

INSPECTION REPORT

YAXLEY INFANT SCHOOL

Yaxley, Peterborough

LEA area: Cambridge

Unique reference number: 110713

Headteacher: Mrs. B. Ourtilbour

Reporting inspector: Mr. M. Warman 1516

Dates of inspection: 18 to 21 June 2001

Inspection number: 191805

Full inspection carried out under Section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7 years
Gender of pupils:	Mixed
School address:	Main Street Yaxley Peterborough
Postcode:	PE7 3LB
Telephone number:	01733 240918
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. D. Watson
Date of previous inspection:	3 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1516	Mike Warman	Registered inspector	Mathematics Geography History Music Special educational needs	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9190	Guy Hirst	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
2897	Barbara Davy	Team Inspector	English English as an additional language Art	
1718	Kay Charlton	Team inspector	Science Design and technology Information communications technology Physical education Religious education Foundation stage Equal opportunities	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Yaxley Infant School is a community school situated in the largely rural village of Yaxley not far from Peterborough. The school is smaller than the average primary school with 173 full time pupils including 56 in the two Reception Classes. Pupil numbers are slightly lower than at the last inspection. The intake of the school is about average in terms of socio-economic status. Twelve pupils are eligible for a free school meal which is low when compared with schools nationally. The school has a below average proportion of pupils with special educational needs. Of these only one has a statement which is well below the national average. Attainment on entry covers a broad range, but is generally similar to that seen nationally. There are three pupils who speak English as an additional language. In 1998 the Local Education Authority identified the school as one causing concern. However, following the appointment of a new headteacher and a new governing body, the school was removed from this category in September 2000.

HOW GOOD THE SCHOOL IS

This is an improving school which now provides a sound quality of education for its pupils. The headteacher provides strong and very effective leadership and a clear way forward for the school to improve standards which in the core subjects are below average. Teaching and learning are satisfactory overall. The school provides satisfactory value for money.

What the school does well

- The headteacher provides strong and very effective leadership and a clear way forward for the school to improve standards.
- The provision for children in the Foundation Stage is good, and they make good progress which provides a firm base as they enter Key Stage 1.
- The provision for pupils with special educational needs is good and they make good progress against the targets in their individual education plans. The provision for those pupils who speak English as an additional language is also good.
- Pupils have good attitudes to school.
- All staff work well as a team.
- Governors and staff share a strong commitment to ensuring continued improvement.

What could be improved

- The standards which pupils attain in English and mathematics especially for those who are capable of achieving the higher levels.
- The standards which pupils attain in science and in information and communication technology.
- The overall quality of teaching so that all teaching is at least satisfactory and there is a high proportion of good and very good teaching.
- Further development of the school's assessment procedures so that pupils are clear about how well they are doing and what they need to do to improve.
- The systems used by the Governing Body to check and improve the overall quality of teaching and the standards pupils achieve.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1997. Since then the school has made satisfactory progress in addressing the key issues identified. The curriculum has been reviewed and more effective use is now made of the teaching time available. All subjects, including science, now receive an appropriate amount of time and good emphasis is given to the teaching of literacy and numeracy. Mathematics teaching has been improved through the careful introduction of the National Numeracy Strategy. Schemes of work have been developed or reviewed for all subjects. The overall quality of teaching is now better than it was with a much smaller proportion of unsatisfactory teaching seen during the present inspection compared with the previous inspection. Leadership and management is now good overall with the headteacher providing very effective leadership

STANDARDS

The table shows the standards achieved by 7 year olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
reading	A	D	D	E
writing	B	C	D	E
mathematics	D	D	E	E

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

The results of the national tests for seven-year-olds in the year 2000 in reading and writing were below average in comparison with schools nationally and in mathematics they were well below average. When compared with schools with a similar percentage of pupils entitled to a free school meal, the results were well below the average. Reading and writing results showed a significant deterioration in 1999 and 2000 from those achieved in 1998. This was during the time the school had difficulties and pupils did not get consistent teaching. Mathematics results have consistently been below or well below the national average. In the 2001 tests a much higher proportion of pupils attained Level 2 and above in all reading, writing and mathematics. However, there are still not enough pupils gaining the higher Level 3. The inspection findings confirm this picture.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils show enthusiasm and are generally interested in their work.
Behaviour, in and out of classrooms	Satisfactory overall. In formal situations and where lessons are well taught, pupils' behaviour is good. In a small number of lessons pupils do not behave well.
Personal development and relationships	Satisfactory. Many pupils show respect for the feelings of others. They use their initiative and take responsibility willingly.
Attendance	Satisfactory. Overall attendance is similar to the national average and most pupils arrive on time.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	Good	Satisfactory

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

The quality of teaching is satisfactory overall. It is consistently good in the Foundation Stage and satisfactory at Key Stage 1. Teaching was good in 49 per cent of lessons seen and satisfactory in another 43 per cent of lessons. Teaching was unsatisfactory in nine per cent of lessons. This percentage of satisfactory or better teaching is an improvement over that in the last inspection when it was only 80 per cent. The unsatisfactory teaching is limited to one class in Year 1. In the Foundation Stage, teachers plan well, have high expectations, and a good knowledge and understanding of the Foundation Stage curriculum. Teaching in Key Stage 1 is satisfactory overall with good teaching in both year groups though this is not consistent. Teacher's planning is effective and all lessons have clear objectives. Teachers mostly work with a large number of additional adults,

both employed and voluntary, who ensure that small groups are able to work on specific tasks to develop their basic skills of numeracy and literacy. Teaching assistants are particularly effective when working with these small groups supporting pupils with special educational needs and those who speak English as an additional language. The use of assessment to ensure that pupils are clear about how well they are doing and what they need to do to improve is underdeveloped. The unsatisfactory teaching is characterised by unsatisfactory organisation and management skills and there is limited impact on pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum is broad and balanced and relevant to the needs of the pupils. The curriculum in the Foundation Stage is good.
Provision for pupils with special educational needs	Good. The school has good procedures that are well managed. Pupils identified are provided with good support and make good progress against the targets in the individual education plans.
Provision for pupils who speak English as an additional language	Good. These pupils make good progress overall but particularly when working in small groups.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Provision for pupils moral and social development is good and for spiritual and cultural it is satisfactory.
How well the school cares for its pupils	Good. Pupils are well cared for and there are good procedures to ensure their safety and welfare.

