

INSPECTION REPORT

GREAT WILBRAHAM CE PRIMARY SCHOOL

Great Wilbraham, Cambridgeshire

LEA area: Cambridgeshire

Unique reference number: 110789

Headteacher: Mrs E A Jordan

Reporting inspector: Mr D J Cann
20009

Dates of inspection: 15th – 16th January 2001

Inspection number: 191555

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 category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Church Street Great Wilbraham Cambridge
Postcode:	CB1 5JQ
Telephone number:	01223 880408
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Wells
Date of previous inspection:	29 th April – 1 st May 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Great Wilbraham CE School is a school for pupils aged 4 – 11 years with 93 pupils (42 boys and 51 girls). The school is heavily subscribed and serves three local villages with a quarter of the pupils living outside this area. They are drawn from a wide range of socio-economic backgrounds and attainment on entry is generally above average. There are four pupils eligible for free school meals, which is well below the national average. The number of pupils on the special educational needs register is below average at 14 per cent and there are no pupils for whom English is a second language.

HOW GOOD THE SCHOOL IS

Great Wilbraham CE Primary School is a very good school. Children receive a good start to their education and, by the age of 11, they reach standards in English and mathematics that are well above those expected nationally. The headteacher directs the school very well. She is well supported by all the staff, who work closely together to provide a very supportive and stimulating learning environment. High quality teaching promotes pupils' high achievements and develops their interest and enthusiasm for learning. Pupils' personal development is excellent. The school provides good value for money.

What the school does well

- By the age of 11, pupils achieve very good standards in English and mathematics and good standards in science, and they make good progress as they advance through the school.
- The headteacher provides clear leadership and works closely with staff to provide a high quality of education.
- Very good teaching develops pupils' knowledge and skills and promotes their very positive attitudes to learning.
- Pupils take a real pride in their school and willingly contribute to its day-to-day running. Relationships are exceptionally good and pupils behave well.
- Teachers give pupils very clear guidance on spiritual, moral and social issues and there is a high level of mutual respect in the school.
- The school has established a very good partnership with parents, who support it well.

What could be improved

- Raise pupils' achievements in writing and in information and communication technology to the high levels that they achieve in other subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in April 1996 there were no significant weaknesses reported. It has successfully addressed all the key issues noted but changes in personnel have required it to make a number of well-managed changes in management. The school has been particularly effective in maintaining the pupils' positive attitudes to school and encouraging them to take greater responsibility for their own learning. The school's programme for monitoring teaching and learning has raised the quality of teaching since the last inspection and there is a high standard of open professional discussion about what is effective and where the school needs to improve. Thorough assessments of pupils' progress enable staff to provide suitable challenges for more-able pupils and support for those with special educational needs is good. The school is very good at evaluating its strengths and weakness and plans its future developments carefully. It has identified writing and information and communication technology as areas for development and has drawn up action plans to improve pupils' achievements. It is in a strong position to maintain the high standard of education that it provides.

STANDARDS

In 2000, pupils' attainment in tests and assessments at age 11 was well above the national average in English and mathematics and above average in science. In comparison to the levels achieved in similar schools, attainment was well above average in mathematics and average in English and science. With a small number of pupils in each year group, there are inevitable variations from year to year. However, pupils' attainment has improved significantly since the last inspection in all core subjects and the improving trend in school results over the last four years is above the national trend. Pupils achieve well and the number reaching the higher Level 5 in tests is well above both the national average and that achieved in similar schools. By the age of seven, pupils achieve levels that are well above the national average in reading and mathematics and in line with the average in writing. The school recognises that writing skills

are comparatively less well developed than reading skills throughout the school and is developing ways of improving these. By the age of five, children exceed the Early Learning Goals in all areas of development. In information and communication technology, pupils attain the expected levels at ages 7 and 11, but their practical experience has been constrained until the commissioning of new computers.

