

Addendum to John Clare Inspection Report

Following a complaint made by a teacher of the school, please note that references to the attitudes of pupils in the middle years of the school (paragraph 14, sentence 6) and the expectations of what pupils can achieve in the middle years in school (paragraph 97, sentence 1) relate specifically to pupils in Year 2.

INSPECTION REPORT

JOHN CLARE PRIMARY SCHOOL

Helpston, Peterborough

LEA area: City of Peterborough

Unique reference number: 110699

Headteacher: Mr P Gregory

Reporting inspector: Mrs S E Hall

OIN: 21750

Dates of inspection: 26th – 29th June 2000

Inspection number: 191736

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Infant and Junior |
| School category: | Community |
| Age range of pupils: | 4-11 |
| Gender of pupils: | Mixed |
| School address: | West Street Helpston Peterborough Cambridgeshire |
| Postcode: | PE6 7DU |
| Telephone number: | 01733 252332 |
| Fax number: | 01733 253684 |
| Appropriate authority: | Governing Body |
| Name of chair of governors: | Mrs S Franks |
| Date of previous inspection: | 3 rd - 6 th February 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|----------------|----------------------|---|--|
| Mrs S. E. Hall | Registered inspector | Under fives Mathematics Science Art Design and technology Religious Education | What sort of school is it? The school's results and achievements. How well are the pupils taught? How well is the school led and managed? |
| Mrs S. Dixon | Lay inspector | | Equal opportunities. Attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents? |
| Mr M. Newell | Team inspector | Special educational needs English Information technology Geography History Music Physical education | How good are the curricular and other opportunities offered to pupils? |

The inspection contractor was:

Lynrose Marketing Limited
Bungalow Farmhouse
Six Mile Bottom
Newmarket
Suffolk
CB8 0TU
01638 570375

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House 33 Kingsway
London WC2B 6SE

REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 6 |
| 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 | |
| | |
| PART B: COMMENTARY | |
| HOW HIGH ARE STANDARDS? | 10 |
| The school's results and achievements | |
| Pupils' attitudes, values and personal development | |
| HOW WELL ARE PUPILS TAUGHT? | 13 |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 15 |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 18 |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS | 20 |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 21 |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 24 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 25 |
| | |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 29 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

John Clare Primary school is in Helpston, in Cambridgeshire, in the unitary authority of Peterborough. It is a small village school with 78 pupils and there are no pupils with English as an additional language. The proportion of pupils eligible for free school meals is below average. There are 16 children on the school's register of special needs with 2 pupils having a statement of special educational needs. Children begin school in the September of the year of their fifth birthday and they are taught within the mixed Reception and Year 1 class. The attainment of children on entry to the school is generally above average especially in areas of language and literacy.

HOW GOOD THE SCHOOL IS

This is a school where the strengths outweigh the weaknesses. Standards in English, mathematics and science are above average and have risen since the previous inspection. The teaching of the youngest and oldest pupils is good. The quality of leadership and management is satisfactory with strengths in the governors' involvement in financial affairs. The attitudes of pupils to school are good and the school has made satisfactory improvement since the previous inspection in most areas. Taking all factors into account the school provides satisfactory value for money.

What the school does well

- Standards in English, mathematics and science are above average at the end of both key stages and pupils make good progress in these subjects.
- The provision for children under five is good.
- The teaching of the pupils in the Reception year and in Years 1, 5 and 6 is good.
- The attitudes of pupils to school are good and the behaviour of pupils is very good.
- The educational and personal support and guidance for pupils is good.
- The provision for pupils' social and moral development is good.

What could be improved

- The procedures for monitoring the quality of planning, teaching and learning, which are ineffective and unsatisfactory.
- The opportunities for pupils to take responsibility for their own learning.
- The presentation of pupils' work, which is often untidy.
- Pupils' attendance, which is below the national average.
- The quantity of books in the school library.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since its previous inspection in 1997. The school was asked to develop a range of approaches for monitoring and evaluation of work by completing and using a curriculum map. The school's curriculum is now satisfactory. The school was required to make provision for the headteacher to observe teaching and learning so that effective practice was spread. Whilst the headteacher has had some opportunities to observe teaching these have been infrequent and the criteria used have not clearly identified areas for improvement. The monitoring and evaluation of planning, teaching and learning are unsatisfactory. The Governing Body was required to extend its involvement in school development planning, to enable it to hold the school to account for the progress made.

Governors' involvement in development planning is now satisfactory and there are strengths in financial planning. However, there is a lack of rigour in evaluation of the school's strengths and weaknesses and as a whole the Governing Body is not fully aware of areas for further development. The school was required to plan work for children of different attainment. Whilst teachers plan for different year groups in mixed age classes the planning for different needs within a year group is not always explicit. School assemblies now meet statutory requirements.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

| Performance in: | Compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1997 | 1998 | 1999 | 1999 |
| English | A | *N/A | A | A |
| Mathematics | A | N/A | A | A |
| Science | A | N/A | B | B |

Key

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

- *figures not published as there were only 4 pupils in the year group*

The table shows that the school's results in the 1999 end of Key Stage 2 National Curriculum tests were well above the national average in English and mathematics and were above average in science. The school performed well when compared to similar schools. The school has sometimes had very small year groups of pupils, as in 1998 when there were 4 pupils in Year 6. This makes comparison of the performance between different year groups of pupils and with other schools difficult. The Year 6 group of pupils for 1999 contained a relatively high percentage of pupils with above average attainment in all three subjects. The school is on course to meet the targets set in English and mathematics.

The inspection findings show that the attainment of the present Year 6 pupils is above average in English, mathematics and science. Analysis of the pupils' work indicates that levels of attainment are set to rise again in the Year 2001. Standards in speaking and listening are above average. The effective introduction of the National Literacy and Numeracy Strategies and the good quality of teaching of the oldest pupils are having a positive impact on standards and the progress pupils make. Standards in information technology in both key stages are average. Standards in religious education throughout the school meet the expectations of the locally agreed syllabus. By the time the pupils leave the school, attainment in music is better than that found in the majority of primary schools. In all other subject areas the attainment of pupils at the age of 11 is average.

At the end of Key Stage 1 standards are above average in English, mathematics and science. Pupils read well and this boosts their attainment across the curriculum. The area that the school serves is relatively advantaged, and children's levels of attainment when they start the school are above the nationally expected level. The school is making suitable progress towards the targets it has set.

By the time they are five most children exceed the nationally recommended Desirable Learning Outcomes especially in language and literacy and knowledge and understanding of the world. Children's attainment in all other areas of their development is also generally above average, with the exception of children's physical skills, which are average.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Good. The pupils are eager to learn. They are responsive and show good attitudes in all the activities they take part in. |
| Behaviour, in and out of classrooms | Very good. Pupils behave well in class and their behaviour around the school and when at play is very good. |
| Personal development and relationships | Good. Pupils take on such responsibilities as are available with maturity. Relationships throughout the school are good. |
| Attendance | Below average. Children arrive at school on time but a very high proportion of families take holidays in term time, which affects the progress that pupils make. |

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|-------------------------|--------------------|----------------|-----------------|
| 24 lessons seen overall | Good | Satisfactory | 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.

Teaching is predominantly good, with that of the younger and oldest pupils being consistently good. During the inspection, the quality of teaching was very good in 11% of lessons, good in 50% and satisfactory in the remainder of lessons. No unsatisfactory lessons were observed. The teaching of literacy and numeracy in the first and last two years in school is good. Pupils with special educational needs are well supported and higher attaining pupils are usually well challenged. However, the quality of teaching dips in Years 2, 3 and 4 and whilst this teaching is satisfactory it slows the good rate of progress that pupils make in other parts of the school. The teaching of children under-five, and in the Reception and Year 1 group is consistently good and offers a well-considered and relevant level of challenge to the youngest children.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | Satisfactory. The curriculum is appropriately broad. Statutory requirements are met. Planning is of a satisfactory standard across the school but is often the same or very similar for pupils of varying abilities within a year group. |
| Provision for pupils with special educational needs | Satisfactory. Pupils benefit from appropriate systems of support, provided by teachers and the capable and committed support staff. |
| Provision for pupils' personal development, including spiritual, moral, social and cultural development | The provision for pupils' moral and social development is good. Clear codes of behaviour and expectations ensure that pupils develop a good understanding of their responsibilities. Whilst there is satisfactory provision for pupils' spiritual and cultural development, many opportunities to develop pupils' understanding of issues are missed. |
| How well the school cares for its pupils | This is a caring and supportive school. Staff know individual pupils well. There are appropriate procedures for child protection and for ensuring pupils' welfare. |

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Satisfactory. The headteacher provides sound leadership and is well supported by the senior teacher. Curriculum co-ordinators are in place for most subjects, but the monitoring of planning, teaching and learning by the headteacher and co-ordinators is unsatisfactory. |
| How well the governors fulfil their responsibilities | Satisfactory. Governors are very supportive of the school but are often more aware of the strengths of the school than of the areas for further development. Governors have a good grasp of financial management and have instituted the principles of best value well. |
| The school's evaluation of its performance | Satisfactory. The school makes good use of assessment data to track the attainment of the oldest pupils. However, the school has not always acted with resolve to address the issues for improvement in the first inspection and these remain largely as they were. |
| The strategic use of resources | Satisfactory. Resources, including teachers, support staff and accommodation are used well. However, the school library and its use is unsatisfactory. Not all computers are used on a regular basis. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|--|
| <ul style="list-style-type: none"> • The fact that their children like coming to school. • The teachers' high expectations of the pupils, and the progress that they make. • Parents feel comfortable approaching the school. | <ul style="list-style-type: none"> • Information on how their children are getting on and about the curriculum. • The school working more closely with parents, especially parents of pupils with special educational needs. • The range of out of school activities. |

The inspection findings mostly confirm the parents' positive views of the school. The school has predominantly good relationships with parents although very few help in school on a regular basis. The inspectors agree with parents that there is a limited amount of information about the work that pupils do or the expectations of pupils in the different years. There is some slight variation between the classes in the consistent use of homework. The school offers an appropriate range of out of school activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the school at the beginning of the year of their fifth birthday. At the time of the inspection there were four children under the age of five. Assessment data shows that children's attainment on entry to the school is above average in most areas of their learning and especially in language and literacy and in the children's knowledge and understanding of the world. All children make good progress during their time in the mixed Reception and Year 1 class because of the consistently good teaching. By the age of five the majority of children exceed the nationally recommended Desirable Learning Outcomes in all areas other than physical development, where their attainment levels are average.
2. National Curriculum tests for 11-year-olds in 1999 show that the pupils' attainment in English and mathematics was well above the national average and well above average compared with schools with similar characteristics. The proportion of pupils who achieved the higher levels in the national tests was above the national average in both subjects. Results in the science test were above both the national average and above average in comparison with similar schools. There was again an above average number of these pupils who had higher levels of attainment. When results over the period from 1997 to 1999 are examined assessments indicate a large dip in 1998. However, in that year there was a particularly small cohort of four pupils and therefore direct comparison with other year groups and other schools is difficult. Some year groups including those in 1997 and 1999 have a high proportion of pupils with above average attainment and the pupils performed well in the end of key stage tests.
3. The inspection findings show that attainment at the end of Key Stage 2 in English, mathematics and science is above average. Pupils' speaking and listening skills are above average and sometimes well above average. Pupils read particularly well and this supports the progress that they make in other subjects. Whilst writing skills are not as well developed as those in other aspects of English, many pupils write well, although the presentation of work is often untidy. The good quality teaching of the oldest pupils, and the detailed and careful preparation for assessments support the progress that pupils make. The quality of learning of pupils in English, mathematics and science is good. The school has implemented the National Literacy and Numeracy strategies well and this boosts the pupils' confidence across the curriculum.
4. The 1999 National Curriculum tests for seven year olds show that pupils' overall attainment in reading, writing and mathematics was well above the national average and above average compared to similar schools. Assessment information indicates that the proportion of pupils with higher attainment in reading was well above the national average, and the numbers with higher attainment in writing was very high. However, in mathematics the proportion of pupils attaining the higher levels was below the national average. There has been notable improvement in end of Key Stage 1 tests in the past three years. In 1997 the attainment of seven year olds was generally average, but in 1998 this rose significantly to being well above average in reading, writing and mathematics, with the pupils' attainment in writing being amongst the highest 5% in the country. Teacher assessments indicate that pupils' knowledge and understanding of areas of science including life and living processes and materials and their properties are particularly well developed.

