the elements of designing and making. At Key Stage 1, the organisation of pupils into small groups supported by additional adults is very effective. The constant dialogue between the adults and the pupils contributes well to the pupils' understanding of what they are doing and to their own evaluations. An effective blend of explanation and investigation contributes positively to the pupils' progress. Pupils at Key Stage 2 are provided with a suitable range of materials and tools from which they may make informed choices. For instance, in designing and making puppets they are taught effectively to select according to the type of puppet, such as glove or string, and to determine how parts may be joined, like gluing or stitching. The pupils' skills in numeracy are promoted well in design and technology through, for example, the estimation and measurement of lengths of materials required.

107. Teachers successfully motivate pupils and this ensures a very positive attitude to design and technology. Pupils are enthusiastic and eager to talk about their designs and what they have made. Pupils with special educational needs make good progress through the teachers' recognition of their requirements and matching expectations accordingly. They co-operate very well and appreciate the ideas of others. Their self-esteem is good and they participate eagerly in the tasks.

108. Resources are efficiently organised at both key stages with all items at Key Stage 2 stored on a trolley. Its location, however, within the information technology (ICT) suite is not ideal for ready access. There was little evidence of ICT being used in design and technology during the inspection.

109. The co-ordinator has a clear sense of direction and the necessary expertise for the subject. She has ensured that there is a suitable policy, agreed by staff and governors. The co-ordinator has written a development plan for the subject and established a coherent and accessible system of planning which acknowledges Curriculum 2000 and makes sound use of the materials supplied by the Qualifications and Curriculum Authority. This provides a secure framework which ensures the systematic development of skills and knowledge, identifying what pupils should learn in both key stages. Planning and standards are monitored by the co-ordinator. Summative records of pupils' attainments are well maintained. The overall significant focus on design and technology has the potential to develop the subject further in the school and raise levels of achievement.

## **GEOGRAPHY**

110. From the analysis of pupils' work, from the observation of two lessons, one in each key stage, and from talking with pupils, standards of attainment at both key stages are in line with national expectations. The appropriate standards, therefore, have been maintained since the last inspection.

111. The pupils at the end of Key Stage 1 use basic geographical terms, such as those associated with direction like "forwards" and "to the left". They understand the concept of a map and appreciate how this may be compiled to show, for instance, a simple journey from one part of the school to another. They recognise natural and man-made features, such as may be seen at the seaside, and recognise how the quality of the environment of a locality may be determined as being attractive or unattractive. Their knowledge and understanding of the world is furthered effectively by work on "Where in the World is Barnaby Bear?" This is reflected in an informative display which includes a world map and postcards from overseas.

112. At the end of Key Stage 2 the pupils have acquired a few basic geographical skills. For instance, they are aware of the globe and maps as representations of all or part of the surface of the world. They recognise that a map has a scale and deploys signs and symbols to represent features. From a recent thematic study on rivers of the world, the pupils in Year 6 know some of the world's main rivers, recognise natural features of rivers and understand the value of rivers to humans. They appreciate that natural and man-made features contribute to form the character of a settlement and how environments may change, such as through pollution. At both key stages pupils with special educational needs attain well and make good progress towards their individual learning targets.

113. Too few lessons were seen to make a judgement on the quality of teaching. However, from the analysis of pupils' work there is evidence of high expectations of the quality of presentation as shown, for example, in the Year 6 books on rivers of the world. In talking with the pupils about geography they show enthusiasm for the subject and indicate how interested they are to learn about the world around them.

114. Occasions for pupils at Key Stage 2 to further their geographical knowledge, skills and understanding are afforded through school journeys, such as to Derbyshire in June 1999. These visits provide very good opportunities for the development of mapping skills, for contrasting an area with that of their home environment and for considering landforms and their formation.

115. The co-ordinator has drawn up a policy for geography which is based on the guidance of the Curriculum and Qualifications Authority. Planning is on a two year cycle which effectively reinforces concepts without the repetition of content. However, the monitoring of the planning and teaching is underdeveloped and there are no systems in place to effectively raise standards in the subject. Wall maps feature prominently in most classrooms but they do not link effectively with planned activities and associated learning opportunities. The level of resourcing is unsatisfactory in the absence of an appropriate range of maps and an adequate selection of secondary sources of evidence, such as pictures and photographs. Opportunities to exploit fully the resource of the school's grounds and the immediate environment for the teaching of geography are not capitalised upon. There was little evidence of computers being used to support geography.