Because only seven pupils took the standardised tests at age 11 in 2000, no table of results is published. "Similar schools" are those where there are a similar number of pupils eligible for free school meals.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils take a genuine pride in the school and are keen to make their contribution to it.
Behaviour, in and out of classrooms	Very good both in class and at play-times.
Personal development and relationships	Relationships between pupils and with staff are excellent. Pupils develop a very mature approach to their studies and are very supportive of one another.
Attendance	Very good.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
16 lessons seen overall	very 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 quality of teaching is very good overall. The quality of teaching at the Foundation Stage was consistently high and in two of the six lessons observed with older pupils, teaching was excellent. Relations in the school are very good and teachers know their pupils very well. They sensitively challenge and support pupils according to their individual needs and are good at changing the pace and methods of teaching to maintain pupils' attention. Teachers have a good knowledge of the subjects they teach and plan lessons well. They are particularly good at involving pupils in the learning process, sharing objectives with them and responding confidently to their suggestions and ideas. By harnessing pupils' enthusiasm and interest so effectively, teachers are very successful in promoting high levels of achievement. The teaching of literacy is often exciting with teachers communicating their own love of language. Numeracy teaching promotes high standards and is particularly good at developing pupils' confidence in mental arithmetic.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The well-balanced curriculum makes learning relevant to pupils' lives and interests.
Provision for pupils with special educational needs	Class teachers and assistant staff give pupils with special educational needs a good level of support, which promotes good progress.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	The school is very good at encouraging pupils' personal development and provides clear guidance on spiritual, moral and social issues as well as extending their cultural awareness.
How well the school cares for its pupils	The school has very good arrangements for monitoring pupils' welfare and their personal and academic development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership from the headteacher ensures that the school maintains its commitment to improving standards. She works closely with teachers to maintain the high quality of teaching and learning.
How well the governors fulfil their responsibilities	Governors keep themselves well informed about school developments and support the school actively.
The school's evaluation of its performance	The school is very good at analysing its performance and identifying areas for development.
The strategic use of resources	The school makes good use of staffing and other resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twenty-two parents attended a meeting with inspectors prior to the inspection and 48 questionnaires (52 per cent of those distributed) were returned.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • their children like school • behaviour is good and children are helped to become mature and responsible • teaching is good • they feel comfortable about approaching the school with questions or problems • the school is well led and managed 	<ul style="list-style-type: none"> • more information about how their children are getting on

Parents are generally well pleased with the school's provision for their child's education. A few parents expressed concern about the school's communication on the progress of their child. Inspectors considered the school has good communications with parents and is effective in encouraging a good partnership between school and home.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the age of 11, pupils achieve very good standards in English, mathematics and science and make good progress as they advance through the school.

1. In tests and assessments in 2000, pupils aged 11 attained standards in English, mathematics and science that were well above the national average. In comparison with similar schools, pupils attained levels that were well above average in mathematics and in line with the average in English and science. Inevitably with small numbers in each year group there are wide variations in test results and statistical comparisons are unreliable. However, the levels of attainment over the last four years have been consistently high and indicate a steady improvement since the last inspection. The improving trend in school results is above the national trend in all core subjects. Current pupils in Year 6 are attaining levels that are well above those expected from pupils of their age.
2. In 2000, pupils aged seven attained standards in standardised tests that were well above the national average in reading and mathematics and in line with the average in writing. In comparison with similar schools, pupils attained levels that were well above average in mathematics, above average in reading but well below average in writing. Again, with small numbers of pupils in each year group there are wide variations in test results and statistical comparisons are unreliable. However, over the last four years pupils' attainment in reading and mathematics has been above the national average while their attainment in writing has been close to the national average. Attainment has been maintained at the same level as that noted at the last inspection. Current pupils in Year 2 are attaining levels that are well above those expected from pupils of their age.
3. In 2000, the school met the targets it set for itself in the standardised tests for pupils aged 11 years. The targets set for the years 2000-2002 are realistic and based on a close analysis of pupils' progress. However, with small numbers of children in each year group, one pupil constitutes as much as 14 per cent in the statistics. The school is in line to meet its targets for the current year in English. In mathematics, all pupils achieved Level 4 in 2000 and over 90 per cent are expected to achieve it in 2001. Test results at the age of 11 over the last three years indicate that boys' attainment is significantly weaker than girls' in all core subjects. More boys have been on the school's special educational needs register but the causes for this are unclear. The attainment of current pupils is very similar to national averages. The school has taken steps to improve learning for boys, but is aware that it needs to monitor the rate of pupils' progress in order to identify any patterns which can be addressed.
4. By the end of the Foundation Stage¹, children exceed the Early Learning Goals² in all areas of development and make good progress across the Foundation Stage. They enter school with skills which are above expectations in language and number but which are in line with expectations in their personal and social development. In communication, language and literacy children achieve very good levels. They are articulate and confident about speaking to adults. They readily contribute to class discussions, and the receptive attitude and interest which adults show towards children's comments encourages very good progress. Children handle books correctly and read stories to one another. They sound out words with increasing accuracy and are learning to write simple sentences under guidance. In number, pupils count up to 20 and back and understand

¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning.