The school has worked hard to restore parents' confidence in the school and they now effectively support the work of the school and their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher is very effective and leads the school very well. All other key staff are beginning to have an impact on aspects of the school for which they are responsible.
How well the governors fulfil their responsibilities	Satisfactory. Many governors have recently been appointed. They are very supportive of the school and share a strong commitment to improve standards. At present they do not have systems in place that will enable them to regularly check and identify the strengths and weaknesses of the school.
The school's evaluation of its performance	Good. The headteacher with other key staff have established an effective structure to ensure the school regularly checks on its own performance.
The strategic use of resources	Good. The school uses its funding and resources well.

The resources for learning are generally sufficient. They are easily accessible and well presented. The accommodation is adequate and good use is made of the available space although the design of the building creates difficulties due to its open plan nature. The way in which the governors apply the principles of best value is satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children are making good progress. • Pupils' behaviour is good. • The teaching is good. • The school expects their children to work hard. • They would feel comfortable to approach the school. 	<ul style="list-style-type: none"> • The amount of work children do at home. • Information about how children are getting on. • The way the school works with parents. • The range of extra curricular activities.

The inspection team agree with many of the parents' positive views. Children like school and are now making satisfactory progress although this has not been so in the past. Teaching is satisfactory overall. Behaviour is satisfactory overall with good behaviour in formal situations. The amount of homework children are expected to do is similar to that found in other schools. The range of extra curricular activities is good. The reports to parents contain a good amount of information about how pupils are getting on in subjects but more could be indicated about how pupils could improve. The school has worked hard to restore parents confidence and work closer with them and this aspect is now much improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry covers a broad range, but is generally similar to that seen nationally. Children make good progress in their learning through the Foundation Stage and by the time they enter Year 1 most have attained the standards set out in the Early Learning Goals. Pupils are currently making satisfactory gains in their learning through Key Stage 1. However, in the last three academic years their progress has been unsatisfactory and by the age of seven, the standards they achieve have been below or well below those expected in English, mathematics and science.
2. The results of the national tests for seven-year-olds in the year 2000 in reading and writing were below average in comparison with schools nationally and in mathematics they were well below average. When compared with schools with a similar percentage of pupils entitled to a free school meal, the results were well below the average. Reading and writing results showed a significant deterioration in 1999 and 2000 from those achieved in 1998. This was during the time the school had difficulties and pupils did not get consistent teaching. Mathematics results have consistently been below or well below the national average. In the 2001 tests a much higher proportion of pupils attained Level 2 and above in all reading, writing and mathematics. However, there are still not enough pupils gaining the higher Level 3. The inspection findings confirm this picture. Standards in science and information and communication technology show a similar picture of decline and improvement, but at present are still below average overall.
3. Pupils with special educational needs and those who speak English as an additional language are well supported and they learn well as a result of their needs being assessed carefully and through being set appropriate and precise targets.
4. The development of numeracy skills has improved since the implementation of the National Numeracy Strategy through the key stage. Pupils are now systematically developing appropriate skills and understanding, but the achievements of pupils in Year 2 are limited by the lack of consistency in this approach in the past. Regular practice in mental maths is improving pupils learning in this area as well. The pattern of development of pupils' literacy skills is similar to those in numeracy. The systematic approach to implementing the National Literacy Strategy is beginning to have an impact on raising standards. Pupils' speaking and listening and reading skills are now in line with those which would be expected for their age and generally are better than their writing skills. Insufficient use is made of literacy and numeracy skills in other areas of the curriculum. Overall, for the pupils in the current Year 2, standards in literacy and numeracy are below those which would be expected.
5. Standards in the foundation subjects of art, music, design technology and physical education are broadly in line with what would be expected. In history, geography and religious education pupils show a reasonable factual knowledge but there has not been the systematic development of skills and understanding over time and in this respect the levels they achieve are below those which would be expected. Pupils' writing skills limit what they can record in these and other subjects.

Pupils' attitudes, values and personal development

6. Pupils have a good attitude to school. They are keen to come to school and eager to learn. They show a lively interest in the subjects or topics being taught and most are happy to show to visitors features of their school, such as the willow maze, or to explain what they are doing in a lesson. Pupils' behaviour is satisfactory overall but in formal situations and where lessons are well taught, their behaviour is good. Pupils behave very well in assembly and many parents commented that overall, pupils' behaviour has significantly improved during the current school year. Pupils respond well to the school's reward systems. They are almost always courteous and polite and they take appropriate care of the property of the school and that of their colleagues. Relationships are satisfactory and in some cases good. Pupils almost always relate well to each other and they take responsibility when asked. The older pupils respond well to duties at class and school level, such as tidying the toys after break and at lunchtime. The poetry assemblies are an important feature of the school and they make a strong contribution to

- pupils' personal development by enabling them to learn through being able to perform in groups or individually before a large audience.
7. Pupils work and play well together. Pupils with differing abilities and from different backgrounds are welcomed and their skills are celebrated. In general, pupils appreciate the effects of their actions on others and they respond well to the ideas expressed by others. The relationships between pupils and adults are satisfactory overall and in some cases good.
 8. Attendance is broadly in line with the national average. Unauthorised absence is in line with that in other primary schools in England and has reduced during the current year. Punctuality is good. The school has taken steps to improve attendance by, for example, asking immediately for a reason for unexplained absence.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