116. Geography makes a sound contribution to the development of the pupils' literacy skills through, for example, speaking and listening and to their numeracy skills through, for instance, work on scales and maps.

## **HISTORY**

117. Due to timetable commitments only two lessons in history were observed, one in each key stage. Judgements on pupils' progress, therefore, are made on a scrutiny of past and present work, a review of teachers' planning documents and discussions with staff and pupils. The school has maintained the findings from the previous report. Progress for all pupils, including those with special educational needs is satisfactory.

118. Children under five know that anything that happened yesterday is history and can often explain that their grandparents were born before their parents. Pupils at Key Stage 1 have developed a satisfactory understanding of life in the past through studying old and new houses in the village. They can sequence the events of the first lunar landing in 1969 and can discuss what Neil Armstrong did on the moon. By the end of Key Stage 2, pupils have made satisfactory progress in their historical knowledge and understanding by studying life in Roman times and life in Britain since the 1930s. They appreciate the links between technological achievements that are world wide and those locally, for example Pye, who was a scientist in Cambridge and was not really known worldwide for his 'Vision of the Future'. There are good links with literacy and numeracy which aids pupils' progress. There was little evidence of IT being used to support this subject.

119. Most pupils' attitudes to learning are very good. They enjoy history and work with enthusiasm; for example, in a Year 1 class pupils were fascinated about talking about old items that could be found in old houses. In a Year 6 lesson, pupils were very interested in reading a copy of an old newspaper. The majority of pupils sustain concentration appropriate for their age and older and high-attaining pupils demonstrate high levels of perseverance and concentration. Most pupils work well co-operatively and collaboratively together, particularly in Key Stage 2. They treat equipment with care and share resources sensibly. Pupils generally behave very well which aids the development of their social and moral skills.

120. The quality of teaching in Key Stage 1 is sound and in Key Stage 2 it is good. Teachers plan work carefully and pitch their teaching to the range of abilities within their class. Teachers make good use of time and resources and teach pupils to use them carefully. There is usually a good balance between whole-class and group teaching and the plenary session effectively reinforces what has been learnt and targets are set for future improvement.

121. There is an appropriate scheme of work and a policy statement which assists teachers in the planning of their lessons. Summative records of pupils' attainment are well maintained. Accommodation and resources are adequate to support the teaching of this subject.

## **INFORMATION COMMUNICATION TECHNOLOGY**

122. Attainment is in line with that expected for the pupils' ages and abilities by the end of both key stages. These findings are in line with those found in the previous inspection. Pupils work a range of equipment including a 'roamer' in control work at Key Stage 1, listen to recordings and record onto tape, and use video and television programmes to support their learning. In assemblies pupils show competence in using the overhead projector to support singing. Information and communications technology, however, is primarily focused upon using the new computer suite as well as the in-class computers in the Key Stage 1 block. Most pupils have developed a good range of skills on the older in-class



equipment and are now making good progress in transferring their skills onto the new multi-media equipment in the computer suite. This will enable them to access the Internet to support their independent learning and develop the communication skills for life in the twenty first century.

123. Pupils can log on to the new equipment, locate their programme in the menu and use the mouse and cursor to highlight and move text around the window. They are using spreadsheets to total menus and logo to control movement round the screen. Pupils are able to play investigative games to support manipulative skills development as well as different curriculum areas such as mathematics and language. Younger pupils are able to use programmes such as Paint and Computer Magic to design pictures to illustrate their writing, and use word processing programmes such as Word to process their writing. However, there is little evidence of pupils composing directly onto the computer and using edit skills to redraft their work appropriately. Pupils with special educational needs at both key stages attain at least in line with their prior attainment and individual educational plans and many attain highly.

124. Teaching is at least satisfactory and half the teaching seen was good. Teachers have clear objectives for their lessons and are matched to their own technical abilities. They use questions well to challenge pupils to experiment and investigate rather than telling them what to do, encouraging pupils to problem-solve when things go wrong and develop further when successfully complete a given task. They have high expectations that pupils will behave well and will concentrate on developing skills and completing tasks. They make learning objectives clear to pupils so that all know what they are supposed to do. Teachers pay particular attention to equality of opportunity issues, especially ensuring the domination of the keyboard by boys does not occur and this supports well the learning of all the pupils. The co-ordinator's expertise was particularly evident in one lesson when the programme went down and she took the opportunity to remind the class of the working practice within the suite, especially the skills needed to recover a programme and data as a result of this failure. Teachers give good structures to their lessons with a brief introduction to tasks, the opportunity to work in small groups and independently upon those tasks then a plenary to share learning and this structure impacts favourably upon pupils' learning.