5. The inspection findings indicate that the attainment of pupils at the end of Key Stage 1 is above average in reading, writing and mathematics. Almost all pupils have well developed speaking and listening skills. Many pupils have an extensive vocabulary for their age and speak with confidence. Pupils develop an early interest in reading, which is well taught from entry into school. Teaching in the Reception and Year 1 class places a strong emphasis on reading and this has beneficial effects in supporting pupils' access to information across the curriculum. Pupils have a good level of interest in mathematics and use numbers with confidence. Attainment in science is above average with pupils having good observational skills of the experiments or investigations that they undertake. Pupils have well developed speaking skills and they are particularly effective in describing what they observe. Whilst the current Year 2 group of pupils does not contain a particularly large proportion of pupils with high attainment, information indicates that there is a good number of pupils in Year 1 who are on course to exceed the national averages in end of key stage tests in 2001.
6. The overall picture that emerges is that pupils enter the school with attainment that is above average and leave the school with attainment that is above average. The progress that most pupils make is satisfactory. Since the previous inspection standards in Key Stage 1 have improved in English and science, and standards in Key Stage 2 have improved in mathematics.
7. Whilst there has been overall improvement in attainment this masks some uneven progress made as the pupils move through the school. The quality of learning and the progress that the pupils make in Reception and Year 1 is consistently good. The good quality of teaching significantly enhances the skills the pupils have in all areas of their development. However, in Year 2, 3 and 4 the rate of progress dips whilst remaining satisfactory overall. This is largely due to the quality of teaching which sometimes lacks pace and challenge so that pupils produce lower quality work than they are capable of. In Years 3 and 4 pupils' progress is limited partly by the extensive use of commercial worksheets that hinder the development of pupils' writing skills, and partly by the organisation of teaching of the same or very similar tasks for all pupils within a year group. These two aspects sometimes limit the challenge offered to the higher attaining pupils. The quality of learning for pupils in Year 5 and 6 accelerates. Progress is good and often very good particularly in English, mathematics and science. The consistently good teaching and often high level of challenge for pupils, combined with a carefully detailed plan supporting pupils through targeted teaching prior to end of key stage tests, considerably boosts the rate of progress that pupils make.
8. There have been no significant differences in the attainment of boys and girls given the small size of some cohorts. The quality of learning for pupils with special educational needs is generally good. There is good quality support for younger pupils with profound learning difficulties. However, the quality of teaching in the middle years in school has a variable impact upon the progress some pupils with special educational needs are able to make.
9. Pupils are encouraged to use their literacy and numeracy skills across the curriculum. This is particularly effective in science where pupils' speaking and listening skills are well developed through discussion and evaluation. Older pupils have a good understanding of how to conduct a fair test and make good use of scientific vocabulary.
10. By the end of both key stages the pupils' levels of knowledge and understanding in religious education meet the expectations of the locally agreed syllabus. By the age of seven, pupils have an understanding of several Bible stories and of religious celebrations from Christian and other religions. By the age of 11 pupils have built on

this knowledge and have studied creation stories from around the world. Through their studies, pupils gain an understanding of and respect for the views of others and an ability to question features of the stories that they study.

11. Pupils' attainment in information technology is in line with expectations at the end of both key stages. Pupils in the Reception/Year1 class and in Years 5 and 6 make regular use of computers to support their learning across the curriculum. However, the sample of pupils' work in Years 2, 3 and 4 indicates that pupils do not regularly use computers as much to support their learning in other subjects. Younger and older pupils use the computer to develop word processing skills and to handle data of increasing complexity, but aspects of computer modelling and control are not as well developed.
12. In music at the end of Key Stage 2 the standards reached are above the expected level. In all other subjects including art, design and technology, geography, history and physical education standards are average. In art, pupils in Years 2 and 3 have better developed skills in observational drawing and painting than elsewhere in the school. In physical education the use of the school's own swimming pool considerably enhances the swimming skills of pupils which are already above average. In design and technology the oldest pupils have carried out a well planned project studying bridges and then using the knowledge gained to design, make and evaluate their own bridges. However, the school is very aware that the limited amount of time spent on some subjects is limiting the standard of work produced.
13. The school has set targets in English and mathematics that are appropriate and is making suitable progress towards achieving these targets.

PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

14. Pupils have good attitudes to their work and the attitudes of the younger and older pupils are often very good. Pupils enjoy their time at school and approach lessons and activities enthusiastically. In lessons where expectations are high, their needs are well met. Pupils respond well to challenging and stimulating questions and their answers are well considered, particularly amongst the older Key Stage 2 pupils. For the most part pupils listen well to their teachers and one another and follow instructions quickly and quietly. There are some occasions when the attitudes of pupils in the middle years are less positive and where they do not always maintain attention and concentration throughout activities and lessons. This occurs where teachers' expectations are not sufficiently high and the organisation of the lesson does not keep pupils fully engaged. Pupils work well together in pairs and groups, and work alone as seen in literacy and numeracy lessons. In general there are too few opportunities for pupils to make choices and decisions about their own learning and their independent learning skills are underdeveloped.
15. The behaviour of all pupils is very good, which has a beneficial effect upon their learning and upon the school community as a whole. Pupils display good levels of self-discipline and follow the school rules well. For example, in swimming lessons pupils act sensibly and behave very well when not directly supervised in the changing rooms. Praise and reward for good work and behaviour are received with pride and pupils appreciate the success of others. Pupils behave consistently very well at all times of the school day and treat the school building and the resources they use with care and respect. There have been two exclusions in the past year, which have been accompanied by appropriate procedures.

16. The relationships amongst all members of the school community are good. Pupils are polite and helpful towards adults and one another. They work and play well together and display a friendly and caring approach to younger ones. There is very little conflict in school and any that occurs is dealt with swiftly and effectively. Pupils' personal development is satisfactory. Pupils are provided with some opportunities to take responsibility, for example by preparing the hall for assembly or helping younger pupils with reading. However, there are insufficient opportunities for pupils to take responsibility for their own learning or to extend their involvement in the life of the school. Some opportunities are provided for pupils to express their opinions and feelings in personal and social education lessons but on some occasions in the middle of the school, pupils' willingness and enthusiasm to do so is discouraged. Confidence and independence grow as pupils progress through the school and older pupils present themselves as mature and considerate members of the school community. Pupils learn to respect others' values and beliefs and show thought for others.
17. Attendance rates are below the national average and are unsatisfactory. Absences are due to minor illnesses and to a considerable amount of holiday taking in term time. There is also a significant amount of single days taken as holiday. For these pupils this has a detrimental effect upon their learning and the continuity of their education. Pupils arrive at school eager to start the day and lateness is rare. Registration is conducted efficiently and leads promptly into assembly.

HOW WELL ARE PUPILS TAUGHT?

18. The overall quality of teaching is good. During the period of the inspection 11% of lessons were judged to be very good. In a further 50% of lessons teaching was good and in the remaining 39% of lessons teaching was satisfactory. Where the quality of teaching is good this makes a significant contribution to pupils' learning and the good progress that they make.
19. Whilst the overall quality of teaching is predominantly good there is a marked variation in the quality of teaching in different parts of the school. The teaching of the youngest and oldest pupils is consistently good but that of pupils in the middle of the school is less effective though satisfactory overall.
20. The teaching of children under five and the pupils in the Reception and Year 1 class is well considered and consistently good. The teacher, the classroom assistant and the special educational needs support assistant all have a good understanding of the needs of the youngest children. The Reception group of pupils, including the children under five, often work under the direction of the classroom assistant together with the special needs support assistant. Activities are planned by the class teacher with references, where appropriate, to the Desirable Learning Outcomes and the National Curriculum. Staff share high expectations of what the pupils can achieve. This considerably enhances the progress that the pupils make. The teacher is skilled in making use of introductory and plenary sessions to involve the youngest pupils in discussion activities and this boosts the progress that they make in speaking and listening.
21. Teachers place particular emphasis on the teaching of reading to the younger pupils. The teaching of reading strategies is well planned and effective. All pupils read to staff on a regular basis with the teacher being particularly keen to maintain a good level of individual teaching to supplement class and group reading activities. The teaching of mathematics is also good with high expectations, allied to the good use of praise, raising the quality of learning. The pupils make good gains in their learning in science

through the effective use of resources including a wide and interesting range of seeds and seed cases which fascinate the youngest children. The good use of open-ended questions to encourage the pupils to describe how the seeds are dispersed, considerably enhances the pupils' scientific vocabulary.

22. The teaching of pupils in Year 2 is satisfactory. In the mornings these pupils are involved in literacy and numeracy activities in a discreet year group. This is a satisfactory arrangement. However, the quality of teaching lacks challenge and pupils take part in some activities that do little to stretch them. This was seen in an activity where pupils made a dog shape from two or three sets of different coloured cubes. This was suitable in that pupils had to work out the value of the cubes to a given amount. However, most pupils were only required to make one such shape and this hindered the progress made.
23. The teaching of pupils in Years 3 and 4 is satisfactory. The teacher has satisfactory subject knowledge but on occasion allows the pupils little opportunity to contribute to discussions. There are few opportunities for pupils to follow their own lines of enquiry or to use their imagination or work in an individual style. Many tasks that are the same or very similar are set for the whole of a year group and this restricts both the amount of challenge and the choices pupils make in their learning.
24. The teaching of pupils in Years 5 and 6 is good and is often very good. A part-time teacher and the headteacher share this teaching. There are high expectations of these pupils as seen when 'hot seating' characters from 'A Midsummer Night's Dream'. Here pupils carry out research about 'their' character and then conduct question and answer sessions to find out more about other characters whilst attempting to use Shakespearean language. This high level of challenge is seen in a particularly effective range of opportunities for speaking and listening.
25. Teachers use particularly effective methods and organisational strategies to organise activities for the whole class, groups and individual pupils and this is a strength of the teaching. They make particularly good use of questions to stimulate pupils' thinking. The management of pupils is good virtually throughout the school though with exceptions in Year 2. This good management together with positive attitudes and good relationships creates an effective learning environment where most pupils make good progress. Very occasionally an over-emphasis on the firm management of pupils hinders the development of warmth in the relationships between staff and pupils.
26. In both key stages resources are prepared and used well to support learning. This is particularly effective in science as observed when the youngest pupils investigate seeds and seed coverings and pupils in Years 2 and 3 observe a wormery.
27. The teaching of literacy is satisfactory in Key Stage 1 and good in Key Stage 2 particularly at the end of the key stage. The teaching of numeracy is mostly good and again best at the end of Key Stage 2. Teachers generally teach basic skills well although the expectations of neat presentation and the use of spelling strategies are not as well developed as other aspects of literacy. Teachers do not make sufficient demands for a high standard of presentation of pupils' work. Pupils are rarely involved in discussions and setting targets for improving their work. The marking of work is also variable and ranges from good for the oldest pupils to barely satisfactory in the middle of the school. Teachers do not consistently identify how the pupils are to improve their work.
28. Whilst lessons are usually well structured the identification of learning objectives is weak throughout the school. The planning of lessons is often brief and descriptive and

fails to identify exactly what the pupils are to learn. No member of staff was observed sharing the learning objectives of lessons with pupils. Throughout the school and particularly in literacy and numeracy activities teachers make extensive use of worksheets and this restricts the opportunities that pupils have for extending their writing, spelling and presentation skills. The use of worksheets rarely stimulates pupils and pupils do not make the progress in writing of which they are capable. Too much of the pupils' work is undated and this makes it difficult for teachers to track progress.

29. Teachers have generally good levels of knowledge and understanding of the subjects that they teach. This is particularly the case in science where all teachers have good subject knowledge. The teaching of the skills of information and communications technology to support learning across the curriculum is good for the youngest and oldest pupils but is insufficient in the middle years. The use of homework is satisfactory overall but is better for the oldest pupils. Some parents have expressed concern that homework is not used consistently and the school is rightly considering how best to make use of homework to support learning.
30. The quality of teaching for pupils with special needs is mostly good. The support provided by classroom assistants considerably enhances the progress that pupils make towards the targets identified in their individual education plans. Learning support assistants are involved in the full range of school activities and take part in many in-service training activities. The dialogue and feedback between support staff and class teachers, especially of the youngest pupils is good. However, on occasion pupils with special educational needs in Year 2 are not well supported and ineffective management of these pupils allows them to remain off task for some time and this hinders the concentration of other pupils.