9. The quality of teaching is satisfactory overall. It is consistently good in the Foundation Stage and satisfactory at Key Stage 1. Teaching was good in 49 per cent of lessons seen and satisfactory in another 43 per cent of lessons. Teaching was unsatisfactory in nine per cent of lessons. This percentage of satisfactory or better teaching is an improvement over that in the last inspection when it was only 80 per cent. The unsatisfactory teaching is limited to one class in Year 1.
10. In the Foundation Stage teachers plan well, have high expectations, and a good knowledge and understanding of the Foundation Stage curriculum. In Key Stage 1 teaching is satisfactory overall with good teaching in both year groups though this is not consistent. Across the school, teachers plan as a year group and this is effective in ensuring that all lessons have clear objectives. Teachers mostly work with a large number of additional adults, both employed and voluntary, who ensure that small groups are able to work on specific tasks to develop their basic skills of numeracy and literacy. Teaching assistants are particularly effective when working with these small groups supporting pupils with special educational needs and those who speak English as an additional language. The unsatisfactory teaching is characterised by unsatisfactory organisational and management skills and there is a limited impact on pupils' learning.
11. Numeracy and literacy skills are now taught systematically across the school and pupils make satisfactory gains in their learning and in developing their skills. The lessons have clear learning objectives which are discussed with pupils. A good feature is that pupils are told why they are learning particular skills. This puts learning into context. All sessions conclude with a review of the objectives but very few of these plenary sessions lead pupils on to the next stage of learning. All numeracy sessions start with mental skills tests. In the good lessons these are sharp and have appropriate pace which challenges pupils well. However, many of the sessions do not have this sharpness and lessons sometimes get off to a slow start and pupils are not encouraged to show the sense of urgency that is going to raise standards. The use of assessment to ensure that pupils are clear about how well they are doing and what they need to do to improve is underdeveloped. The good teaching has a positive impact on pupils' learning.
12. The strong emphasis which all teachers place on respect for the individual contributes significantly to the progress made by pupils, especially those with learning difficulties. Relationships are generally good. For the majority of the time, pupils work in small groups with additional adults, teaching assistants and volunteer helpers which encourages valuable discussion and language development. Pupils with special educational needs and those who speak English as an additional language are well supported.
13. Support staff and teachers work well together. The support staff contribute effectively to pupils' learning and they appropriately record the pupils' responses during group activities. They have good expertise and the work they do with small groups enables pupils with special educational needs to show gains in their learning and make good contributions in plenary sessions.

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

14. The school provides a curriculum that is broad and balanced and is relevant to the needs of all pupils. Provision for children in the Foundation Stage is good and it is satisfactory for pupils in Key Stage 1. Statutory requirements are met for all subjects.
15. At the time of the last inspection, it was reported that there was a need to review curriculum planning and develop schemes of work in all subjects. Planning has been reviewed and the present approach is effective. Subject schemes of work have been successfully developed for most subjects and these are beginning to have an impact on raising standards as they ensure appropriate coverage. The curriculum has been reviewed and more effective use is now made of the teaching time available. All subjects including science receive an appropriate amount of time and good emphasis is given to the teaching of literacy and numeracy.
16. The provision for pupils with special educational needs is good. Clear procedures are in place which are well managed and fully in line with the present Code of Practice. Pupils needs are identified early and good support provided. All pupils from Stage 2 of the Code of Practice onwards have individual education plans which contain clear and appropriate targets. Provision is also good for those pupils who speak English as an additional language
17. The school has adopted and implemented the National Literacy and Numeracy Strategies and there is now consistency in their use which is beginning to have an impact on standards.
18. The school provides a good range of additional after school clubs and many visitors come to the school. These visitors for example musicians and storytellers make a significant contribution that enriches the curriculum. Pupils are well supported in their personal, social and health development. The school provides a good range of educational visits. These include trips to local museums and theatres and a local environmental trail. Each year there is a residential visit for those pupils in Year 2. These ventures into the community contribute significantly to the pupils' curriculum experiences. There is further enrichment from the visits of story tellers and the opportunities to see live theatre groups.
19. Provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. Social and moral development are good and spiritual and cultural development are satisfactory. This is an improvement since the previous inspection.
20. Provision for pupils' spiritual development is satisfactory. Teachers receive and value pupils' ideas and encourage them in a positive self image. The school provides an appropriate range of opportunities for pupils to explore what they and others believe through for example assemblies, religious education, stories and visits. Pupils are aware of prayer and use it daily to ask, thank praise and celebrate. There are opportunities for reflection during assemblies and in lessons. In subjects such as music and art opportunities are given for pupils to develop a sense of wonder at the beauty of creation, for example the display of the life cycle of a sunflower in the entrance to the school.
21. There is good provision for moral development. The behaviour policy is clear and well understood by pupils. The system of rewards and sanctions promotes a positive approach. All pupils are taught the difference between right and wrong particularly in their personal, social and health education lessons.
22. Provision for social development through the daily life of the school is good. Adults provide good role models in their relationship with pupils. Pupils are encouraged and helped to think of others, for example through fund raising for charities such as "Bring your teddy to school day". Pupils help and care for one another and older pupils are encouraged to help younger ones. In class and elsewhere pupils are encouraged to work together co-operatively and to support the whole community. Pupils are appropriately encouraged to take responsibility and develop their independence.
23. The opportunities provided for pupils to learn and appreciate their own culture and those of others are satisfactory, for instance history lessons have included work on the Victorians and visits have been made to local places of interest. Appropriate interest is shown in other cultures, for example through opportunities to study art and music. Additionally story tellers, musicians and theatre groups are invited to perform in school. The poetry assemblies are an important feature of the school and they make a strong

contribution to pupils' personal development by enabling them to learn through being able to perform in groups or individually before a large audience.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