² Early learning goals - these are expectations for most children to reach by the end of the foundation stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development.

and use simple processes for addition and subtraction. They use a good range of terms correctly like bigger, more and less, and many know that biggest does not mean heaviest. In their personal and social development, pupils are encouraged to work together and respond with enthusiasm to each other's work. They develop a good knowledge and understanding of the world, as one four-year-old demonstrated when he described how Concorde was faster than the Jumbo jet in which he had crossed the Atlantic. They have good physical control and apply it to creative tasks such as cutting and sticking materials to make a picture. They express their ideas confidently in paint and enjoy describing verbally what they are doing and explaining why.

5. Pupils of all abilities make good progress across the school. Higher-attainers achieve very good results in standardised tests at ages 7 and 11 in English and mathematics. In 2000, the number who achieved the higher Level 3 at the age of seven was well above the national average in reading and mathematics and above average in writing. The number who achieved the higher Level 5 at age 11 in 2000 was well above average in English, mathematics and science. Among current pupils, higher-attainers are given challenging tasks, which stretch their thinking and skills very effectively in all subjects. Teachers are very good at harnessing pupils' enthusiasm for learning. They discuss ideas with pupils and suggest ways in which they can extend their enquiries and as a result pupils grow both in knowledge and in self-belief and confidence. Pupils with special educational needs are effectively supported and progress well. They benefit from a good level of individual attention in class and clear targets to help them improve their work. They achieve these targets and most achieve levels in line with the nationally expected standards.
6. Pupils' skills in speaking and listening are well above expectations throughout the school. They are keen to discuss their work and explain their ideas very articulately. Teachers take full advantage of pupils' willingness to talk and give them very good opportunities to express their opinions. They lead discussions in a lively fashion and use mature expressions when talking to pupils. They help pupils to develop their understanding of new words and encourage them to use language precisely. Pupils' confidence is further extended through regular drama activities, as in a recent puppet performance of *The Christmas Carol* in which pupils wrote and presented their own script. In Years 5 and 6, pupils are very self-assured in speaking to the rest of the class during a session of text analysis, in which they ask for and obtain answers to any elements that have not been fully understood.
7. Pupils' reading skills are well above expectations and they achieve good levels in standardised tests at 7 and 11 years. Time is regularly allocated for reading each day and pupils are given a good range of books to choose from, which include fiction and non-fiction. Pupils aged seven discuss books with interest and indicate the sort of books which they prefer. They discuss characters in fables and describe the wolf's character as sly and tricky when he outwits the crane. By the age of 11, pupils read from an impressively wide range of fiction including *The Wind in the Willows*, which a group read with feeling and insight. They make very good use of dictionaries and thesauruses in order to identify spelling rules and to add variety to their written work. Pupils are accustomed to using books for research and Years 2 and 3 pupils read critically when looking for information about the Roman invasion. Pupils make good use of the library and are beginning to use the Internet as a valuable resource for information.
8. By the ages of 7 and 11, pupils attain levels in mathematics that are well above average. Teachers expect pupils to achieve high standards and pupils respond well, especially in sessions of mental arithmetic. Pupils use correct technical vocabulary to discuss and compare their methods of working. Pupils are good at explaining their reasoning and are quick to identify their mistakes. Pupils in Year 2 have a good understanding of place in number and understand fractions well. They are confident in working with two-digit

numbers and added 19 to other numbers with a clear understanding of how to add in tens, although not all remembered to subtract 1. Higher- attainers are competent at working out addition and subtraction with three-digit numbers and most are accurate in rounding numbers up and down to the nearest 10. In Years 3 and 4, pupils subtract two-digit from three-digit numbers with ease and enjoy finding missing numbers in three-digit calculations. In Years 5 and 6, pupils achieve very high standards in number work. They are good at estimating and rounding up figures to facilitate mental calculations. They are confident in using information and communication technology to handle data and have a very good command of vocabulary to express their ideas and explain their work.