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

31. The quality and range of learning opportunities provided by the school are satisfactory. Pupils are offered a broad and balanced range of worthwhile opportunities, which are relevant to their interests and meet the needs of all pupils, including those with special educational needs.
32. The curriculum provided for English, mathematics and science is well considered and forms a coherent and effective structure for planning that ensures that pupils' prior attainment is built on and developed. This makes an important contribution to the satisfactory and at Key Stage 2, good progress that pupils make. Satisfactory schemes of work are in place to support the teaching and learning in all other areas of the curriculum. However topics or projects in subjects such as history, geography and design and technology are not always covered in sufficient depth to fully extend pupils' knowledge and skills.
33. The school has effectively introduced strategies for the teaching of literacy and numeracy that are based around national guidelines. In numeracy the greater emphasis the school now places on mental arithmetic skills has led to an improvement in standards. Pupils are provided with opportunities to use their literacy and numeracy skills in other areas of the curriculum, for example, working at scaled distances in a geography lesson or writing a Viking's diary in history. Visits to places such as Peterborough Museum, Rutland Water and other local attractions do much to enhance pupils' interests and help subjects come to life.

34. Opportunities for pupils to learn through practical and investigative activities in mathematics and science are good and enhance pupils' enquiring skills as well as their knowledge. Good examples were observed of the youngest and older pupils in school using computers to support their learning across all areas of the curriculum. This practice however is not consistent across the school and therefore the potential of information technology to enhance pupils' learning is not being fully realised. The curriculum provision for children under the age of five is good and planning refers to the nationally recommended Desirable Learning Outcomes. This curriculum provides a wide range of stimulating and challenging learning opportunities that prepare the children well for the National Curriculum programmes of study.
35. The provision made for pupils with special educational needs is satisfactory overall and teaching is often good. Pupils are fully integrated into all aspects of school life and this makes an important contribution to their social as well as academic development. Individual education plans are drawn up by the special needs co-ordinator after consultation with the class teacher and parents. Parents are kept fully informed of their child's progress through well-planned review meetings. Targets that are set for pupils are appropriate and reflect the needs of the individual. However, some parents would appreciate further support and information. The school is presently examining ways to increase the amount of support staff hours to provide for pupils with special educational needs. On occasions where teachers share responsibility for the teaching of pupils in the middle years of the school, different expectations of the standard of behaviour are apparent and this impacts negatively on the progress individuals may make. Support staff work well with class teachers and make an important contribution to the quality of special needs provision. The school meets all statutory requirements regarding special educational needs and also the National Curriculum in general.
36. At the time of the last inspection the school did not fulfil the requirements for acts of daily collective worship. This is no longer the case as the school provides suitable acts of worship led by the headteacher, staff members or the local vicar. Religious education is provided in an appropriate manner through the locally agreed syllabus.
37. The provision the school makes for extra-curricular activities is good for a school of this size. A wide range of activities is provided, often on a seasonal basis. These include football, netball, games, cricket, gymnastics, skipping, art, drama and musical activities such as recorder. During the inspection clubs were running on four out of five evenings. Many of these clubs are run by staff or with the valued assistance of parents. Clubs are often well supported and pupils clearly enjoy them. The school attends a residential course each year where pupils have the opportunity to enhance their information technology skills as well as more active pursuits such as canoeing, rock climbing and archery. The school often takes part in inter-school competitions often competing against much larger schools. All these activities provide pupils with many opportunities to develop their physical and creative skills and also make a powerful contribution to their personal and social development.
38. The provision the school makes for pupils' personal, social and health education is of a satisfactory standard overall. The school has rightly identified the need for a policy relating to the planned and progressive teaching of personal and social development. At present provision is on more of an ad hoc basis but in some classes personal and social education is clearly timetabled and issues such as the environment, stranger danger and the dangers of household substances are discussed. Older pupils discuss issues such as prejudice and are made aware of the dangers of drug and solvent abuse. Many issues relating to health education are covered by the science curriculum and the headteacher, class teachers and the school nurse provide pupils with opportunities to learn about and discuss issues relating to growing up.

39. The links that the school has with the local community are good and have a beneficial impact on pupils' learning. The school is very much the focal point of the village community. The community has dual use of the school's outdoor play facilities and playing fields. This promotes a good relationship between the school and the local community who both work together to care for this valued resource. There are excellent relationships between the school and the village's Under-Fives group, which shares the school's site. The excellent liaison procedures and the joint fund-raising activities help to create an atmosphere where the transition from pre-school to compulsory education is seamless. The school has good links with the local Church and vicar with the Church often being visited and used as a valuable learning resource. The school takes a full and active role in the special village occasions such as celebrating the anniversary of the famous poet John Clare. The local paper mill provides sponsorship of the school's football kit. The school has worked hard to forge strong links with the local community and pupils benefit from the opportunities they have to meet and work with others.
40. The school has developed good links with partner institutions, which are valuable for a small school. Schools in the area meet on a regular basis both at headteacher and co-ordinator level. Issues of shared concern are discussed and co-ordinators are able to share good practice for the benefit of pupils. Relationships with the receiving secondary school are of a good standard. Well planned induction days help to make a smooth transition for pupils when they leave the school. The links with the Helpston Under-Fives are excellent and children are confident and knowledgeable about the school before they start. Although the school does not have any specific links with teacher training institutions it is always ready to offer places for students on work experience.
41. The school makes good provision for pupils' moral and social development and satisfactory provision for their spiritual and cultural development. Pupils' spiritual development is nurtured through acts of collective worship and the religious education curriculum. Pupils are given opportunities to explore the values and beliefs of others both in lessons and when listening to stories in assemblies. Acts of worship share values of a broadly Christian nature and clearly the words and activities observed in worship recognise the existence of a deity. A lack of a specific focal point during assembly, for example, a candle, a crucifix or some other artefact reduces the spiritual air prevalent in assemblies. Good opportunities however are provided for pupils in assembly to reflect on what they have heard and how it might impact on their own lives and actions. In some lessons teachers skilfully use events such as the birth of a brother or sister or other special events to help pupils think about who we are and our place in the world. However, not all teachers pay enough attention to exploring pupils' own experiences that would provide the class with a focus for discussion about the natural beauty of the world in which we live. These are however spontaneous moments when incidents are held up to provide genuine examples of awe and wonder, for example, when pupils using the computer realised the vast amount of information that is stored and can be accessed,.
42. The school makes good provision for pupils' moral development. Fundamental to the life of the school is the manner in which staff sensitively help pupils to understand the difference between right and wrong. Pupils are actively involved in drawing up class rules. The manner in which the school promotes the concept of school community results in the older pupils caring for and providing excellent role models for the younger pupils. Discussions that take place about issues such as prejudice, whaling and the destruction of the rainforests all help pupils to develop a moralistic view point on world issues and to understand how people can hold very differing view points.

43. Provision for pupils' social development is good. The good quality relationships that exist in school make a powerful contribution to forming pupils' attitudes to good social behaviour and self-discipline. The school expects the pupils to behave well, to support one another and to value the feelings and beliefs of others. The pupils respond to this challenge impressively. Staff encourage pupils to work together and support one another. Pupils are actively involved in the daily routines of school life such as preparing for lessons and assemblies, helping out at lunchtime, selecting hymns, tidying the library. Pupils' participation in events such as 'Junior Engineers for Britain' provides the opportunity for them to develop their social skills in a wider context. Pupils' involvement in fund raising activities for national charities is a clear example of the contribution they feel they can make to the lives of those less fortunate than themselves. The school has rightly recognised the next stage of development in this area, which is to provide more opportunities for pupils to use their initiative and to be more involved in self-target setting. This will enable a further development of pupils' social skills and allow them to make an even more significant contribution to the life of the school as a community.
44. The school's provision for cultural development is satisfactory. Pupils make visits to places of local historical and geographical interest. Visitors to school have included theatre groups, musicians and a television company. Plans are already well advanced to bring an artist into residence in the school. Music has a high profile in school with many pupils being offered the opportunity to play musical instruments. Opportunities which would enhance pupils' musical and cultural knowledge are sometimes missed in assemblies for example, drawing pupils' attention to particular pieces of music which are playing. Much is done to promote pupils' knowledge of the work of the poet John Clare whom the school is named after. The school has a good selection of musical instruments from different cultures. Through the religious education curriculum pupils learn about different world faiths but fewer activities are provided, either through visits or visitors to the school that would deepen pupils' knowledge and understanding of the ethnic and cultural diversity of British society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school has satisfactory arrangements for the care and protection of its pupils. Pupils are all well known to the staff and well supported by the good relationships that exist throughout the school. Pupils with special educational needs are suitably provided for and supported. Health and safety procedures are appropriate and well supported by the involvement of the Governing Body. Pupils learn about relevant issues surrounding their own safety in personal and social education lessons. The arrangements for Child Protection are satisfactory. The staff are suitably trained and there is an appropriate level of awareness although there is no school policy or suitable written guidance provided for all staff.
46. There are satisfactory procedures for monitoring and supporting pupils' personal development. The school provides a caring and supportive environment for all pupils. Their individual needs and difficulties are understood well by all the staff. The home-school reading diaries are used well to communicate day-to-day concerns. Pupils are given the opportunity to comment on the past year in the written reports to parents but they are given insufficient opportunity otherwise to be involved in evaluating their own work and progress or to set their own targets for improvement.
47. The school has good procedures in place for assessing and then tracking pupils' progress in the core subjects of English, mathematics and science. In addition to the

statutory tests at the end of Key Stage 1 and Key Stage 2 the school uses optional tests in Years 3, 4 and 5 and further standardised tests, reading tests and weekly spelling and mental arithmetic tests. Through its rigorous testing procedures the school always has a good knowledge of the attainment levels of all pupils. Equally good are the procedures the school uses to track pupils' progress. The headteacher has devised a computerised record keeping system which enables the school to record and then track pupils' attainment from tests soon after they start school to when they leave school. These procedures are effective and will enable the school to spot if there are any dips in pupils' individual level of performance.

48. The school has increasingly seen the value of a detailed analysis of The National Curriculum as a means of setting targets for improvement and raising standards. The headteacher analyses test data and has started to compare the attainment levels of boys and girls and to look for particular trends in groups of pupils. The school has identified the need to extend this further so that information from the analyses can be used to guide and inform curriculum planning and to target for development, specific areas within subjects. Curriculum co-ordinators could be more actively involved in this process to give them a better picture of how pupils are performing in the main subject areas. Systems to assess pupils' performance in other subjects of the curriculum are at an early stage of development and do not make a major contribution in helping to raise standards.
49. The school's approach to assessment overall is well informed and pro-active. Assessment is seen as an integral part of the teaching and learning process. The assessment data collected for children under the age of five is used well to identify areas of strength and weakness and to help guide class groupings. The assessment and recording processes that are used for pupils with special educational needs are satisfactory and the information is used appropriately to help set targets in pupils' individual educational plans.
50. An area that the school has accurately identified for improvement is the collation of up to date moderated pieces of work. At present portfolios of work to help teachers more accurately assess pupils' levels of attainment are not maintained. The targets that the school has set itself in literacy and numeracy are challenging but accurate because they are based on the data build up over the years of individual pupils' performance. At present pupils are not actively involved in setting their own targets for improvement, which would further enhance their learning and make a significant impact on the progress they make.
51. The procedures for monitoring and promoting appropriate behaviour are good. There is an effective system of rewards and sanctions. Rules are clear and well understood by all reflecting the pupils' involvement in forming them. In general teachers have high expectations and are mostly consistent in applying the school policy. However, parental concerns about the difference in the management of behaviour in the middle of the school are well founded. Should any unacceptable behaviour occur it is usually dealt with effectively.
52. The procedures for monitoring and improving attendance are unsatisfactory. Administrative arrangements are generally efficient but the school does not meet all statutory requirements. Attendance information is not correctly published and registers do not always clarify the reasons for absence. The promotion of good attendance is not given a sufficiently high profile and this has resulted in an unusually high percentage of parents taking holidays in term time.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The parents' view of the school is good. Parents are appreciative of the education provided for their children. They are especially pleased with the approachability of the school, the good teaching and high expectations of teachers. There is some feeling that the school should work more closely with parents especially when pupils encounter difficulties in their learning. Some parents have indicated that they would like more information about how their child is getting on and the work that they do. A small number of parents would like a greater provision of activities outside lessons. Inspection findings support most of the parent's views but find that the extra curricular provision is good.
54. The effectiveness of the school's links with parents is satisfactory. There is a generally open and supportive relationship between the school and parents. Daily communication is good, teachers are readily available at the start and finish of the day and home-school reading diaries are also an effective route for day-to-day communication. However, there are too few opportunities for parents to gain insight into the work that their children do. Open events and regular invitations to school assemblies are rarely provided.
55. The impact of parents' involvement on the work of the school is good and has a beneficial effect upon the learning of all pupils. A number of parents are able to provide help in lessons and they provide very good support for extra curricular clubs. There is a hard working and very successful 'Friends Association', which holds social and fundraising activities that provide the school with considerable additional resources to complement the curriculum and improve the learning environment.
56. The quality of the information provided for parents is satisfactory. There is a useful and informative school brochure and yearbook. New parents are provided with relevant information and good guidance through a booklet and discussion meetings. The governors' annual report is satisfactory but it does not provide the required information about levels of attendance. This information is also absent from the school brochure. The school holds evening events that inform parents about new educational initiatives and school policies. A limited amount of information is provided in the yearbook about the topics of the coming year. There is otherwise little written information about the work that pupils do or the expectations of pupils in the different years and this is something that some parents have identified as an area for improvement. Information about pupils' work and progress is conveyed in annual written reports issued in the summer and with two consultation events. Written reports give information about the work that pupils have done but they do not all provide pupils' levels of achievement or indicate how they might improve. Areas of difficulty are clearly identified in some reports and pupils are involved in making their own comments on the past year.
57. The contribution that parents make to their children's learning at home and at school is good. Homework is well supported by parents who make good use of home school reading diaries. Many parents show their commitment to their children's education by supporting the school and the teachers in various ways for example by helping in lessons or supporting the activities of the 'Friends Association'.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The leadership and management of the school are satisfactory and make a suitable contribution to the standards of attainment and good behaviour of pupils. This is the same picture as found in the first inspection. There were several issues identified in

the school's first inspection report related to the further development of areas of leadership and management. The school has been relatively slow to make improvements in some of the identified areas whilst there have been improvements in other areas. Overall improvement has been satisfactory.