24. The school continues to provide the caring environment which was identified in the previous inspection report where pupils are valued as individuals. This has a positive impact on the ethos of the school.
25. The procedures for introducing the children and their parents to the school are effective and ensure that new children settle quickly into the routines of school life. Transfer arrangements to the Junior school are good. The school has very good relationships with the three pre-school providers in the village.
26. Pupils' personal development is closely but informally monitored by teachers who know their pupils well. Emphasis is placed on raising pupils' self-esteem and making them aware of their individual achievements. Most parents are happy with the care and guidance offered to their children.
27. Procedures for monitoring and promoting positive behaviour are good. There is a successful behaviour policy that is applied consistently by most staff. The system of rewards is valued by pupils; for example they take great pride in being awarded the stickers and badges for good behaviour given by lunchtime supervisors. The school has an appropriate policy related to bullying and oppressive behaviour. There are satisfactory procedures for the recording and reporting of attendance. The administration of which is very effective and reasons are always sought for pupils' absence.
28. The provision for promoting the health, safety and well being of pupils is good overall. Staff are fully aware of child protection procedures which are in accordance with local guidelines. The school has a comprehensive health and safety policy and risk assessment is regularly undertaken. The premises and surroundings are clean and well maintained.
29. There are suitable procedures for assessing pupils' knowledge and skills but these are not used consistently in all classes. Very careful assessments are made of all pupils on their entry to the Reception classes. Teachers keep records about pupils' achievements in most subjects but these are not used to advantage in planning future work. Pupils are not sufficiently clear how well they are doing in relation to national curriculum requirements and what they need to do to improve.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

30. Overall, parents have a satisfactory view of the school. However, a few parents are not satisfied with the rate of improvement in the quality of education for their children. The inspection findings confirm that the school is improving. Parents are pleased with the changes that have been made to the arrangements for the reception of children and pupils before the start of school. They consider the school is now listening to their concerns and are appreciative of efforts to seek out their views such as through the Parent Survey sent out in Spring, the results of which are presently being considered.
31. Links with parents are generally satisfactory and a significant number commented on how these had improved since the appointment of the new headteacher. Parents make a good contribution to their child's learning at home. Many help in school regularly and their help is valued by the school and has a positive impact on pupils' learning. The school offers useful training to parent helpers for example, on how to help readers. Teachers give suitable day to day guidance to parent helpers for the tasks in hand.
32. Several parents expressed dissatisfaction with homework arrangements. The inspection team however, considers that the quantity and quality of homework, and the way in which parents are encouraged to support learning at home, has a positive impact on pupils' learning.
33. The quality of information sent to parents about the life of the school is good. The annual reports on pupils provided for parents meet requirements but lack clarity about what pupils should do to improve in each subject. Parents are regularly involved in the consultations about their child's target cards.

34. The Friends of Yaxley Infant School make a significant contribution to the life of the school in a wide range of ways which benefit of the pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

35. The quality of leadership and management is good overall. The recently appointed headteacher has been very successful in setting up systems and structures to move the school forward. She is very clear about what needs to be done to raise standards. She has also done much to restore the confidence of staff and parents and provide stability. The whole staff now work as a team with a common purpose.
36. The school's aims can be seen clearly in its day-to-day work. The head teacher, staff and governors work closely together to promote the ethos of the school, which effectively enhances the pupils' personal and social development. Pupils are well cared for and feel secure in their surroundings. Relationships throughout the school are good. The school's administrator provides an efficient and welcoming point of contact for visitors and parents and manages the school's financial procedures well. The school uses information technology effectively in managing the school's finances.
37. The school, with the Governing Body has a strong, shared commitment to succeed in raising standards. All subjects have co-ordinators who oversee policies and schemes of work and are now beginning to have an impact on their subjects. The numeracy and literacy co-ordinators have supported staff in the implementation of the national strategies, ensured consistency of approach and begun to track pupils' progress. The school is committed to providing equality of opportunity for all its pupils. The management and provision for pupils with special needs is good as is that for pupils who speak English as an additional language.
38. The governing body supports the school well. The various committees have clear terms of reference. Many of the governors visit the school regularly and are involved in the life of the school. They carry out informal monitoring visits and report back their findings to the governing body. These visits help to give the governors an awareness of what is happening in the school. However, there are no formal systems through which the Governing Body can evaluate the strengths and weaknesses of the school and governors tend to be over reliant on information provided by the headteacher.
39. Financial planning is good overall. The school's budget is monitored closely and the school uses specific grants well for their purpose. The governors have begun to apply best value principles satisfactorily and realise this as an area for continued development. The accommodation is adequate and good use is made of the available space although the design of the building creates difficulties due to its open plan nature. Overall, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further the headteacher, governors and staff should:

- (1) Improve the standards which pupils attain in English and mathematics by ensuring that:
 - there is a systematic development of skills in literacy and numeracy over time;
 - pupils of all abilities, but especially the more able, are set work which is demanding and well matched to their levels of understanding;
 - pupils are given more opportunities to develop their writing and problem solving skills.
- (2) Improve the standards which pupils achieve in science and information and communication technology by:
 - ensuring that there is a systematic development of pupils' investigational skills over time;
 - putting into practice the strategies identified in the school development plan.
- (3) Improve the overall quality of teaching by:
 - ensuring that all teaching is at least satisfactory;
 - increasing the proportion of good teaching and identifying how good teaching can become very good teaching.
- (4) Improve the use which is made of information gained from assessment by teachers so that pupils are clear how well they are doing and what they need to do to improve
- (5) Improve the governing body's systems for checking and improving the overall quality of teaching and the standards pupils achieve.