125. The school is rightly proud of the new computer suite, especially the support from the parents to getting the room furnished to enhance learning. There is still work to do to the room for example, the access to the suite is cramped due to other resources being stored, pupils' personal belongings and a lack of a door between the suite and the Years 5 and 6 classroom. The co-ordinator and school management have a clear plan of action to utilise the suite fully to raise standards across the subject. The co-ordinator has had appropriate training and is sharing her expertise with other staff, raising confidence and knowledge across the school. Summative records of pupils' attainment are kept.

## **MUSIC**

126. The quality and provision of music is a strength of the school. Standards across both key stages in music are well above those expected for pupils' ages and abilities. Standards are very high in comparison with those seen in the previous inspection. In each lesson pupils cover the full range of the music curriculum appropriate for their ages. Each lesson contains the opportunity for pupils to compose and perform using a range of instruments including percussion, orchestral, voices and body sounds. They respond to music by such composers as Mozart and James Brown. They consider different rhythms, tempos, styles and a range of dynamics in their own and others' work and critically analyse what they hear including listening for that most difficult of sound to hear, silence. Pupils

with special educational needs at both key stages attain at least in line with their prior attainment and individual educational plans and many attain highly.

127. Pupils make very good progress in their learning. All pupils are acquiring new musical knowledge and understanding as well as developing technical skills and expertise as a result of the quality of the teaching. Not only are they learning the practical skills of performance on a range of tuned and untuned instruments, including all learning to play the recorder, but they are also learning to read and write in standard notation using accurate dynamic marks for tempo, rhythm and key. The enthusiasm and expertise of their teacher motivates them to take part in lessons and as a result they listen carefully, think about what the teacher is saying and doing and respond in actions, words and movement. They are happy to demonstrate their own compositions and take part in discussions, imitating rhythm patterns and offer their opinions with confidence about others music, including that of the great composers such as Mozart and Brahms. When working practically on their own or group compositions they are able to collaborate, exchange their ideas and work together to practice patterns and performances for sharing with others. These activities enhance the development of their social skills. They are learning through building upon previous work, experimenting and practising, being personally involved with their tasks, showing their imagination in composing and appreciative of the efforts of others.

128. The quality of teaching is at least very good and in most lessons excellent. The music specialist who leads the subject is an excellent practitioner. Her subject knowledge is matched to the ability to challenge, inspire and support teachers and pupils alike. All lessons contains elements of the full curriculum for music and she links well composition, performance and appreciation as well as the development of technical skills to support each area to the full appropriately for the pupils' ages and prior abilities. She has clear and high expectations that all pupils will behave in fact pupils have no time within the lesson to behave other than well. She develops pupil's technical language well, and makes good use of practical work to ensure understanding of the nuances of technical terms. She shares her lesson objectives with pupils so that by the end of the lesson all know where they started and what they have achieved through the lesson, being able to monitor their own progress. Her management strategies of total involvement of all of the time ensures that she has such control of learning that all make good progress. She uses well the resources to hand, encouraging pupils to compose for one instrument, then adapt and revise their compositions for use on other instruments to gain different effects and to establish a different mood. She supplements the schools resources with those specifically needed for her lessons, for example musical phrases found in other composers' work on card and used for pupils' own compositions or in a musical game. Ongoing assessments of pupils' response to work gives her sessions a brisk pace and she uses questions well to check knowledge and understanding when working on appreciation and listening skills developments. She encourages and supports teachers, giving them confidence to develop music within their classes.

129. Music through the school is supported by a range of specialist music teaching from the county music service. Pupils have lessons on guitar, percussion, steel pans, brass, stringed and woodwind instruments. The school band gives pupils the opportunity to play together and they perform in assemblies and on social occasions. They also make recordings of their performances as appropriate.

## **PHYSICAL EDUCATION**

130. Lessons in gymnastics, games and dance were seen during the week of the inspection. Pupils' attainments in these lessons is above national expectations at Key

Stage 1 and in line with those expected of pupils of a similar age at Key Stage 2. At the time of the previous inspection standards of attainment were found to be above the national age-related expectations at both key stages. Evidence from the teachers' planning shows that all pupils have opportunities to take part in all aspects of the physical education curriculum. Pupils in all years develop their swimming skills in the school's own pool during the summer term and the school reports that the majority can swim 25 metres by the end of Key Stage 2.