9. In assessments at age seven, pupils' attainment in science was below expectations in 1999 and 2000. However, the school has put much more emphasis on extending pupils' experience of investigative work and the achievements of current pupils are well above expectations. Pupils in Year 1 know the effect of exercise on the body and have a basic understanding of how muscles work in pushing and pulling objects. In Years 2 and 3, pupils have a good knowledge of what constitutes a fair test and construct an experiment to observe what is necessary to promote plant growth. By the age of 11, pupils achieve levels that are above average in standardised tests with a very high proportion achieving higher grades. Pupils have a good knowledge of materials and life and physical processes as well as a genuine interest and understanding of investigative work.

The headteacher provides clear leadership and works closely with staff to provide a high quality of education.

10. The headteacher provides very good leadership and works closely with the staff to promote the school's aims and values. She has a clear vision of what she wants the school to achieve and she and the staff maintain high standards in all that they do. Communications between staff are excellent and all take a shared interest in the school's development and success. Subject responsibilities are well distributed among the teachers and they all contribute to monitoring and developing their curriculum areas. Under the leadership of the headteacher, staff undertake a constant review of what is effective in teaching and learning. The high level of open discussion and professional development is reflected by the very good quality of teaching which pupils enjoy.
11. Teachers carry out a very clear analysis of the school's strengths and weaknesses and are good at identifying and planning areas for improvement. They review test results closely, with the help of advisory staff from the local authority where necessary. They evaluate the effectiveness of their teaching and carry out careful assessments of pupils' progress, which are properly recorded. Pupils' work is often reviewed and discussed at staff meetings with a view to sharing and confirming teachers' judgements on attainment. From all this analysis, the staff create an appropriate programme for school improvements, which sets priorities, and deadlines for the academic year as well as setting targets for curriculum reviews over a three-year period. The plan is presented for governors' comment and approval and linked to the school's budget setting.
12. Governors fulfil their responsibilities very conscientiously and take a close interest in the life of the school. They bring a wide range of skills to their roles as governors and fully meet the requirements of monitoring the curriculum, finances and the maintenance of the premises. They have appropriate systems for measuring the school's performance and help to shape the direction of educational developments, particularly through the work of the curriculum committee. All governors undertake monitoring visits to the school, observing specific areas linked to the school development plan. They also maintain close links with classes and staff to keep themselves well informed about aspects such as literacy, numeracy and special educational needs. Governors regularly review the school's development programme and have ensured that the issues raised in the previous inspection report have been fully addressed. Budgets are properly prepared

and agreed and the school follows good value principles in its use of resources. It is in a strong position to plan future developments.

Very good teaching develops pupils' knowledge and skills and promotes their very positive attitudes to learning.

13. Teaching is very good. Half the lessons seen were judged to be very good or better and 38 per cent were considered good. There were no unsatisfactory lessons. The quality of teaching has improved greatly since the last inspection when only 5 per cent was very good and 5 per cent was unsatisfactory. Teachers take a very professional attitude to their work and the programme of lesson observations has established a high level of good practice. They are good at evaluating the effectiveness of lessons and identifying aspects, which need development. As a team, teachers maintain a mature professional dialogue and observe each other's lessons as well as teachers in other schools. In consultation with the headteacher, teachers set annual targets for their own professional development, which they review on a termly basis.
14. Teachers have a good knowledge and understanding of the subjects they teach, although skills in information and communication technology are still being developed through training. They are very familiar with the aims and methods of the National Literacy and Numeracy Strategies and implement them effectively. Teachers are skilful in assessing pupils' understanding of new work and make very good use of this in planning lessons. They set out clearly what they want to achieve in a lesson and share this with pupils in a way that helps to motivate them. They take care to explain the objective to pupils and use it to focus learning in plenary sessions at the end of lessons. Pupils respond positively to the clear direction that this gives them.
15. Teachers are generally very good at setting tasks to meet the different needs of different pupils. Pupils with special educational needs are sensitively identified and appropriate targets are agreed with them in consultation with parents. Where necessary, outside advice is obtained and shared with parents. Teachers give pupils appropriate support in class and adapt work for them to match the targets set in their individual education plans. Support staff are well deployed to assist them in class or withdrawal sessions and generally have a clear idea of their learning objectives. As a result pupils progress well.
16. Teachers know pupils as individuals and challenge the thinking of higher ability pupils very effectively. This is particularly successful in English lessons, where pupils are given a range of tasks to complete which extend their use and understanding of vocabulary. In Years 3 and 4, pupils looked at the superlatives of adjectives and the spelling rules that applied to adding '-est'. Similarly in Years 5 and 6, pupils were asked to spot the spelling rule for the suffixes '-ible' and '-able'. In both classes, all pupils were suitably challenged and higher ability pupils were keen to identify and define the spelling rules, which they subsequently presented to the class. Teachers' questioning of pupils is very good and prompts them to think around the problem as well as indicating ways in which they can develop their learning. Teachers managed mental arithmetic sessions very successfully to ensure all pupils managed to produce an answer by suggesting methods to help less-able pupils. However, with a wide range of abilities in classes, written number activities in Years 2, 3, and 4 did overstretch some and insufficiently challenge others, which led to a loss of attention among a minority of pupils.
17. Teachers are particularly good at talking with pupils and not at them. They value pupils' contributions and build on them well to harness pupils' interest and increase the level of involvement that they have in their work. In a science lesson on how plants grow, the teacher responded positively to pupils' ideas about how to make the test fair. Teachers listen sensitively to pupils' questions and observations and respond to them thoughtfully. In reception, the teacher was pleased to be corrected by an observant pupil who felt she