In addition, the school may wish to take account of a number of other minor issues raised in this report when drafting its action plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	68

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	49	43	9	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	173
Number of full-time pupils known to be eligible for free school meals	12

FTE means full-time equivalent.

Special educational needs	YR – Y2
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	37

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	6.29
National comparative data	5.2

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	44	28	72

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	33	32	38
	Girls	22	20	24
	Total	55	52	62
Percentage of pupils at NC level 2 or above	School	76 (79)	72 (81)	86 (89)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	30	36	31
	Girls	18	21	14
	Total	48	57	45
Percentage of pupils at NC level 2 or above	School	67 (79)	79 (89)	63 (86)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	3
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	2
White	168
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	22
Average class size	25

Education support staff: YR – Y2

Total number of education support staff	8
Total aggregate hours worked per week	117

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1999 - 2000
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	£
Total income	386914
Total expenditure	380543
Expenditure per pupil	2239
Balance brought forward from previous year	26112
Balance carried forward to next year	32483

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	173
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	41	3	1	0
My child is making good progress in school.	50	45	4	0	1
Behaviour in the school is good.	38	58	3	1	0
My child gets the right amount of work to do at home.	29	51	17	1	1
The teaching is good.	49	46	1	1	3
I am kept well informed about how my child is getting on.	37	44	17	1	0
I would feel comfortable about approaching the school with questions or a problem.	53	42	5	0	0
The school expects my child to work hard and achieve his or her best.	53	42	3	1	1
The school works closely with parents.	38	46	11	4	1
The school is well led and managed.	48	41	4	3	4
The school is helping my child become mature and responsible.	50	42	5	1	1
The school provides an interesting range of activities outside lessons.	27	41	17	4	11

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

40. Provision for children in the Foundation Stage is made in the two Reception classes. They are admitted to the classes at the beginning of the academic year in which they become five years of age.
41. Children enter the school with a broad range of ability but overall their attainment is in line with what is expected for children of this age. A small number of children need considerable help to develop their skills in all six areas of learning but particularly in the areas of personal, social and emotional development, communication, language and literacy, and mathematical development. A small number of children are already very confident in these aspects as they start school.
42. Virtually all children are eager to come to school and settle well. By the end of the year in Reception girls and boys of all abilities make good progress. In all areas of learning most attain the Early Learning Goals expected of children as they start Key Stage 1 and a significant number exceed them.
43. The provision for the children in the Foundation Stage is now good and much improved since the time of the last inspection when it was judged to be satisfactory overall. In particular, there has been good improvement in the quality of teaching. The improved provision gives children a very firm basis with which to start Key Stage 1.

Personal and Social Development

44. Children make good progress. There is a caring and welcoming atmosphere, and they develop good attitudes to learning. They are motivated by the wide range of practical experiences on offer and they settle quickly at the beginning of sessions and concentrate very well in the activities. Children quickly gain in confidence, and all show that they are happy to try out new activities and work with different adults, for example as they move around the 'shared area'. Relationships are very good. The staff are encouraging and the children feel at ease in their surroundings and are keen to contribute their ideas and express their feelings, for example when they tell each other why the teddy they have brought to school is very special to them. They co-operate well in groups and are effectively taught good manners and social skills. The children select the resources and equipment they need and work independently when appropriate, a good example being when they play at making bubbles in the water tray. They become very independent in self-care, and hang up coats and go to the toilet by themselves. Children's behaviour is good, they effectively learn right from wrong and they use their initiative to carry out tasks of responsibility, for instance taking registers to the office. They wait patiently to take turns to speak, use equipment sensibly, and show respect for each other and for property. The children are given good opportunities to reflect and they do this well, for example using the times of silence provided in assemblies, showing a good sense of reverence for the situation. Through working together and through initiatives in school, such as the week associated with 'Action Research' children effectively learn about the needs of others.
45. Teaching is good and effectively supports children's learning. The staff work well together as a team and provide good role models for the children. They know the children well as individuals and any who are more reticent are effectively encouraged to join in. There is good support for children who have been identified as having special educational needs or those who speak English as an additional language. Staff have high expectations of children's behaviour and they are skilful at monitoring how this improves over time. They have a clear understanding of how young children learn and this underpins their relationship with them. All staff respond positively to children and make good use of praise to motivate, encourage and promote self-esteem. The strong links which are established with parents support children's learning well.

Communication, language and Literacy

46. The development of children's language and literacy skills is good and effectively prepares them for the work in Key Stage 1. The children make good gains in developing their communication skills so that they listen well to instructions and questions and enjoy whole class stories such as 'I'm Going On A Bear Hunt'. They know a wide range of rhymes and poems and develop very good levels of confidence in

reciting them, for example when individuals present theirs to the whole school and parents and visitors. In conversation children usually speak clearly and show good awareness of the listener. Occasionally, whilst working in the 'open area' opportunities are missed to use talk to explore children's imaginative ideas. Children make a good start in learning to read. Most are developing a very good knowledge of the sounds and letters of the alphabet and a significant number can use this to help them read and write words such as 'sock' and 'book'. Children enjoy looking at books and reading them to each other, their teddies and adults. A significant number of children are able to read simple text independently. Most recognise a number of familiar every day words and make a good attempt to work out new words for themselves. All children are confident to use the pictures in a story to help them make a reasonable attempt at understanding what is written. The children make good gains in learning to write. They effectively learn to write their name with many using correctly formed upper and lower case letters. Children gain confidence in writing for a purpose and many are able to write a simple sentence by themselves. When writing in their workbook children present their work neatly.