59. The quality of leadership provided by the headteacher is satisfactory but lacks rigour. He has sought to establish a team approach to developments and consults widely with staff over what action to take when making strategic decisions. This has been effective in establishing a team approach to most developments and shared ownership of decision making. However, at times this hinders the establishment of a clear educational direction for school development. The day-to-day administration and management of the school by the headteacher are generally satisfactory but at times lack prioritisation and focus. Whilst being reactive to situations there is a lack of clarity in forward planning and strategic development. The focus upon the problems connected with managing a small school detracts from the positive features of such a situation.
60. The headteacher is ably supported by an effective senior teacher who makes a significant contribution to the education of the youngest pupils. These staff form the senior management team of the school and work hard to support the pupils and the school community. In the first inspection the school was asked to develop a range of approaches to monitoring and evaluating the work of the school. Improvement in this area has been slow and this remains unsatisfactory and a key issue for development. The headteacher receives copies of all planning but rarely gives feedback to staff on the quality of this planning. This has not been effective in identifying curriculum issues such as weaknesses in information technology in the middle of the school or in art or design technology. Subject co-ordinators have had little input to such monitoring and are at times unaware of standards in subjects for which they hold responsibility.
61. The headteacher occasionally carries out the monitoring of lessons across the school in English and mathematics. However, this monitoring is descriptive rather than evaluative and often fails to identify what exactly needs to be done to improve teaching and learning. This has failed to identify some weaknesses or bring about significant improvement in teaching in Years 2, 3 and 4. Curriculum co-ordinators have had no opportunities to undertake such monitoring and their involvement in evaluation procedures is minimal and unsatisfactory.
62. At the inspection meeting and particularly in responses to the inspection questionnaire, a small but significant number of parents indicated that their comments and queries about the quality of education provided for their children are not always welcomed. Staff are aware of these issues and of the parental desire for more information about the work that children undertake and the progress they make. Whilst most parents have positive views of the school this is an area for improvement.
63. The Governing Body is supportive of the work of the school, meets regularly and has an appropriate committee structure in place. The Governing Body fulfils its statutory obligations. The first inspection identified the need to set targets and success measures in the school development plan in a way that enabled the governors to hold the school to account for the progress made. Satisfactory improvement has been made in this area. Governors are involved in school development planning and have introduced good financial management procedures to support the development plan and the overall financial management of the school. The chair and vice-chair of the finance committee both have a good grasp of their roles.

64. Some governors, including the chair of the Governing Body, have regular contact with the school and good pastoral involvement with pupils and with staff. The chair of governors has worked hard to establish the role of acting as a critical friend to the school by holding it to account for the decisions made. There has been satisfactory improvement in this area, but records of recent meetings indicate that this does not feed into rigorous discussions by the whole Governing Body or committees. Some governors are aware of the need to further develop their role in monitoring and evaluating the quality of education provided in the school. However, not all governors have fully established a clear understanding of the areas for further development or their role in strategic management. Whilst governors are well informed of the strengths of the school not all are fully aware of the areas for additional development.
65. Unusually the school does not have nominated governors with responsibility for literacy or numeracy and no specific curriculum links. In many respects this has hindered the development of a more effective level of involvement in strategic development. Few governors have had any involvement in the monitoring and evaluation of lessons and this again has hindered the development of their roles.
66. Following on from the first inspection the Governing Body drew up an action plan to address the issues identified. The school has had stability of staffing during this period although the Governing Body has undergone some changes. Whilst school development planning is satisfactory there has been limited reference to the initial inspection and some lack of resolve to address the issues identified.
67. The school carries out a good range of tests and assessments to assess the pupils' levels of attainment especially in English and mathematics. The Governing Body has set literacy and numeracy targets and information indicates that these are likely to be met.
68. The school makes satisfactory use of the resources available to it, including specific grants and additional funding, linking decisions on spending to educational priorities agreed in the school development plan. The introduction of the literacy and numeracy strategies has been well resourced and has had a beneficial impact on pupils' learning. The school makes good use of its school grounds to support work in art, geography and science.
69. Financial planning is of a good standard. The finance committee meets on a regular basis and is very pro-active in setting the budget and alongside the headteacher in monitoring spending patterns. Financial planning extends to three years which enables the school to plan for major items such as building improvements or to react positively to a rise or fall in pupils numbers should it occur. The school applies the principles of best value in an appropriate manner when securing resources and services. Evidence of this was seen in the manner in which the school sought best value when securing catering and insurance services. The Governing Body shows a good awareness of the need to evaluate the cost effectiveness of major spending decisions. Expenditure on literacy resources and on additional staffing appointments is evaluated to see if there is an impact on raising standards. This is good practice.
70. Governors recognise the importance of providing time for the senior management team and co-ordinators to monitor the quality of teaching and learning and are seeking to ensure that funds are available to enable staff to have 'release time'. Day-to-day financial control and school administration are good and support the smooth running of the school. The school makes appropriate use of new technology to further support the efficient running of the school. All expenditure is well documented enabling the

headteacher and Governing Body to monitor income and expenditure with ease. The last audit report was satisfactory and all the issues raised have been addressed. Financial planning has improved since the last inspection

71. The school has an appropriate number of teaching staff for the number of pupils on roll. The monies allocated from central government to reduce class sizes at Key Stage 1 have been used to create smaller teaching groups in literacy and numeracy. Good use is made of specialist teachers in music which has had a positive impact on the standards achieved. Support staff add much to teaching and learning and make a significant contribution to pupils' progress. All staff work very well as a team and help to create an ethos in school that is conducive to effective learning.
72. The standard of internal accommodation is satisfactory overall. Classrooms are mostly of a sufficient size, although when additional groups are formed for literacy and numeracy the school hall has to be used as a teaching base. This is not always an ideal situation because of the acoustics and other noises around the kitchen and school. There are some good quality displays around the school and in some classrooms that act as a valuable learning resource as well as being aesthetically pleasing. The outdoor accommodation is very good. The extensive and attractive grounds provide a valuable learning resource. The outdoor swimming pool is used regularly and helps pupils to develop good standards in swimming. Resources overall are satisfactory. Resources for music and physical education are good. One major area of deficiency is the number of books in the school library. This together with the siting of the library, on the stage, means that neither the books nor the library provide an attractive proposition for personal study and research. No pupils were observed using the library during the inspection. Plans are already in hand for major building improvements that will include provision for a new library area and a computer suite.
73. In relation to the income received, the quality of education provided, and the progress and attainment of the pupils, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to improve the quality of education that the school offers to its pupils, and to increase the rate of improvement since the last inspection, the headteacher together with the staff and the Governing Body should:

1.) improve the quality of monitoring and evaluation of planning, teaching and learning by:

- developing the role of the headteacher and subject co-ordinators in regular and rigorous monitoring procedures (*paras 48, 60, 61, 101, 113, 121*);
- extending the role of the Governing Body in shaping the direction of the school through understanding the strengths and weaknesses of the school (*paras 64, 65, 66*);

2.) improve the standards of the presentation of the pupils' work by;

- having higher expectations of the standards of presentation of pupils' work (*paras 27, 96, 113*);
- teaching the appropriate strategies for the effective development of handwriting and spelling (*paras 92, 96*);
- limiting the use of commercial worksheets in order to extend the opportunities to develop the skills of writing (*paras 28, 89, 120*).

3.) improve and enhance the personal development of pupils by;

- providing more opportunities for pupils to take responsibility and make choices in their learning and in tasks to promote the life of the school (*paras 14, 16, 23*);
- actively involving pupils in setting targets for their own improvement (*paras 43, 46, 50*).

Other issues the governors should consider

- Raise the levels of attendance to at least the national average (*paras 17, 52*).
- Improve the quantity of library books and extend the use of the library area (*paras 72, 90*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 24 |
| Number of discussions with staff, governors, other adults and pupils | 28 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| | 8 | 46 | 46 | | | |

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 | Nursery | YR – Y6 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | | 78 |
| Number of full-time pupils eligible for free school meals | | 4 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | | 2 |
| Number of pupils on the school's special educational needs register | | 16 |

| 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 | 8 |
| Pupils who left the school other than at the usual time of leaving | 12 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 6.4 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| 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 |
|--|------|------|-------|-------|
| | 1999 | 6 | 7 | 13 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 6 | 6 | 6 |
| | Girls | 6 | 7 | 7 |
| | Total | 12 | 13 | 13 |
| Percentage of pupils at NC level 2 or above | School | 92 | 100 | 100 |
| | National | 82 | 83 | 87 |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 6 | 6 | 6 |
| | Girls | 7 | 7 | 6 |
| | Total | 13 | 13 | 12 |
| Percentage of pupils at NC level 2 or above | School | 100 | 100 | 92 |
| | National | 82 | 86 | 87 |

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

Attainment at the end of Key Stage 2

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 1999 | 5 | 8 | 13 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 4 | 4 | 5 |
| | Girls | 7 | 6 | 6 |
| | Total | 11 | 10 | 11 |
| Percentage of pupils at NC level 4 or above | School | 85 | 77 | 85 |
| | National | 70 | 69 | 78 |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 4 | 4 | 5 |
| | Girls | 7 | 7 | 7 |
| | Total | 11 | 11 | 12 |
| Percentage of pupils at NC level 4 or above | School | 85 | 85 | 92 |
| | National | 68 | 69 | 75 |

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | |
| Black – African heritage | |
| Black – other | |
| Indian | |
| Pakistani | |
| Bangladeshi | |
| Chinese | |
| White | 78 |
| Any other minority ethnic group | |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | | |
| Black – African heritage | | |
| Black – other | | |
| Indian | | |
| Pakistani | | |
| Bangladeshi | | |
| Chinese | | |
| White | 2 | |
| Other minority ethnic groups | | |

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) | 4.4 |
| Number of pupils per qualified teacher | 17 |
| Average class size | 26 |

Education support staff: YR– Y6

| | |
|---|------|
| Total number of education support staff | 7 |
| Total aggregate hours worked per week | 77.5 |

Financial information

| | |
|--|---------|
| Financial year | 1999/00 |
| | £ |
| Total income | 167,687 |
| Total expenditure | 170,254 |
| Expenditure per pupil | 1,982 |
| Balance brought forward from previous year | 4,813 |
| Balance carried forward to next year | 2,246 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|----|
| Number of questionnaires sent out | 78 |
| Number of questionnaires returned | 43 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 77 | 14 | 7 | 0 | 2 |
| My child is making good progress in school. | 67 | 28 | 2 | 0 | 2 |
| Behaviour in the school is good. | 60 | 37 | 2 | 0 | 0 |
| My child gets the right amount of work to do at home. | 56 | 33 | 2 | 2 | 7 |
| The teaching is good. | 60 | 37 | 0 | 0 | 2 |
| I am kept well informed about how my child is getting on. | 47 | 42 | 7 | 2 | 2 |
| I would feel comfortable about approaching the school with questions or a problem. | 74 | 21 | 0 | 2 | 2 |
| The school expects my child to work hard and achieve his or her best. | 77 | 21 | 0 | 0 | 2 |
| The school works closely with parents. | 47 | 40 | 9 | 2 | 2 |
| The school is well led and managed. | 67 | 28 | 2 | 0 | 2 |
| The school is helping my child become mature and responsible. | 72 | 23 | 5 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 47 | 42 | 9 | 0 | 2 |

Summary of parents' and carers' responses

Parents are generally very supportive of the school, however a small minority of parents feels the school does not work closely with parents

Other issues raised by parents

A very small number of parents are concerned about the lack of support provided by the headteacher and by the school for pupils with special needs and their families.