should have written a word in a different place on the white-board. In Years 5 and 6, pupils take it in turns to lead discussion of the text under review. Under the class teacher's supervision, the pupil 'teacher' asks pupils to identify words they are unsure of and seeks explanations from others. She obtains questions from the class about the meaning of the text at two agreed levels of difficulty. These are answered by other pupils and although the teacher put his hand up, the pupil teacher sought a more reliable source for the right answer. Teachers plan regular discussion sessions and have developed an excellent strategy to promote interaction between pupils. When questioning the class, they give pupils a few moments to discuss their ideas with their neighbours and then ask for comments. This stimulates an energetic response from pupils who enjoy the chance to exchange ideas and present their joint observations to the class.

18. Teachers create a purposeful environment by stating clearly what they want pupils to do and how they should behave. Teachers have quiet and well-ordered routines in which pupils settle to work sensibly and quickly. No time is lost at the beginning of the day or in moving from one activity to another. In nearly all lessons, pupils work hard and have high levels of concentration and commitment to their work. In plenary sessions, pupils are good at listening to what others have produced and celebrate each other's achievements with interest. They organise resources and methods of working for themselves and they take a mature and sensible approach to their studies. Throughout the school, pupils are keen to talk about what they are doing and share their ideas with adults. Teachers are good at promoting the basic skills of numeracy across the curriculum. They use number skills in science and design and technology and process and interrogate data with computers.
19. In half the lessons observed, teaching was judged to be very good and in two lessons teaching was excellent. In such lessons, the pace and the atmosphere which teachers create are very special. They harness pupils' own enthusiasm for learning and encourage them to discuss their ideas for finding out with others. They create a shared excitement in the pursuit of knowledge and a sense of achievement for everyone when they find it. Teachers have a very encouraging manner and give pupils confidence to contribute and raise their queries. They regularly discuss with pupils how they can improve their work and set targets with them, which pupils know and refer to in assessing their own progress.
20. The school provides pupils with a very effective curriculum, which covers all subjects of the National Curriculum and religious education. It fulfils its aim of extending their academic, creative and social skills and prepares them very well for the next stage of education. Pupils' creative skills are developed very effectively through well-planned teaching of music. The levels that pupils achieve in music are above expectations by the age of 11 years. All learn to play the recorder in one of four weekly groups. Many pupils take advantage of individual tuition organised in the school to learn keyboard, guitar, piano and woodwind. Just over half the pupils take part in the school choir, which practises weekly and achieves a good standard of singing. The choir, groups and individual musicians play in assembly and perform in concerts given to parents and local people, which are much appreciated. Class teaching is good and reflects teachers' enthusiasm for the subject. Careful planning extends pupils' appreciation of a wide range of different music and develops good performing skills. The curriculum is enriched by twice termly educational visits, which include a residential trip for Years 5 and 6. There is a good range of extra-curricular clubs, which help to promote pupils' sporting and cultural interests.

Pupils take a real pride in their school and willingly contribute to its day-to-day running. Relationships are exceptionally good and pupils behave well.