47. Teaching is good and there is a direct relationship to children's learning. Staff show clear understanding about the Early Learning Goals and the ways in which to make best use of the National Literacy Strategy for children of this age. They present the activities in a way which immediately engages the children's attention because they ensure that they are about things which are of interest to them, for example they use a puppet very well to help the children learn about the sounds of the letters of the alphabet. Children's learning is also enhanced by staff's use of the technical vocabulary associated with the subject. Consequently children are able to talk knowledgeably about their learning, for example they are able to explain that they have been learning about 'initial phonemes' and 'final phonemes'. Staff give children good feedback and they mark children's work well. In this way it is clear at what level the children have achieved the learning objective and what the child needs to do next in order to improve.

Mathematical Development

48. Children make good progress in mathematical development. Strong emphasis is placed on counting, sequencing and recognising numbers, for example, by counting the number of children in the group and also the number of teddies there are in class. Most children count accurately to ten and many can count well beyond this. Forwards and backwards counting effectively reinforces children's understanding. Through practical activities children also learn to calculate the difference between two numbers, for instance between the number of children having school dinner and those having sandwiches. Many learn to record this sort of information and can explain their thinking when they refer to it. The children know, and can identify basic geometrical shapes, such as triangle, square and rectangle, and sort them by their properties. Most children are able to make accurate repeated mathematical patterns, for example, using peg boards and when completing patterns with different sized and coloured plastic bears. Children enjoy simple problem solving activities and develop good understanding of mathematical language such as 'next to', 'on top of' and 'opposite', for example when they decide where various items should be placed at a 'teddy bears' picnic. Children are familiar with a good range of mathematical games and rhymes which are used effectively to reinforce their understanding of number. Early capacity is well understood, for example as children undertake water and sand play. An early grasp of 'weight' and 'size' is successfully developed as the children work out which is the heaviest and lightest object in weighing activities.
49. Overall, teaching is good and consequently children learn well. Staff are secure in the understanding of mathematics and use this knowledge effectively to question children in a way which makes them think. They set up very purposeful activities which motivate the children to learn. Occasionally, teaching is very good when these situations are explored in-depth to extend the children's thinking, for example when they were learning about positional language at the 'teddies picnic'. Overall, there is a good pace to learning and children are encouraged to achieve of their best. Staff carefully analyse children's achievements so that it is clear how improvements can be made.

Knowledge and Understanding of the World

50. Children are naturally curious and enjoy finding out about the world in which they live. They make good progress and learn to observe very well and notice similarities and differences, particularly noticing features of caterpillars and butterflies, different types of tree bark and different colours in the outdoor environment. They make recognisable drawings and paintings of the creatures they have observed, ensuring for example that spiders have the correct number of legs. Children effectively find out about

change, for example when they notice how the biscuits for the 'teddies picnic' change after baking. They build and construct using a wide range of materials, including old cardboard boxes, wood and construction kits. They develop good skills in the use of information technology using the computers. They also learn to control a 'Roamer' very well. They show good sense of time and this is evident in the work they did all about themselves when they compared themselves as they are now to what they were like as babies. The children have a good knowledge of place and they demonstrated this well in the topic about food when they went to visit the local pizza house. Although children are beginning to learn about different cultures and beliefs this aspect of the programme is not well developed.

51. Teaching is good and children make good progress. The activities effectively cover all aspects of the foundation curriculum associated with knowledge and understanding of the world. There is a good range of well-planned topics which provide interesting opportunities for children of this age. Children successfully find out about and extend their understanding when using the school grounds, for example to recognise features such as grates. Staff use correct terminology when talking with or explaining things to children and they use displays well to reinforce children's learning. Staff organise resources well and they encourage children to use books to find things out for themselves and help them to interpret what they see, feel and hear.

Physical Development

52. Children make good progress and develop well in this area. They play outdoors every day, weather permitting. There is an appropriate amount of time allocated for them to use the school hall to develop their physical skills. They demonstrate good co-ordination and control and can, for example, stop and start their movements in response to music. Children have developed a good awareness of space and others and can jump, run and hop with confidence. Children can move their bodies both slowly and quickly and use their imagination in their movements. When making objects, children are able to manipulate tools and malleable materials with a particularly good control and concentration. They build a variety of models by fitting together different types of construction materials and show good skills in doing this. Fine manipulative skills and hand-eye co-ordination are practised regularly through the use of small equipment and the children demonstrate effective control of objects such as pencils, crayons and paint brushes.
53. The quality of teaching is good and children make good gains in learning. Planning is good and it is clear what children should learn. Staff cater well for the needs and abilities of the children. There is a good balance between teacher-directed activities and those which the children initiate for themselves. There is a good level of interaction between the staff and the children and questioning is used well to make the children think and extend their learning. The children have use of the outdoors each day at a time which is different to the rest of the school and this ensures that children have opportunities to explore their learning in an uninterrupted way. The school development plan suitably highlights the importance of the Reception classes having an enclosed outdoor area which is dedicated for use by this age group.

Creative Development

54. Children make good progress in this area. They explore colour, texture, shape and form across a wide range of activities and make good use of different media to express their ideas and feelings confidently. For example, as they use different types of paint and use materials such as wool and glitter and shiny paper to create their own designs. They often paint pictures of themselves or their families and as they paint pictures of their own choice they show good understanding of the effects of mixing colours. They develop observational skills well and this was particularly noticeable as they painted pictures of spiders. Children enjoy music. They sing enthusiastically, learn a wide range of songs and recognise repeated sounds as well as about the wide range of different sounds made by instruments. They are confident to make music to accompany their own singing and demonstrate a particularly good sense of rhythm. Children move expressively to music in dance and develop their imaginations well. Effective use is made of learning using the senses and children enjoy experiences such as feeling the texture of clay, for example as they made small pots. Role-play plays an important part in developing children's imagination, for example when children play in the pirate ship.
55. Teaching is good overall and there are many varied and exciting opportunities set up for children to learn. Staff are secure in their knowledge of this area of learning and provide a wide range of interesting

experiences for the children. Occasionally, however, they miss the opportunity to extend children's individual imaginative response. Activities hold children's interest well and the staff have high expectations of children when they are working independently, for example when they play in the role play area. The deployment of the teaching team is effective in meeting the needs of the children. Each adult is clear about their role and the contribution they should make to children's learning. An important contribution to this area of learning is made by a member of staff who is a confident musician.