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

75. The attainment of the majority of children on entry to the Reception class, at the start of the year of their fifth birthday, is above the national average. By the time they are five most children exceed the nationally recommended Desirable Learning Outcomes especially in language and literacy and knowledge and understanding of the world. Children's attainment in all other areas of their development is also generally above average, with the exception of children's physical skills, which are average. Children under five enjoy the various interesting activities presented to them and make good progress in their first year in school. They are confident in their relationships with their classmates and with older pupils and with teachers and other adults. Most children participate eagerly in the well-planned activities. They listen attentively to adults and concentrate and persevere well. They work conscientiously either individually or as members of a group and demonstrate good and often very good behaviour in both supervised and play activities.
76. There are very good links with the on-site Helpston Under-Fives group. The teacher in charge of the group liaises closely with school staff, and children under five have regular opportunities to work in the under-fives base. This is very effective practice which considerably enhances the quality of the provision for the youngest children by providing a good balance to the more formal activities in the mixed Reception/Year 1 class. Teaching and support staff co-operate well to provide a happy and caring environment for the youngest children. The under-fives often work with the classroom assistant under the direction of the class teacher. This teaching arrangement works well. Staff are friendly and approachable and committed to the children in their care. The consistently good quality of teaching, which has been maintained since the previous inspection, is an important factor in the good progress that the children make.
77. Teachers' planning is well considered and reflects both the Desirable Learning Outcomes and an introduction to the early stages of the National Curriculum. There are high expectations of children's performance and behaviour, allied to the consistent use of praise and encouragement from all staff. This enables the children to develop confidence and a feeling of security. The class teacher is a member of the school's senior management team and this ensures that the education of the youngest children is an integral part of school life. Day-to-day monitoring of children's progress is carried out well. Accommodation for the under-fives is within the Reception and Year 1 class and is satisfactory. There is a small permanent play area with large permanent play equipment readily available.

Personal and social development

78. The under-fives make good progress in their personal and social development. Most are confident and establish very effective relationships with their classmates and older pupils, as seen in the warm and friendly relationships at lunchtimes. The youngest children are polite and respectful and sensitive to the feelings of others. Children concentrate well and are eager to explore their surroundings and the resources available as seen when drawing a route on a shared map. They work well as a group and are willing to take turns and share equipment happily. Many of these children are very mature for their age. They demonstrate independence in changing for physical education and behave well when swimming even when quite excited. Most children are able to initiate ideas and discussions and have a good understanding of right and wrong. Almost all children treat their environment with care as seen when handling

delicate seed containers. The high quality of teaching makes a significant contribution to the good progress made in this area.

Language and literacy

79. Children's skills in this area of learning are above average. By the end of their time in the Reception group children talk about their experiences using a wide range of vocabulary to express their thoughts and experiences. Many children are articulate and confident speakers and can speak happily to the class and to visitors. Children enjoy using the home play area, which was in use during the inspection as a garden centre selling plants and flowers. This linked in well with current science work and provided good opportunities for role-play as the shopkeeper and customers.
80. Children enjoy books and many name their favourite book or story and respond well to stories they have heard in literacy or religious education lessons. Children are encouraged to take an interest in books from arrival in school and many have an expectation and wish to begin reading at an early age based upon the experiences of their siblings. This expectation, coupled with opportunities to read to an adult on a regular basis, is particularly effective in enabling those children who want to start reading to do so. Well considered and appropriate support is also offered to children who find reading more difficult and this boosts the confidence and self esteem of all children so that most begin to read well and with enjoyment at an early age. Most children develop an early interest in writing and almost all can write their name unaided. Several children can write simple familiar words without help although the presentation of work is often untidy. Good teaching in this area ensures that the progress that children make is also good.

Mathematics

81. By the age of five, children have attained skills in numeracy and mathematics that are above the expectations of the Desirable Learning Outcomes. They make good progress and many are well launched into the first stages of the National Curriculum. Children enjoy parts of the numeracy strategy lessons and subsequent well-planned activities that are appropriate to their stage of learning. Children use mathematical language well as seen when involved in a class activity using directional and positional language where children were able to direct their friends to take 2 steps forward or back and take a half turn to reach a desired position. A sample of recent work indicates that children can identify missing numbers to ten and colour groups of a given number of objects. They identify which container holds more, can draw something shorter than a range of items and make a symmetrical pattern of a butterfly. The good quality of teaching allows children to learn through lots of practical and experimental activities, which interest the children and make learning fun.

Knowledge and understanding of the world

82. By the age of five, the majority of the children exceed the Desirable Learning Outcomes in this area of learning. Teaching is good, as is the progress that the children make. Children have regular access to the computer and use an art program to draw a picture of an animal of their choice. They use the mouse well to control what happens on the screen. Virtually all children use the computer to write their name and can change the size of the font used. Children's skills and confidence in using computers are good.
83. In science children identify what they would wear on a hot or cold day and the things they would pack to take on holiday. When learning about their environment and

walking in the school grounds children recorded what they saw, touched or smelt. During the inspection children particularly enjoyed examining an interesting range of seeds and seed cases and knowledgeably discussed how the seeds could be dispersed. Samples of recent work show the children have found out about materials and identify some things that are living and others that are non-living. Children have regular access to building and construction materials, which they use with enjoyment.

Physical development

84. Children's physical skills are in line with what is expected of children of this age. They handle pencils and scissors with reasonable dexterity. They roll, cut and shape clay into a simple bowl with careful attention and make good attempts to try to produce work similar to that of the adult helper working with them. Children handle a range of containers and measuring equipment in the sand tray with appropriate skills. They move magnetic letters on a board and handle plastic farm animals suitably.
85. Children under five very much enjoy taking part in regular swimming activities. All children enter the water with confidence and are able to use a float to support them in travelling across the pool. Observations of children at play indicate that all can run and turn and some can hop and skip with reasonable skill. Children enjoy a wide and well-considered range of formal and informal learning experiences in the area of physical development. They benefit from the large-scale permanent play equipment and extensive school grounds. Teaching is good as is the progress made.

Creative development

86. By the age of five the majority of children attain standards above those expected for their age. Teaching is good as is the progress made. There are regular opportunities for them to paint, print and make collages. Children were seen painting bright and bold butterflies with good awareness of colour and shape and careful use of paints so that the colours did not become muddy. Children use modelling dough and clay and enjoy rolling and cutting the malleable materials to make dough figures to which they add facial features. They learn how to cut and stick with increasing control.
87. The planning of lessons shows that children have appropriate opportunities to sing songs and rhymes. Children also take part in whole school assemblies on a regular basis and make good attempts to sing parts of familiar songs and hymns.

ENGLISH

88. The inspection findings indicate that by the end of both key stages pupils' attainment in English is above average. At the end of both key stages a significant percentage of pupils are expected to exceed the nationally expected level. Standards have improved since the time of the last inspection and look set to continue to rise due to the fact that the present Year 4 and 5 groups of pupils are achieving well above average standards. Pupils of all ages and abilities work hard and are keen to do the best they can. The good quality teaching for the youngest and older pupils in school means that they progress at a faster rate than other pupils in school, particularly in writing.
89. Pupils make good progress in reading at both key stages and by the time pupils leave school they have well-developed reading skills. The school places much emphasis on developing pupils' early reading skills. Pupils are heard reading on a regular basis by teachers or other support staff both individually and in group reading sessions in the

literacy hour. This means that teachers have a good grasp of pupils' strengths and weaknesses in reading. At Key Stage 1 the pupils are often asked to read out loud and are encouraged to use expression. They are taught how punctuation such as a question mark and exclamation mark requires them to alter the pitch or tone of their voice. Pupils are taught phonics well and taught different strategies to help them decode unfamiliar words. These strategies have a big impact on developing pupils' reading skills and, as a result many pupils by the end of Key Stage 1 read accurately and fluently. They understand the terms fiction and non-fiction and are already aware of and use the contents and index pages of books to help them locate information quickly. Their knowledge of the alphabet means that pupils can use dictionaries to help them spell or find words with ease. Pupils take their books home on a regular basis and receive very good parental support in practising reading. This has a positive impact on their progress.

90. The pupils continue to do well at Key Stage 2. The greater emphasis that the literacy strategy places on text evaluation means that pupils discuss, analyse and evaluate the text they read with clarity and understanding. Pupils' enjoyment of reading is enhanced by teachers' enthusiastic approach to literature and, for the older pupils, opportunities to study the work of playwrights and poets as well as authors. Pupils are directly taught how to research and locate information from a variety of sources and most are adept at using glossaries and thesaurus. Again the opportunities that are provided for pupils to read out loud for example, as characters in 'A Midsummer Night's Dream' develops in pupils a real confidence in expressive reading. By the time pupils leave school many read quite complex texts with a good degree of fluency, accuracy and understanding. They have knowledge of a wide range of books and authors including classics. The higher attainers are able to read beyond the literal level. The weakness is that there are not enough good quality books in the library. This together with the positioning of the library, on the stage, means that it does not provide an adequate or attractive place to encourage pupils to undertake personal study or research. The school is in the process of restocking the library and has plans to move it to a more suitable location.
91. The youngest pupils at Key Stage 1 and the older pupils at Key Stage 2 make good progress in writing. Other pupils in the school make satisfactory progress. Pupils' progress is restricted when they are asked to complete too many simple worksheets that merely consolidate rather than extend writing skills. When opportunities are provided to write instructions, letters, description and stories pupils respond well and produce finished pieces of work that are of a good standard. The higher attaining pupils produce well structured pieces of work that are of a good length, use a good vocabulary and pay good attention to punctuation.
92. At Key Stage 2 pupils are specifically taught the skills to enable them to produce pieces of work and in particular story writing. Pupils are taught about building up a story line, developing a character and sustaining both throughout the course of the story. Pupils are taught the importance of finishing a story in style. As a result many pupils produce extended pieces of writing that capture and sustain the interest of the reader. The range of writing opportunities is wide with pupils asked to write letters, instructions, record interviews, write plays and poetry as well as creative pieces of work. This wide range of writing opportunities really helps to develop in pupils a good understanding of the need to have a sense of audience and purpose when writing. The school presents further opportunities for pupils to analyse texts such as 'The Railway Children' and 'The Charge of the Light Brigade' which enable them to understand how writing can evoke a range of differing emotions. The weaknesses in writing are that the quality of spelling is not consistently at a satisfactory level. This is mainly because pupils have not developed a wide range of strategies to help them spell correctly. In addition standards of presentation are not good enough for all pupils. This is because

expectations from both teachers and pupils themselves are not high enough. In these instances the quality of presentation often does not reflect the quality or the content of the writing.

93. There are some good opportunities provided for pupils to use their writing skills across the curriculum, such as writing instructions in design and technology, writing up reports in science, writing a Viking diary in history and persuasive writing in geography about protecting the world in which we live. These opportunities for pupils to practise writing in real and meaningful contexts are most beneficial and make a significant contribution to pupils' learning. On other occasions pupils complete commercially produced worksheets and an opportunity to really extend pupils' writing skills is missed.
94. Standards of speaking and listening are good throughout the school. The vast majority of pupils listen most attentively to their teachers and to one another. At Key Stage 1 pupils show great interest and enthusiasm when listening to stories and are always ready to offer their own views and opinions. Pupils have a well-developed vocabulary and speak expressively. Many are able to give good explanations in science or relate lucidly why they like a particular book or character. Many are confident speakers who are ready to make pertinent contributions in question and answer sessions.
95. Pupils continue to make good progress at Key Stage 2. Pupils continue to listen with good levels of concentration and listen carefully to the contributions of classmates before making their own responses. The opportunities the school provides to discuss issues such as prejudice, conservation or whaling give pupils the chance to prepare strong persuasive arguments either for or against, which they then discuss with the whole class. Pupils read poetry and plays aloud and this gives them the chance to really use their voices well in adding dramatic effect. Occasionally teachers do not provide enough opportunities for pupils to relate their own experiences about particular subjects which then in turn produces a reluctance to participate in later discussions
96. The school has started to analyse test results in more detail to look for areas of weakness in elements of the subject and for particular groups of pupils. The school has rightly identified the need for such analysis to be sharper and more rigorous so that it can have a bigger impact on helping to raise standards further. To the school's credit they have accurately prioritised the need to improve standards in spelling and presentation because at present, although satisfactory overall, they are not at the same level as other elements of the subject. The percentage of pupils that exceed the nationally expected level at the end of both key stages is often above, and on occasions, well above average. This indicates that the vast majority of pupils are achieving their potential.
97. Occasionally, in the middle years in school, expectations of what pupils can achieve or how they should behave are not high enough and pupils do not make the progress of which they are capable. This however is the exception rather than the norm. The vast majority of pupils clearly enjoy literacy and this is often matched by the enthusiasm of their teacher. Pupils are keen to do well, work productively and show high levels of concentration and motivation. This is equally the case for pupils with special educational needs, who are fully integrated into all activities, well supported and make progress that is not dissimilar to their classmates. The weakness is that a significant minority of pupils do not take enough pride in how they present their work.
98. The quality of teaching is satisfactory overall at Key Stage 1 with good practice for the younger pupils. At Key Stage 2 the teaching is good and on occasions very good. The National Literacy Strategy has been implemented effectively across the school. Teachers use a wide range of texts that interest the pupils. In most lessons teachers

use incisive questioning to check pupils' understanding and then move them on. All pupils are fully involved in the question and answer sessions and this keeps them on their toes throughout. For the younger pupils the use of a puppet really excited them and all were desperate to answer questions. In this class the activities on framing questions linked closely to the lesson objectives and as a result pupils learned well. Where teaching is not as effective at the end of Key Stage 1 it is because the teacher does not gain the full attention of pupils when making pertinent teaching points and pupils miss some important learning opportunities. In addition expectations of behaviour are not high enough.