21. Pupils' attitudes and behaviour were judged to be very good or excellent in 63 per cent of the lessons seen and good in nearly all the rest. The school has built on the good standards seen at the last inspection, especially in improving pupils' personal development, which is now excellent. Pupils benefit from the wide range of opportunities provided for them and become increasingly confident, mature and self-assured as they advance through the school. They willingly undertake responsibilities such as setting up assemblies or helping to distribute resources in class and do so carefully and with evident thought for the needs of others. Teachers know the value of developing pupils' initiative and encourage them to organise their own materials and working methods. The school has recently introduced a school council, which meets fortnightly. This has helped raise pupils' awareness of how they can improve the school, its routine and its environment. Pupils take the council very seriously and many put valuable ideas into the suggestion box to which teachers and the council have responded favourably. The most recent example of this has been to increase the games available for pupils to use at break-time, especially on wet days. Pupils use these sensibly and with enjoyment and at the end of break, pupils spontaneously tidy them up. Pupils also respond well to challenges such as playing music in front of the school or participating in school plays and concerts.
22. Pupils take a pride in the school and behave very well both in lessons and play-time. They are thoughtful, confident and independent. Lunch-time is a sociable and enjoyable occasion, which is properly supervised. Older pupils actively help younger ones when they first join the school and this supportive role is maintained throughout, as is evidenced when pupils all of all ages play together at break-times. Attendance is well above average and nearly all parents say their children like coming to school. There have been no exclusions in the last year.

Teachers give pupils very clear guidance on spiritual, moral and social issues and there is a high level of mutual respect in the school.

23. The school's provision for the spiritual, moral, social and cultural development of its pupils is very good. This is a significant improvement since the previous inspection. The school makes very effective use of this area of education to develop, broaden and deepen pupils' understanding, values and experiences. It values the contribution of each individual within the school community.
24. The provision for the spiritual development of pupils is very good. This is a good level of improvement since the previous inspection. The youngest children in the school experience a range of activities that give them opportunities to reflect and wonder. They consider how their bodies work and think about people who help them. The school provides time for reflection in the daily act of collective worship. This is successful in promoting an atmosphere of thoughtful contemplation. For example, in one assembly pupils reflected on what is meant by 'the journey of life'. The school incorporates spirituality into many aspects of its life. An example of this is the respect and value the school places on pupils' work. In personal and social education lessons, pupils reflect on feelings and emotions, which gives them a valuable insight into why they have said and done things as well as opening their eyes to the thoughts and needs of others.
25. The provision for the moral development of pupils is very good and has improved well since the previous inspection. The school is effective in teaching pupils the principles that distinguish right from wrong. This begins on entry to the reception class and develops as the pupils progress through the school. There is a strong code of acceptable conduct implicit in all actions. All members of the teaching and non-teaching staff provide very good role models. They ensure that all their dealings with issues are firm and fair. Pupils are well aware of what constitutes acceptable and unacceptable behaviour. They have many opportunities to explore and develop moral issues within the curriculum. For example, in a history lesson pupils talked about the moral issues of invading other

countries as they explored Roman Britain. Teachers make very effective use of lessons to reinforce messages of care and concern for each other. Pupils tidy away equipment and learn to look after it carefully. This enables them to begin to appreciate the need to respect other people's property. The pupils quickly develop an understanding that they are responsible for their own actions and that there are consequences to them. They show much respect for each other, their teachers and adults who work in the school.

26. The provision for the social development of pupils is excellent. This is a significant improvement since the previous inspection. Children in the Foundation Stage of learning develop independent attitudes to learning. Teachers build on this as pupils become older and encourage them to work co-operatively and collaboratively in lessons. In history, for example, pupils work closely together when carrying out research. This encourages a very effective development of social skills. The school gives pupils the opportunity to play an active part in its life through the very active school council. An important part of this activity is the much used 'suggestion' box, which is very effective in developing pupils' concept of citizenship. The school prepares its pupils very carefully for their transfer to secondary school. For example, it helps pupils to develop a sense of group identity and acceptable group behaviour through an annual residential visit. Pupils listen with respect to each other when discussing work. They value each other's contributions to discussions. All members of staff foster good relationships between pupils and between pupils and themselves. They involve pupils in a variety of tasks around the school. For example, pupils organise the school bank, assist the younger pupils and tidy away equipment in the hall. The school is a very orderly and well-run community. Pupils have an effective involvement in the wider community. They raise money for a range of local and national charities. Pupils take part in sporting activities and give concerts for families and friends.
27. The school makes good provision for the cultural development of pupils. It is maintaining standards similar to those at the previous inspection. Pupils develop an appreciation of their own culture by visiting local places of interest as part of their work in history and geography. For example, the school makes effective use of the immediate locality and of the wider area around Cambridge. Pupils visit museums and art galleries and are well aware of their cultural heritage. Their work in religious education makes a positive contribution to developing awareness of beliefs other than Christianity. There are, however, limited opportunities for pupils to develop an understanding that Britain is a diverse cultural society.
28. Provision for child protection and health and safety is good. There are two trained and designated adults for child protection and all staff have recently been updated on procedures. With the aid of a governor, professionally qualified in health and safety, the school regularly monitors the buildings and staff practices to identify any potential risks.