ENGLISH

56. Overall, in Key Stage 1, attainment in English is below average, particularly in writing. The results in reading and writing in the 2000 National Tests for seven-year-olds were below the national average and well below those of similar schools. These results were much lower than those in 1998 and reflect a lack of consistent teaching in this period. In this year's national tests, the great majority of pupils reached the level expected for seven-year-olds (Level 2), but few attained the higher level (Level 3).
57. Pupils are confident speakers, both in class and in more formal situations. They respond well to the teachers' encouragement to contribute to assemblies and, in class, they are keen to answer questions and make comments. They generally listen well. When the lesson includes an interesting story, they listen very attentively and respond thoughtfully. In the few lessons where their interest is not captured, a minority of pupils are easily distracted and lose concentration.
58. Pupils generally enjoy books and reading, even when their skills are limited. Teachers and support staff are systematic in their teaching of phonics with the result that pupils have a good understanding of letters and sounds. When reading a new book, average and below average readers sometimes depend too much on sounding out every letter, and make too little use of other clues to help them work out unfamiliar words and meanings. More able readers are confident to tackle difficult texts and they like reading longer, more complex stories. They are able to explain and discuss what they have read, and to express their own views. In literacy lessons, pupils are encouraged to think and talk about the class book and about other books they have read, but these skills are not fully established.
59. Pupils' writing is below average and not as good as their reading. Most pupils have positive attitudes to writing but they write too little to make significant progress. Many of the tasks given in class require short, separate pieces of writing. There are fewer extended pieces of writing, for example, pupils' own stories or writing based on previous discussions or on stories they know well. Many write slowly which further reduces the total amount of writing they do, and the amount of practice that they have. Teachers encourage pupils to write in class but do not provide the kind of detailed feedback which would enable them to identify what works well and what they might do to improve further. The school has appropriately identified writing as an area for further improvement.
60. Standards in handwriting are very variable but below average overall; most pupils write legibly but a significant number of pupils expect too little of themselves. Spelling is generally sound. Teachers place a strong emphasis on spelling and teach it systematically. Pupils work hard to remember patterns and key words, and take pride in their attainment in weekly tests.
61. Teaching is generally satisfactory, although there are variations in teachers' skills. Teachers have begun to refine their plans for literacy in order to focus on more advanced skills, and to ensure a more effective balance between speaking, listening, reading and writing. This is having a positive effect on pupils' confidence and competence as they move through school, and is reflected in the improvements in this year's results. Lesson-time is generally well used but on a number of occasions, pupils are not sufficiently challenged, with the result that they write less than they might, or accept too low a standard for themselves. The feedback they receive is not sufficiently detailed to help them know how to extend and improve their writing.
62. Teachers and support staff work very effectively together and pupils with special educational needs and those who speak English as an additional language make good progress. They take part in whole class sessions and also receive individualised teaching in small groups. The small group work is well integrated into the work of the class as a whole. During one lesson, for example, less able pupils made a good contribution to the final plenary session by reading aloud what they had written in their group time.
63. The management of English is sound. This year, the literacy co-ordinator has observed lessons and discussed them with individual teachers, and year-teams have worked together on their teaching plans. These measures, with the active leadership of the headteacher, are beginning to produce greater

consistency across school. The school has exceeded its targets in English for this year and now has appropriate plans to further raise pupils' achievements.

MATHEMATICS

64. The results of the tests for seven year olds in 1999 and 2000 show that standards, at the end of Key Stage 1, were below the national averages and well below the results for similar schools. These standards show a deterioration since the last inspection which are associated with the difficulties in the school. During the present school year teaching has improved and standards are rising. The 2001 results show improvement compared with those for 1999 and 2000, with a much higher proportion of pupils achieving Level 2 however, there are still not enough pupils gaining the higher level 3. This improvement is evident in the work seen during the inspection but standards are still below average for pupils at the end of Year 2.
65. By the end of Year 2, most pupils can count to 100, recognise sequences of numbers and many identify odd and even numbers. Most pupils have a good understanding of addition and subtraction and can recall multiplication facts relating to 2, 5 and 10. In problem solving, few pupils are able to use appropriate strategies to solve number problems. A significant number of pupils can identify two dimensional shapes and talk about the features of them. They are beginning to understand the concept of estimation and can measure in centimetres with accuracy. Pupils can collect information together and produce a graph showing their results for example the different colours and heights of their bears. Pupils can also enter this information into a computer database. Although many pupils are now developing a satisfactory knowledge of mathematical processes most are not using this knowledge to help them solve simple mathematical problems.
66. The quality of teaching is satisfactory overall. Good teaching is in evidence when lessons are well planned, based on the National Numeracy Strategy, with suitable provision for pupils with different abilities. In these lessons teachers use effective strategies to teach mental calculation and pupils enjoy the lively start to lessons. Teachers in these sessions also give pupils the strategies to help them find different ways of calculating answers and solving simple problems. For example, in one Year 1 lesson, pupils were finding different ways of adding two or three numbers together. Most teachers have sound subject knowledge and they generally give precise, clear instructions and, as a result, all pupils, including those with special educational needs are now making satisfactory progress although they have not in the past. The management of pupils' behaviour is mainly satisfactory. At the end of lessons, teachers hold discussion sessions when pupils share their findings and the learning targets are consolidated. However, they do not often refer to the next stages of learning.
67. The subject is now effectively co-ordinated with a consistent approach to implementing the numeracy strategy. Good work has been done on planning the sessions and ensuring they have clear learning objectives. Assessment procedures are being developed but the use of assessment to ensure that pupils are clear about how well they are doing and what they need to do to improve is underdeveloped.