131. At Key Stage 1 the pupils perform well in gymnastics and dance. They demonstrate safely elementary skills of movement and balance and they link actions smoothly. Their interpretations of music in dance are very good; they show a good awareness of shape and space. The pupils evaluate well their own performances and express simple views on the performances of others. They recognise that changes happen to their bodies during exercise.

132. At Key Stage 2 the pupils understand the purpose of a warm-up session and why exercise is of benefit to their bodies. In dance they interpret music imaginatively and, through practice, they refine their movements, showing increasing control and accuracy. Pupils work well in small groups and as members of a team in games lessons, such as when developing volleyball skills. They work in safety and collaborate effectively. The pupils sustain a good work rate for the duration of a lesson.

133. The overall standard of teaching at both key stages is very good. Features of the high quality teaching are the planning, organisation and management of the pupils. All teachers are appropriately attired for physical education lessons and this effectively encourages all pupils to be dressed suitably. Teachers have a secure subject knowledge and high expectations of what the pupils can achieve. For example, in a dance lesson the Year 2 pupils made very good progress in improving their movements in response to effective demonstration and high expectation by the teacher and well-selected music. Good use of questioning, for example to develop volleyball skills in a games lesson, resulted in the pupils reflecting on their performance and improving their positional awareness. Very good teaching also contributes to the pupils' enjoyment of physical education. They listen and respond very well to instructions and suggestions. In a dance lesson at Key Stage 2, the pupils very expressively interpreted music from the time of World War 2 in enacting movements of, for instance, evacuees going away from home. This lesson also made a very imaginative but relevant link with work in history on Britain since 1930. Learning support assistants are deployed well and this ensures that all pupils, including those with special educational needs, achieve well.

134. The pupils' attitudes to physical education are very good. They enjoy the subject and strive to improve their performances. All pupils have to walk some way from their classrooms to the hall and this, inevitably, takes up time. However, all pupils make good efforts to change as speedily as possible so that minimal time is lost. Through its emphasis on working together, the subject reinforces well the school's provision for the pupils' social development.

135. Physical education is very well led and managed. The subject is well planned and this facilitates the good progression of skills throughout the school. Resources are good and the school benefits from a large well-equipped hall with excellent apparatus and equipment, a good sized hard play area and very generously sized playing fields. However, pupils at both key stages change for their lessons in the classrooms and when it is wet have to wear outdoor clothes to walk over to the hall. Constantly having to change their clothes means some lesson time is wasted.

## RELIGIOUS EDUCATION

136. Pupils' attainment in religious education is in line with the expectations of the new locally Agreed Syllabus by the end of both key stages. Pupils with special educational needs at both key stages attain at least in line with their prior attainment and individual educational plans and many attain highly. Pupils have knowledge about Jesus and Christianity, his birth and death at Easter, communion, baptism; Jewish festivals such as Rosh Hashanah and leaders such as Abraham and Isaac; regular service such as Shabbat, and common themes to a range of faiths such as signs and symbols including the Christian cross and crucifix, candles, Jewish artefacts, friendship and harvest.

137. Pupils' progress as learners is at least satisfactory and in many lessons good learning is occurring. Most pupils are genuinely interested in religious matters, being able to discuss with appropriate seriousness and respect different aspects of the Easter story, especially considering the different points of view of those involved. Pupils sit well and listen to each other and their teachers, think about what they hear and respond with thoughtful comments, building upon previous knowledge and presenting a reasoned argument to support their point of view. They concentrate hard, consolidate their previous learning and put effort into their work

138. Teaching is at least satisfactory and in two thirds of lessons teaching is good. Teachers do not attempt to indoctrinate pupils; instead, they give them the opportunity to share and contribute to their own and others' learning, sharing opinions and ideas. Teachers have good knowledge of the agreed syllabus. They plan lessons carefully to encourage accurate factual information and encourage understanding, linking back to previous curriculum areas, especially seen when discussing Jewish burial customs and referring back to the Myrrh brought as a birth gift to Jesus being used to anoint bodies. Teachers use questions well to ensure a common foundation of knowledge and understanding. They manage classes appropriately giving all space to contribute to discussions and use ongoing assessment of discussions to check knowledge and understanding. Where needed teachers have resources to hand, appropriate for their pupils and they ensure that written tasks are assessed for religious content rather than as an English exercise. The quality of teaching and the ethos of reflection and mutual respect created in the classrooms make a positive contribution to pupils' spiritual and moral development.

139. The school has a sound range of resources to support learning, supplemented by using the local community, especially local churches, to enhance learning.