The school has established a very good partnership with parents, who support it very well.

29. Parents have very good views of the school, which reflects the increased efforts made by the school in recent years to develop the partnership. The majority feel that the school works closely with parents and find it approachable, but a few would like to see more of the children's work, and some feel that reports are not sufficiently detailed on exactly how their child is achieving. The main area of concern seems to be in the level of home-school dialogue for older pupils. The inspection found that the concerns of this minority of parents are not well founded. The school does in fact make considerable efforts to provide parents with a range of opportunities to find out how their children are getting on. Annual reports are detailed and make clear judgements about attainment as well as suggesting areas for improvement in many cases. As well as termly target sharing and parents' evenings, teachers are available daily to talk to parents and there is a weekly invitation to come into school for lunch on Fridays. Parents are also given curriculum information and invitations to a variety of special events. There is a friendly and mutually supportive relationship between parents and the school, as is evidenced by the current parents' project to create a new garden at the school. Social events run by the Parent-Teacher Association are well supported and provide an important focus for village life.

WHAT COULD BE IMPROVED

Raise pupils' achievements in writing and in information and communication technology to the high levels that they achieve in other subjects.

30. In 2000, pupils' attainment in writing by the age of seven was in line with the national average. The number of pupils achieving the higher Level 3 was above average, but the number achieving the nationally expected level was below average. Pupils' achievements were lower than those achieved in similar schools. Although these results were an improvement on results in 1999, in the light of pupils' attainment in other subjects and their skills on entry they indicate a weakness in teaching which the school has examined. Teachers are implementing a number of strategies in order to bring writing skills in line with the high levels which pupils demonstrate in speaking and listening and in their reading. The attainment of current pupils indicates that pupils are writing more confidently and for a wider range of purposes than was evident before. They express themselves clearly in short descriptions using an interesting range of vocabulary. Their handwriting and spelling are of a good standard. In writing up an account of a science experiment, pupils use appropriate terminology and spell accurately. However their handwriting and presentation is not as careful as it is in more structured writing activities. In teaching writing skills, teachers are good at focusing pupils' attention on suitable vocabulary and looking at parts of speech, but do not always give pupils enough time to practise their skills, especially as the main focus of an activity. In writing up their science, pupils were stimulated by recent observation and discussion of how to set up the experiment and did not concentrate on the writing skills to be developed. Thus although the levels achieved were satisfactory, pupils did not all have time to focus on the correct use, spelling and presentation of new words. In another writing lesson, pupils selected some imaginative words in a close comprehension, but did not have time to practise using new words in their own sentences although they clearly have the ability to do so.
31. By the age of 11, pupils have a varied and well-developed vocabulary, which they use skilfully in speaking with each other and adults. Their spelling and reading skills are generally above average and higher ability pupils achieve levels that are well above nationally expected levels. However, the quantity of writing for different purposes is limited and opportunities to write in other subjects, such as history, geography and religious education are few. When pupils do have the time to express themselves at length they produce imaginative and sensitive pieces. They understand the sort of

language appropriate to factual reporting, but pupils in Year 6 have little experience of practising it at length. They have a sound understanding of how to structure a story. However, they have not tried and discussed the effect of different attention-grabbing story openings or created a variety of story endings which produce unexpected conclusions. Teaching introduces pupils to a number of different genres of writing, but does not always allow enough time for pupils to develop their skills and confidence exploring them.