99. At Key Stage 2 the best teaching is of the oldest pupils. Here, the teacher has high expectations and work is carefully matched to the differing ability levels of pupils. Her obvious knowledge and lively reading of an extract from 'A Midsummer Night's Dream' captures the attention of the pupils. The teacher provides direct teaching points on how to analyse text and this then makes the pupils more effective in their analysis. In a lesson for the younger pupils the teacher again directly taught pupils how to use a dictionary quickly and how to locate information from books. As a result by the end of the lesson, pupils were far more proficient in this area of their work.
100. Examples were seen at both key stages of teachers not being specific enough about what constitutes learning objectives- instead they described activities. Where there is not this clarity of what pupils are to learn pupils do not always make the progress of which they are capable. Good use is often made of support staff who make a valuable contribution to pupils' learning. Although teachers mark pupils' work on a regular basis the opportunity is not always used to outline to pupils what they need to improve in both the content and presentation of their work. The marking of pupils' writing in Year 5 and 6 is excellent because it gives detailed and specific praise where warranted and excellent priorities for development. Examples were seen of the older and younger pupils in school using information technology well to support their learning but this is not a common occurrence across the school.
101. The co-ordinator is knowledgeable and enthusiastic but has not been provided with sufficient opportunities to monitor the quality of teaching and learning across the school through lesson observations, a scrutiny of teachers' planning and pupils' work. This has already been identified by the school as an area for improvement and is a priority in the school development plan.

MATHEMATICS

102. Standards in mathematics are above average at the end of both key stages. This indicates that whilst standards remain largely as they were at the time of the previous inspection in Key Stage 1, that standards in Key Stage 2 have improved.
103. By the end of Key Stage 1 almost all pupils have a good grasp of addition and subtraction. Higher attaining pupils work with numbers to 1000 and are able to put missing numbers to 1000 on a grid. When using three numbers such as 5, 6 and 8 they are able to make the smallest and largest numbers possible. These pupils have a good grasp of early multiplication and can count on in threes, fives and twos. They are able to round numbers up or down to the nearest ten and can halve and double many numbers. When working out problems involving money several pupils work out the change given from £1 when buying items valued at 34p and 49p. Lower attaining pupils are able to add the totals of numbers shown on three dice and give change from 20p.

104. In the mental and oral introduction to numeracy lessons pupils in Year 2 have a reasonable recall of multiples of two and five. Most can count in twos and fives although some need help to do this. Most higher and average attaining pupils are able to explain the strategies that they use for counting in tens. When making dog shapes with coloured cubes representing different numbers most pupils, with some help, are able to make an appropriate shape although their understanding of the 'value' of the different cubes is not always secure. In the lessons observed most pupils have reasonable mental calculation skills but these skills are not always speedy. The sample of pupils' work indicates that pupils know the names of common two and three-dimensional shapes and have a reasonable understanding of data handling. Most pupils are able to draw simple block graphs and measure parts of their body.
105. By the end of Key Stage 2, pupils have a good grasp of numbers. Pupils work confidently with large numbers and with percentages, decimals and fractions. Most pupils understand the relationship of such numbers well and have a good understanding of place value. Pupils use standard written methods for addition, subtraction, multiplication and division and some higher attaining pupils can carry out mental calculations at speed. Most pupils have good recall of multiplication facts. In activities at the beginning of numeracy activities all pupils can undertake a range of number calculations in a timed test with the highest attaining pupils having two minutes, and average and lower attaining pupils having longer. Virtually all pupils know that one half is 0.5 or 50%. Higher attaining pupils either recognise or can work out the decimal and percentage of $\frac{2}{3}$ and $\frac{1}{5}$ and numbers up to $\frac{1}{20}$. Lower attaining pupils struggle to do this without support but almost all are able to explain that if they buy apples at £2 a kilo what the price will be if there is 50% off.
106. The sample of pupils' recent work indicates good understanding of data handling. Pupils are able to produce pie charts and plot daily temperatures on a grid. Higher attaining pupils work out the mean and mode from graphs and charts. Pupils' work on shape and measures indicates good understanding and careful work in measuring angles to one degree. When working out number problems many pupils are able to work out the best buys by for instance working out how many grams of chocolate they can purchase for 1p.
107. Older pupils generally make good use of their numeracy skills in other subjects, particularly in science as noted when measuring the length of time it takes for ice to melt and in producing a graph on the computer to record data from an insulation experiment. This is also seen in activities including design and technology. For instance when working out designs and plans for model bridges pupils make good use of their understanding of measures and angles for their constructions.
108. The quality of mathematics teaching is predominantly good, and as in other subjects is best for the youngest and the oldest pupils. The teaching of the oldest pupils is very good. Most teachers have a good grasp of the National Numeracy Strategy and lessons follow the recommended framework. However, the identification of learning objectives is weak and the planning of lessons is descriptive rather than used to specify exactly what the pupils are to learn.
109. The teaching of pupils in the Reception and Year 1 group is good and indicates careful thought to providing a relevant level of challenge to the different ages and understanding of the pupils. Good use is made of practical activities such as drawing a maze on the playground and of using 'stepping stone' markers to lay out a route to enhance the pupils' understanding of directional and positional language. In these activities good use is made of classroom support staff to assist the younger pupils or those with special educational needs. This considerably enhances the progress that these pupils make. Teaching in Year 2 whilst satisfactory sometimes lacks the high

level of challenge for other groups of pupils and time is not well used. This is seen when pupils are required to only make 1 cube model during a lesson. The management of these pupils is also at times weak and the off task behaviours of some pupils affects the concentration of others.

110. Teaching in Years 3/4 is satisfactory. However, planning again often fails to clarify exactly what the learning objectives are and the management of pupils at times can focus upon small matters at the expense of praising the good work and responses of the majority. Teaching in Years 5/6 is very good. The teacher has high expectations of pupils; she gives good explanations of fractions, decimals and percentages and offers good group support to pupils who find the work difficult or who have been on holiday. The teacher makes good use of questions to check pupils' understanding and to help them clarify what they know. The teacher has a good rapport with pupils and this motivates pupils to try hard.
111. Most pupils have a positive attitude to mathematics as seen in older pupils' eagerness to complete mental mathematics tests in a given time and their willingness to offer answers to quite difficult questions. This is also seen in the youngest pupils' interest in constructing routes around the playground, where they concentrated well for quite lengthy periods to complete their routes and plans. The combination of mostly good management, positive attitudes and good relationships combine well to create a purposeful learning environment which supports the good progress of most pupils.
112. Teachers make good use of on-going assessments during lessons to indicate to pupils what they need to do in order to improve. This is most effective with the youngest and oldest pupils. Very good use is also made of formal assessments for the oldest pupils. This has been particularly effective in preparation for end of key stage assessments in identifying which pupils needed additional support. Teachers generally make good use of plenary sessions to discuss what they have found out during the lesson. The quality of the marking of pupils' work is variable and is again best for the oldest pupils. On occasion the marking of pupils' work in the middle years of the school is very brief and fails to help the pupils understand what they could do to improve their work.
113. The National Numeracy Strategy has been generally well implemented. Planning is based upon the required framework and this builds upon what the pupils know, understand and can do. However, whilst the co-ordinator, as headteacher, has had some opportunities to monitor the quality of planning and teaching this has largely been ineffective and has not identified weaknesses in the clarity of learning objectives almost throughout the school and in the lack of challenge in some Year 2 activities. There has been little monitoring of pupils' work across the school and this has allowed issues such as the extensive, and sometimes ineffective, use of worksheets and untidy presentation to remain. A large proportion of pupils' work is also undated and this makes it difficult for teachers to track the progress made. There is a clear need to develop more rigorous procedures for monitoring and evaluation to ensure that the good progress made in parts of the school is maintained throughout. The use of information technology to support the teaching of mathematics is inconsistent and is not used well in the middle years of the school.

SCIENCE

114. The attainment of the pupils at the end of both key stages is above average. This indicates an improvement in the standards reached in Key Stage 1 since the previous inspection and maintenance of standards in Key Stage 2. A significant number of the youngest and oldest pupils have a good grasp of scientific concepts for their age. The

quality of learning of most pupils is good and they make good progress particularly in upper Key Stage 2.

115. Pupils in the Reception and Year 1 class have good observational skills. They have a particularly well-developed understanding of life and living processes. They have grown cress seeds and predict, observe and record their findings and name the parts of a plant. They have experienced a good range of investigations such as which materials are magnetic and non-magnetic or those that are opaque or transparent. Pupils make good use of scientific language and often explain in detail what they observe and think will happen when seeds disperse. These pupils make good progress
116. Pupils in Year 2 and 3 have recently undertaken a study of life and living processes and identify which of a range of seeds are from a cherry, pea, date or avocado. They grow broad beans and name parts of a flower including the stigma and sepals. Pupils have investigated materials and identify which of those including wax, wood and plastic can be carved or moulded. Pupils test the absorbency of papers and study how animals and birds keep warm. They have had some experience of recording their findings in graphs and tables but have made little use of information technology to record their findings. The sample of pupils' work indicates that they have had few opportunities to design and carry out their own experiments and that the extensive use of worksheets is on occasion inappropriate. These pupils make satisfactory progress.
117. Pupils in Years 4, 5 and 6 make good progress and several make progress that is very good. They carry out a study of a bird or animal in which they are interested. They learn about the habitat of the animal, what it eats and the distinguishing features of the animal. Pupils in Year 6 identify whether microbes are good or bad. They study their body and, in work related to health education, learn about the changes to the human body, as they grow older. Pupils produce a graph to show the results from an insulation investigation and compare solids, liquids and gases. They carry out tests for friction and investigate forces through a study of elastic bands when moving items. Pupils show a good grasp of the principles of fair testing and interpreting data. The presentation of pupils' work is extremely variable with that of some highest attaining pupils being poor.
118. The quality of learning is generally good throughout the school. The majority of pupils make good progress in lessons due to the good quality of teaching. Pupils improve their subject knowledge steadily and most have a well-developed scientific vocabulary. In particular parts of the year pupils undertake very similar activities throughout the school. But these are usually well planned at different levels to assure a relevant level of challenge to the pupils.
119. Pupils' attitudes to science are good and many pupils have a very good interest in the subject. Throughout the school pupils enjoy practical activities which they conduct in a careful and sensible manner. For instance pupils in Years 2 and 3 have a high level of interest in the wormery that they have created, observe what happens when the worms move through the layers of sand or compost and try to be quiet so as not to frighten the worms. They have an awareness of their responsibilities in having worms in a different environment from that in which they normally live and of the need to return the worms to their usual habitat.
120. Science teaching is good. Teachers have good subject knowledge and are able to answer pupils' questions with good knowledge of the natural environment. Teachers make good use of open-ended questions not only to check pupils' understanding but also to enhance the use of scientific language. Teachers have high expectations of

pupils. In most activities the challenge of the task is appropriately matched to pupils' knowledge and learning needs. However, on occasion the extensive use of commercial worksheets limits the manner in which the pupils can record their findings and does not well match the needs of the highest or lowest attaining pupils. The marking of pupils' work is variable and on occasion is cursory.

121. The co-ordinator is well informed and knowledgeable. However, she has little opportunity to monitor the quality of planning, teaching and learning across the school. This is unsatisfactory and limits the role that the co-ordinator can play in supporting her colleagues and in developing the subject further. Good use is made of formal and informal assessments of the oldest pupils. This has been instrumental in helping pupils to prepare for end of key stage assessments. However, on occasion informal assessment is hindered by the lack of dating of pupils' work.