32. Pupils' attainment in information and communication technology (ICT) is in line with national expectations by the ages of 7 and 11, but is not at the same high level as that achieved in other subjects. Since the last inspection the school has significantly improved the resources for the subject. It now has good equipment in each classroom and a newly acquired set of lap-top computers, which it is about to bring into use. Staff are undertaking the government sponsored training programme, which is helping to develop their confidence and familiarity with the hardware available. Pupils follow a comprehensive programme of study, which effectively develops their knowledge across all aspects of the subject. Pupils aged seven have sound basic skills and use computers for writing, graphics and exploring sounds. They use the school's digital camera to illustrate their work and the class rules, which they have agreed. In Year 4, pupils access the Internet to research subjects like Hinduism and in Year 6 pupils use e-mail in a limited way to communicate with other schools. By the age of 11, pupils' skills in data handling are good, but their knowledge of control technology is underdeveloped. While pupils' skills in graphic modelling and word-processing are sound, they do not often combine text and graphics nor write and redraft stories. While computers are used for story writing, there have not been the resources available up until now for pupils to have a wide experience of word-processing on their own.
33. Many pupils have computers at home and have good keyboard and mouse skills. They are familiar with the basic processes of opening programs, printing and saving work completed. As yet teaching does not properly extend the skills and knowledge that so many pupils bring from home. Methods of exploiting the new lap-top computers have not yet been agreed in detail and there is no timetabled allocation for teachers to use them. Planning sets out clearly the skills to be developed in each term, based on the government guidelines. However, teachers do not always define the ICT skills to be developed into their teaching in other subjects in a way which complements pupils' learning most effectively. They do not as yet identify every opportunity to develop pupils' skills, nor enable pupils to use a computer where they see it could help them in their work. While teachers have begun to monitor pupils' ICT attainment this is still at an early stage. They do not involve pupils sufficiently in the process of evaluating their own progress, which would help to develop the key skill of improving their own learning.
34. The school has prepared comprehensive action plans to raise pupils' attainment in both areas. It has consulted outside advisers on English writing and is implementing a range of strategies, which are being closely monitored. In information and communication technology, the school has very recently taken delivery of eight lap-top computers and is examining the most effective ways of using them.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

35. In order to improve the very good standards in the school, the governors, headteacher and staff should:

raise pupils' attainment in writing by:

- allocating more time to developing identified writing skills in conjunction with teaching in other subjects of the curriculum;
- encouraging pupils to draft and redraft stories using computers where possible;

raise pupils' attainment in information and communication technology by:

- timetabling the use the of the new computer resources;
- establishing a clear framework for assessing pupils' progress, which involves them in becoming aware of how their skills are developing;
- implementing the programme of staff training to help raise teachers' confidence and to assist them in identifying activities where they can complement pupils' learning in other subjects.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
12	38	38	12	0	0	0

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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	93
Number of full-time pupils eligible for free school meals	4
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	13
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	3.8
National comparative data	5.2

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	11	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total	20	18	19
Percentage of pupils at NC Level 2 or above	School	100 (90)	90 (70)	95 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
	Total	19	18	16
Percentage of pupils at NC Level 2 or above	School	95 (80)	90 (90)	80 (70)
	National	84 (82)	88 (86)	88 (87)

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

When there are fewer than 10 boys or girls in the year group, the table only shows the total number achieving Level 2 in order to avoid identifying individuals.

The end of Key Stage 2 attainment table has been entirely omitted because there are fewer than 10 pupils in the year group.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	95
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.6
Number of pupils per qualified teacher	20.6
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	44

FTE means full-time equivalent.

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.

Financial information

Financial year	1999-2000
	£
Total income	184,517
Total expenditure	181,681
Expenditure per pupil	2,042
Balance brought forward from previous year	12,079
Balance carried forward to next year	14,915

Results of the survey of parents and carers

Questionnaire return rate 51.6%

Number of questionnaires sent out	93
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	2	0	0
My child is making good progress in school.	53	34	9	2	2
Behaviour in the school is good.	58	38	2	0	2
My child gets the right amount of work to do at home.	23	60	13	2	2
The teaching is good.	56	38	2	2	2
I am kept well informed about how my child is getting on.	48	33	17	2	0
I would feel comfortable about approaching the school with questions or a problem.	69	25	2	2	2
The school expects my child to work hard and achieve his or her best.	54	38	4	2	2
The school works closely with parents.	46	38	10	4	2
The school is well led and managed.	54	38	4	0	4
The school is helping my child become mature and responsible.	61	27	6	0	6
The school provides an interesting range of activities outside lessons.	46	46	4	2	2