ART

122. Standards in art are average, which indicates a fall in standards from the first inspection in both key stages. Standards are generally better in Years 2 and 3 than they are in the rest of the school, and standards in Years 4, 5 and 6 are barely satisfactory. Whilst it was possible to observe only a small number of lessons, the sample of pupils' work indicates that the oldest pupils are rarely taught specific skills and this has largely been inadequate to support the progress made in the middle years.
123. Pupils in Reception and Year 1 have good skills in using clay and other mouldable materials. They make a clay pot, some by using the coil method of joining thinly rolled coils of clay, whilst others mould and shape flat pieces of clay into their desired shape. Pupils make good progress in their understanding of how to stick clay onto itself using spatulas and patterning tools. Pupils' painting skills are satisfactory overall, and some younger pupils produce good paintings of butterflies. Pupils have made interesting attempts to paint when holding a brush with their mouth or foot. However, pupils' drawing skills are not as well developed. Their observational drawings rarely illustrate good awareness of line and tone and they demonstrate limited technical skill.
124. Standards in Year 2 and 3 are generally better and, whilst average overall, some pupils have skills that are slightly above average. All pupils have the opportunity, with a parent helper, to produce an item of needlework featuring simple embroidery stitches, including cross-stitch and chain stitch. Pupils produce a carefully painted paint wash in a pale colour, as a background for an observational painting of a pot of summer flowers. Pupils try hard and some produce aesthetically pleasing work. Pupils have studied Breughel's work 'Children at Play' and identified parts of the picture that they like. Whilst their drawing skills are slightly better than those of most other pupils in the school, their recent portraits of their friends show limited awareness of the position of facial features or of sketching techniques.
125. Pupils in Years 4/5/6 have produced very little work recently. Whilst some of this has been of a satisfactory standard it has largely been insufficient to move the pupils on in their learning and recent progress has been barely satisfactory. The sample of pupils' recent work shows that they have studied the work of William Morris and have produced work in this style. Pupils have taken a textile sample and mirrored this design in their painting. Their sketchbooks show a small number of undated pencil sketches but these are often of low quality. Recent work with chalks and pastels of flora and fauna connected with the Creation Story are better. Pupils also often illustrate the extensive number of worksheets that they use in a variety of subjects.

126. The teaching of art is broadly satisfactory, being best in Years 2/3. Here the teacher, who is the subject co-ordinator, has good subject knowledge and an interest in the subject that is transferred to the pupils. However, on occasion the sample of pupils' work is very similar and indicates little opportunity to use imagination or develop an individual artistic style. The teaching of the younger pupils in some activities is good but the teaching of the oldest pupils is insufficient and unsatisfactory. There is variability in teachers' subject knowledge and a need for in-service training. The expectations of teachers are variable and some teachers do not expect enough of pupils which limits the progress made. Good use is made of classroom assistants and parental help where it is available and this enhances the quality of teaching.
127. The co-ordinator has had no opportunity to monitor and evaluate the quality of planning, teaching and learning. This is unsatisfactory and has allowed notable variations in the quantity and quality of work to occur. She is experienced and knowledgeable but has not been used well to support colleagues and move the quality of learning forward. The quality of the display of pupils' work is satisfactory and the best examples enhance the quality of the pupils' work. The use of information technology to support the teaching of art is not consistent.

DESIGN AND TECHNOLOGY

128. The standard of work produced across the school and the progress being made is extremely variable, though satisfactory overall. This shows a decline in the standards attained in Key Stage 2 since the period of the first inspection. However, in many respects this largely reflects the lack of opportunities that the pupils have to undertake work in design and technology rather than a notable decline in standards. In many respects the variations in the quality of work and the limitations in quantity of work mirror the situation in art but in different parts of the school.
129. Little direct teaching of design and technology was seen during the period of the inspection. However, photographic evidence and discussions with teachers and pupils support the judgements made. In Reception and Year 1 pupils have regular access to construction kits that help pupils to design, make, evaluate and adjust their designs including making a model town. Pupils have opportunities to use small hammer and nail sets and cutting and shaping tools with mouldable materials. These activities help develop their fine motor skills. Pupils make 'sweets' to sell in the class shop and made real cookies for a tea party for parents. The quality of learning is satisfactory.
130. Pupils in Years 2 and 3 make Mothers Day cards by cutting and shaping different papers to make a Victorian lady. Pupils make a paper teddy bear and attach its limbs by using split pins. However, the work produced is very similar for all pupils and shows little opportunity for design. The overall quantity of work produced to design, make and evaluate criteria is very limited and progress barely satisfactory.
131. Pupils in Years 4/5/6 have undertaken a major study of bridges. They have used the CD-ROM to research the design of famous bridges. They have then designed their own bridge, drawn detailed plans, cut and shaped the materials and then made the bridge in small groups. This was with the added challenge of making the span of the bridge approximately half as long again as the pieces of wood available. Pupils therefore had to practise and refine their skills of using cardboard corners and glue to join the wood used. The quality of finished work is good. Pupils have also designed and made and tested moving vehicles, which were powered by batteries. The progress made in both activities has been good.

132. Discussion with pupils indicates that they enjoy design and technology activities with the oldest pupils being justifiably proud of their bridges. They talk enthusiastically about their work and the improvements that they would subsequently make. The sample of the oldest pupils' work indicates careful measuring, cutting and joining. Although little direct teaching was observed, the quality of samples of pupils' work indicates considerable variation in the amount and quality of teaching. However, overall the quality of teaching is satisfactory. Teachers' subject knowledge appears highly variable with the teaching of specific techniques being limited in the middle years of the school. Weaknesses exist in the very limited application of the design and evaluation criteria in some recent work.
133. The subject co-ordinator has a good level of interest in the subject but has had very few opportunities to monitor and evaluate the quality of planning, teaching and learning. This is unsatisfactory and has allowed considerable variations to occur in the quantity and quality of work recently undertaken. This limits the continuous development of relevant skills as the pupils progress through the school. There has been very little use of information technology to support the design element of recent work.

GEOGRAPHY and HISTORY

134. The inspection findings indicate that attainment in history and geography is at an appropriate level for pupils' ages throughout the school and pupils of all abilities acquire knowledge and skills at a suitable rate. Insufficient evidence was available at the last inspection to make a secure judgement about geography. In history standards were found to be good at the end of Key Stage 2. The school teaches history and geography on a two-year topic cycle. The greater emphasis that the school now gives to literacy, numeracy, science and information technology means that sufficient time is not always available to cover topics in depth. As a result pupils gain appropriate knowledge and skills but in a narrower field of study and this therefore can explain why standards appeared to have dipped since the time of the last inspection.
135. At Key Stage 1 pupils learn early mapping skills by drawing route maps from home to school and are asked to point out significant landmarks. They start to understand the importance of keys. Pupils are given opportunities to examine the world in which they live and identify major cities within the United Kingdom and other geographical features such as rivers and mountain ranges. The subject is used well to promote discussions and writing about geographical issues that have wide moral implications. For instance pupils have studied a new local housing development in the village and thought about the impact on village life. They have also considered the implications of chopping down all the rainforests.
136. History is given a greater prominence. Pupils have studied the Vikings and the Victorians during the course of the year. They have sound knowledge of Florence Nightingale and make accurate comparisons between hospitals then and the present time. The teaching often encourages pupils to make comparisons. This is good practice because it enables pupils to gain a better perspective of chronology by making, for example, comparisons between Victorian holidays to the present day and how things have changed. In the study of the Vikings the pupils study the routes they followed and how they lived. Of particular note is the fact that pupils are asked to examine why people in history acted as they did. For instance 'why did the Vikings ransack monasteries?' By doing this pupils not only develop historical knowledge but also develop as historical investigators.

137. Pupils continue to develop knowledge and skills at an appropriate rate at Key Stage 2. Within the named fields of study pupils show a sound level of knowledge and understanding. The way the topic cycle is organised means that pupils are studying more or less the same topics throughout the school. The intention is obviously that the complexity and level and depth of study will match the age and ability of the pupils. However, this is not always the case and pupils complete the same tasks with the differentiation only in the differing standards of completed work. Work is better planned to meet the needs of pupils of different ability levels for the older pupils in the key stage.
138. By the end of the key stage pupils know and can name Viking places near Peterborough. They talk knowledgeably about how Vikings lived and travelled. The work on Victorians has more depth and more evidence of historical research. Pupils have a sound understanding and knowledge of the Victorian era. They study the impact of the coming of the railways, child labour and again make comparisons between health care then and in the present day. In geography there is less evidence available but pupils by the end of the key stage have appropriate mapping skills. They know and can locate many major cities in the United Kingdom and Europe. The use keys well to locate particular landmarks and can use grid references to quickly find places on a map. Pupils know how scale is used to measure distances on maps and that it will alter according to the area the map is covering. Pupils have a good knowledge of their own locality and draw distinctions between natural and man-made features on maps. Pupils' own experiences of travel mean that they can often bring an added dimension to lessons by recalling their visits and the different physical features of many countries.
139. Pupils are clearly interested in history and geography and show a very positive attitude to their work. They listen well and are confident in relating their own experiences. Pupils' responses are at their best when they are provided with challenging tasks and use their literacy and numeracy skills in an imaginative manner. For example, writing a descriptive piece about a Viking longboat, or a day in the life of Odin The Viking, or using their mathematical skills to work out scale and actual distances. There is too much use of commercially produced worksheets which do not challenge the pupils because the tasks are mundane and often do not reflect the quality of discussion that has taken place.
140. The quality of teaching is satisfactory overall with examples of good practice at the end of Key Stage 2. Teaching is at its best when tasks are matched to the differing ability levels of pupils and the lesson has pace and rigour. In a geography lesson for pupils in Y4/5/6 the teacher introduced the lesson with enthusiasm. He constantly used technical language such as 'fertile terrain' and 'satellite representation' that the pupils picked up on and then used themselves. The direct teaching of how to use grid references made sure that by the end of the lesson pupils had enhanced their map reading skills. Information technology was used very well to support learning, with pupils zooming in on satellite photographs to pinpoint particular places. All these factors produced a stimulating lesson where pupils were enthusiastic, worked productively and learned a great deal. In another geography lesson a good discussion on different types of housing in the village was followed by comparisons with houses in the city. The following activity did not match the quality of discussion as pupils were simply asked to sketch their own house. Scrutiny of teachers' planning shows that there is not always a clear understanding of the difference between learning objectives and activities. As a result what specifically is to be learnt is not always clear and this restricts the progress that pupils make. Pupils' work is marked on a regular basis but

not all teachers outline to pupils what they need to do to improve in terms of attainment and presentation.

141. The co-ordinator discusses informally with colleagues the provision that is made for history and geography. Opportunities have not been provided for her to monitor teaching and learning or to scrutinise teachers' planning or pupils' work. This restricts her ability to have a good overview of how the subject is taught or how high standards are. This has been identified as an area for improvement in the school development plan. Good use is made of the school grounds to support work in geography. Visits to places like Peterborough Museum and a residential stay at Kingswood enhance pupils' learning. Members of the local community also provide a valuable learning resource in terms of the artefacts they loan and in visiting the school to tell of their own experiences during The First and Second World Wars. Procedures to assess just how well pupils are achieving in history and geography are limited but this again has been identified by the school as an area for development. In addition schemes of work that guide the teaching are to be reviewed in light of national guidelines that are to be introduced in September 2000.

INFORMATION TECHNOLOGY

142. Standards in information technology are at an expected level for pupils' ages across the school although pupils' attainment is weaker in the modelling aspect of the subject. Since the last inspection the school has worked hard to improve provision and to fully integrate information technology into all aspects of the curriculum. The school has drawn up an appropriate action plan to ensure that provision continues to develop. There are an appropriate number of computers within school, with plans already being drawn up to build a computer suite. This will then enable teachers to directly teach the necessary skills to a greater number of pupils at the same time. The school has a policy statement and a scheme of work to support teaching and learning in the subject but these are, rightly, to be reviewed. The school will take on board guidelines provided by Qualifications and Curriculum Authority, which will help to ensure that all the necessary skills and knowledge across all elements of the subject are systematically and progressively taught as pupils move through school.
143. A limited amount of in-service training has been provided for all staff, but the school has clearly identified the need to provide further training because not all members of staff feel confident in using computers to support pupils' learning. In these instances pupils' progress is hindered. In other classes computers are used very well in lessons such as geography, science, and mathematics. This adds much to the development of pupils' skills and knowledge.
144. The co-ordinator is knowledgeable and enthusiastic and clearly knows what is needed to improve standards and provision further. Monies are clearly allocated over the long and short term to ensure that the resources that are purchased have a positive impact on pupils' learning. The school has recognised that there is a need to provide opportunities for the co-ordinator to monitor the quality of teaching and learning across the school, in order to have a greater impact on helping to raise standards. The co-ordinator has accurately identified the need to develop more rigorous procedures to first of all assess and then track pupils' progress. At present such procedures are not in place and so teachers cannot always extend pupils' previous learning. Overall however, pupils build up their knowledge and skills at an appropriate rate as they move through school, with the acquisition being swifter for the youngest and older pupils in the school.

145. The youngest children in school are introduced well to the uses of technology. Computers are always switched on and used in many lessons and are obviously an integral part of pupils' learning. This regular access to computers means that from an early age pupils learn the layout of the keyboard and the function of important keys and icons. Pupils use the mouse with confidence and develop their keyboard skills to write simple sentences. They can use the mouse to move pictures on the screen. The teaching often links the use of computers to support other subjects, so as well as using computers to write and print out work, the pupils know how computers can be used to generate graphics and handle data, for example about favourite pets or drinks. This regular access and usage of computers helps pupils to understand the full potential of information technology and many recognise that computers can communicate ideas in many different forms such as text, tables and pictures. The school also has a programmable robotic toy. Through using this pupils understand that they can input a series of instructions that the toy can then follow. Pupils however are at an early stage of recognising the full potential of control technology. The older pupils in this key stage do not regularly use computers as much to support their work in other areas of the curriculum.
146. At Key Stage 2 most pupils are again provided with regular access to computers. Again for the older pupils the computers are always switched on and used. Opportunities are provided for pupils to edit and draft their work with many pupils using the spell and grammar check facilities well. Pupils merge pictures and text together. They are able to change colour, size, and fonts with ease. Pupils have a satisfactory understanding of how computers can be used to handle and present data in differing formats and have an ability to interrogate data-bases. Increasingly pupils are using computers to carry out personal study and research through both commercial CD Roms and the Internet. In a geography lesson the computers were used very well to research satellite photographs of areas they were studying. This enhanced pupils' information technology skills as well as extending their geographical knowledge.
147. Little evidence was seen of pupils creating, testing and storing sequences of instruction for control, or in simulation packages exploring effects of altering variables to ask "What would happen if?" Many pupils show a sound understanding of the uses of information technology. Little evidence was available of pupils recognising patterns from results obtained from information technology models or on the measuring and monitoring of data such as the information collection of simple temperature and light readings. The school is to develop its e-mailing facilities in the near future so that pupils will have a greater understanding of the potential of electronic communication. The older pupils also benefit from a residential visit to an outdoor pursuits and information technology centre. During their visit they have the opportunity to take part in activities that involve the use of scanners and spreadsheets as well as many other activities. The pupils clearly enjoy working on the computers. The higher attaining pupils are always willing to help classmates who do not possess the same level of skill. Pupils listen most attentively to their teachers and are always willing to learn from mistakes. These very positive attitudes that pupils display make an important contribution to the quality of their learning and the progress they make.
148. The quality of teaching overall is satisfactory with good practice evident for the youngest and older pupils in school. In these classes the teachers have confidence in their own subject knowledge and realise the potential of computers to support pupils' learning in all areas of the curriculum. Teachers here, use computers in most lessons, whether it be English, mathematics and science, history or geography. They encourage pupils to use computers to undertake research on topics such as habitats or the Victorians. The good teaching is characterised by the direct teaching of the specific skill, which enhances pupils' knowledge and understanding. In a lesson for the

youngest pupils in school they were taught specifically how to program a robotic toy in one group and in another how to input and retrieve data. As a result by the end of the lesson pupils were more secure in their understanding. Good use is made of support staff who often add much to the quality of pupils' learning. Where teaching is not as effective it is because teachers do not fully integrate computers into all areas of the curriculum or do not specifically teach the required skills. This is usually because of a lack of teacher knowledge and confidence.

MUSIC

149. Inspection findings indicate that pupils' attainment in music is at an expected level for pupils ages at Key Stage 1 but by the time pupils leave school their level of attainment is at a higher level than expected. The good quality peripatetic teaching; the singing teaching and the opportunities to compose music are significant factors in the good progress that pupils make at Key Stage 2 and the high levels of attainment that are achieved. Pupils at Key Stage 1 make satisfactory progress in all elements of the subject. Overall standards have been maintained since the time of the last inspection.
150. At Key Stage 1 pupils are provided with lots of opportunities to sing, both within assemblies and in class music lessons. Many pupils sing well and in time. They sing clearly and with appropriate diction. Pupils remember many songs from memory. Pupils clearly enjoy singing and do so with great enthusiasm and enjoyment. Pupils know the names of many instruments and use untuned percussion instruments to accompany the songs they sing. Opportunities are often provided for pupils to compose their own music and this enhances their understanding of how different sounds can be used to evoke different moods and feelings.
151. At Key Stage 2 many pupils have the opportunity to play a musical instrument such as a guitar, violin or saxophone. This tuition is provided on a fee-paying basis. Pupils take the opportunity with enthusiasm. Many practise regularly and as a result their level of musical performance and reading of musical notation increases at a good rate. The school makes effective use of a support assistant who has good musical knowledge. She provides good teaching in singing where she directly teaches techniques to help improve the quality of pupils' singing. As a result pupils perform at a better level. In class music lessons pupils are given opportunities to compose music themes such as 'The Story of Creation'. Here the pupils compose with a good sense of imagination and creativity using a wide range of tuned and untuned percussion. The school provides many occasions when pupils are given the opportunity to perform. Pupils sing or play in school assemblies and at school productions. In addition pupils take part in special services in church at Easter and Christmas. The fact that the school is very much the focal point of the village means that many opportunities arise when pupils perform at village events and occasions. Music is given a high profile in school, and class music lessons, individual music tuition, choir and singing practice, together with opportunities for performance, combined with often good teaching make a powerful contribution to the good standards that a significant percentage of pupils achieve.
152. Throughout the school pupils enjoy making music and are always well behaved in lessons. They treat resources with care, listen attentively and take on board comments that are made which help them to improve. The school has a good range of musical instruments both tuned and untuned. There is a good selection of instruments from other cultures. The quality of resources has a big impact on pupils' learning because it means that when they are composing they can constantly use different instruments to capture the sound they are trying to make. This then holds their interest and motivation for longer periods of time. Pupils are encouraged to evaluate their own classmates'

performance. This they do with great maturity and sensitivity, providing warranted praise and constructive criticism in equal measures. In one class when a group of pupils performed their own original composition, which was of good quality, the rest of the class burst into spontaneous applause.

153. The quality of teaching is never less than satisfactory and often good. The direct teaching of specific skills, the encouragement of pupils to be imaginative and a good balance of teaching of all elements of the subject all contribute to the quality of the pupils' learning. In the best lessons learning objectives are clear and both the teacher and pupils know exactly what is to be learned. Technical language is used well which pupils then pick up and use themselves. Incisive questioning sets the pupils to consider for themselves how they can improve their work. Examples of good practice are held up as examples of what can be achieved and other pupils in class are then keen and eager to match or better it. In assemblies music is always played as pupils enter and leave the hall but not enough mention is made of the composer, or the time and culture when and where it was written. This is one reason why pupils do not have a wide enough knowledge of the work of famous composers from different cultures around the world.
154. Musicians visit the school from time to time but this is not a regular occurrence. Opportunities to attend concerts or musical events further afield are limited. The co-ordinator is knowledgeable and enthusiastic but opportunities to monitor the quality of teaching and learning across the school have not been provided. This reduces the impact she can have on raising standards further, disseminating good practice and tackling any weaknesses should they occur.

PHYSICAL EDUCATION

155. The school has an outdoor swimming pool and during this term most physical education lessons are centred on swimming and so judgements about levels of attainment are only secure in swimming. By the time pupils leave school they are competent swimmers and all pupils can swim at least twenty-five metres. This makes attainment better than expected for pupils' ages. The swimming facilities that the school has, together with good teaching mean that from an early age pupils develop good water skills. Improvements in technique follow at a good rate as pupils move through school. Swimming lessons are provided for the youngest pupils in school. They quickly gain confidence in the water and start to move across the pool using buoyancy aids. The quality of teaching provided by all teachers is of a good standard. They instil confidence in pupils and then as pupils get older they directly teach different stroke techniques.
156. Teachers deal well with incorrect techniques and what pupils need to do to improve. All teachers stress to pupils the importance of physical activity and make known that swimming is an excellent activity to develop stamina and fitness. In all lessons pupils are made to work hard and are physically active throughout. Good attention is drawn to health and safety issues and pupils respond with great maturity. Pupils really appreciate the facilities they have and clearly enjoy the swimming lessons. They come to the pool, get changed quickly because they do not want to waste any of their pool time. Once in the pool the standard of behaviour is very good and pupils show an awareness of the needs of others. Pupils with special educational needs are fully involved in lessons. At all times pupils are supervised in a most effective manner. The good teaching together with pupils' obvious enjoyment and desire to do well means that swimming skills develop at a good rate.

157. Teachers' planning clearly indicates that over the course of the year pupils experience the full range of physical activities including gymnastics, dance and small games. The headteacher monitors teachers' planning to ensure that all pupils receive a good balance of activities. The subject has a policy statement and a scheme of work to guide teaching and planning. The school has identified the need to review the documentation in light of guidelines provided by the Qualification and Curriculum Authority. These guidelines should further ensure that pupils' prior attainment is systematically built on and developed.
158. Although the school is small in size it actively takes part in inter-school competitions at every opportunity. Such competitions include football, netball, cricket, swimming and athletics. Discussions with pupils clearly show that they enjoy taking part, and that whilst being competitive they also show a good understanding of what constitutes fair play. Over the course of the year the school provides a good range of extra-curricular activities including football, netball, cricket, athletics, skipping and gymnastics. Observations of some of these activities show that a significant minority of pupils are achieving well. Inspection findings do not support the views of a minority of parents that the range of extra-curricular activities is not good enough.
159. The school has extensive grassed and appropriate hard surfaced play areas. The overall facilities the school has together with the good quality gymnastic and small games equipment greatly enhance pupils' learning. The older pupils in school attend a residential course each year where they take part in activities such as canoeing, rock climbing, archery and the outdoor pursuits. The visit is very popular with pupils and adds much to the development of pupils' personal and social skills as well as their physical skills. On the evidence available standards have been maintained since the time of the last inspection.

RELIGIOUS EDUCATION

160. Standards are in line with the expectations of the locally agreed syllabus at the end of both key stages. The quality of pupils' learning is satisfactory. This maintains the standards seen in the first inspection.
161. In the Reception and Year 1 class pupils make a simple book of parts of the Christmas story. They understand aspects of the life of Jesus when He was growing up and His experiences in the temple. They know parts of the story of Moses in the Bulrushes and have recently found out about a Christian wedding. Pupils have produced a large collage of a couple getting married and have discussed the roles that people have in a wedding. When studying the life of Saint Francis and the wolf pupils empathise with Saint Francis' feelings.
162. Pupils in Years 2 and 3 are familiar with the story of David and Goliath and at Easter time learnt more about the resurrection. During the inspection pupils saw a video about Islam. They observed and discussed how a Muslim family went about their lives. Planning indicates that pupils have also studied other Bible stories and found out about aspects of other religions but there is very little evidence of this within the sample of pupils' recent work.
163. By the end of Key Stage 2 pupils are able to contrast and compare the main features of Christianity and Judaism with a satisfactory level of understanding. In Years 4/5/6 pupils design a prayer mat. They make their own Millennium prayer and find out about the main parts of an Anglican Church. They study aspects of the Jewish religion and the main Jewish Festivals including Rosh Hashanah and a Seder meal. Pupils' moral

and social development is well promoted through such activities where pupils question the important features of the faiths they are studying in order to gain a deeper and clearer understanding of the issues involved.

164. Pupils' attitudes to learning are satisfactory. They show a reasonable interest in their work although in discussions some pupils contribute little and very occasionally the younger pupils do not listen well to the story the teacher tells or the questions that she asks. In activities following the story of St Francis pupils made little effort to draw a scene from the story with any degree of care or neatness.
165. The quality of teaching is satisfactory. Teachers attempt to involve pupils in discussions but this is not always done in a lively and enthusiastic manner and sometimes fails to motivate the pupils. Teachers' subject knowledge is satisfactory although some recording activities show little imagination. Teachers' planning follows the locally agreed syllabus but often fails to clearly identify exactly what the pupils are to learn.
166. The subject has been a low priority in school development planning. There is little co-ordination or development of the subject. Although the co-ordinator plans the termly assembly themes, planning, teaching and learning are not monitored and the weaknesses in the recording of pupils' work have not been identified.