SCIENCE

68. By the end of Key Stage 1, standards are below average for seven-year-olds, particularly in the development of pupils' investigative skills. Planning has improved of late and there is now a suitable amount of time allocated to teaching the subject. In the main, pupils are now making satisfactory progress but since there has been a lack of systematic development over time this has had an adverse effect on the overall standards achieved. Standards are still not high enough and pupils should be achieving more. The school has rightly highlighted this subject as a priority within the whole school improvement plan.
69. Pupils undertake a balanced programme covering all the expected areas and generally develop a reasonable knowledge of the subject. In Year 1, they have gained suitable understanding about the human body and can name different parts of the body. They know that humans have five senses and where the sense organs are located. By making comparisons between themselves, pupils have learned to appreciate some differences between humans, for example in hair colour. They have suitably gained understanding about different materials and many are able to sort them according to their properties, for

example by listing those that let light pass through and those which do not. Through activities, such as categorising different types of movement, for example 'pushing a push chair' and 'pulling a toy on a string', pupils have gained satisfactory understanding of forces. In Year 2, pupils suitably learn about ways in which to ensure a healthy lifestyle, for example by eating a balanced diet and by undertaking regular exercise. They extend their ideas about plants and animals by learning about the fact that different types of plants and animals are found in different habitats, for example that mosses and worms prefer cool, damp conditions. Pupils also develop their ideas about life cycles and most can effectively describe the life cycle of a frog. Whilst working with bulbs, batteries, wires and connectors the pupils develop suitable understanding about the fact that an electric circuit must be complete in order to light up a bulb. Pupils suitably extend their knowledge of forces when making a moving vehicle which has to be carry a small weight.

70. In both Year 1 and Year 2, however, pupils' skills in investigative science are not sufficiently well developed. By the end of Year 2 too few pupils are able to make suggestions about how to collect data or make simple predictions based on their previous experience. Many have not acquired the scientific vocabulary associated with early scientific enquiry and do not present their findings well. Overall, pupils' skills in writing are unsatisfactory and this has an adverse effect on the quality of their work. This is particularly noticeable in Year 2.
71. The quality of teaching is satisfactory overall, although one lesson of unsatisfactory teaching was seen in a Year 1 class during the inspection. Pupils' learning directly reflects the quality of teaching and is satisfactory overall. Planning is undertaken conscientiously by all teachers and this generally ensures that lessons are taught effectively and pupils make suitable gains in learning. The learning objectives are set out clearly. Teachers generally write them up in the classroom so that pupils also know about the overall aims of the lesson and this helps to establish a purposeful working atmosphere. Teachers' command of subject is secure when they refer to factual information but a number of staff are uncertain about developing pupils' investigative skills and there is too little emphasis on this aspect. Relationships between staff and pupils are generally good and behaviour is usually managed effectively. In the better teaching questioning techniques are used effectively to extend pupils' learning and make them think.
72. Where the teaching seen was unsatisfactory not enough was expected of pupils' work and behaviour and consequently the pupils' learning lacked challenge and pace a number of them started to waste time.
73. Co-ordination of the subject is now satisfactory although there has been too little achieved over time. This year there has been a review of planning. It is now much improved and this is having a positive impact on the progress pupils make. Assessment procedures are also improving but there is still some uncertainty amongst staff about the ways in which they might use this information to help pupils achieve more, for example by making clearer references to the criteria needed for the next level.

ART AND DESIGN

74. Attainment in art is broadly in line with what is expected of this age-group. In the reception class, pupils have a good foundation in colour-mixing and observational drawing, and they experience of a wide variety of media. In year one, they are able to extend their use of colour-mixing to produce effective portraits, using carefully blended colours. In years one and two, they continue to develop their observational drawing, for example of toys or of buildings they know. Pupils generally include well-chosen details in their drawings but some of their work lacks attention to detail, and to the quality of the finished drawing. In both year groups, they make satisfactory progress in their model-making skills and are beginning to make progress in their use of sketch books. Their knowledge and appreciation of the work of other artists is limited.
75. Teaching is satisfactory overall. Teachers plan their lessons carefully. They make good use of the beginnings and ends of lessons to talk about the skills that pupils will need to use, and to help them evaluate what they have learned and how successful they have been. Pupils greatly enjoy art lessons. For example, in two lessons on printing and model-making, they worked with real enthusiasm and used every moment of the time available. Those pupils who attended the art club showed great interest in what they were doing, and took pride in the results.

76. The co-ordination of art is sound. The co-ordinator has drawn up a curriculum framework to guide the planning of each topic and to ensure that all elements of the art curriculum are included. Resources are not yet adequate to meet this but the school has appropriate plans to increase its range of materials in order to support the planned curriculum.

DESIGN AND TECHNOLOGY

77. The standards the pupils achieve throughout the school are satisfactory and in line with those expected for their age. Standards in design and technology have been maintained since the last inspection.
78. Pupils plan, design and make items using a variety of techniques appropriate to their age. In Year 1, for example, pupils made cards at Christmas where they had to apply skills in cutting, sticking and joining. They have been successful in designing and making a vehicle which moved. They have designed and made chocolate bars and are currently designing and making a book mark. In Year 2, pupils have further developed their ideas of food technology, for example when making a kebab. They have extended their ideas of mechanics by making a vehicle which not only moved but also was able to transport a weight. Currently, as part of their work in art and design they are learning to use 'modroc' to create three-dimensional model teddy bears. On each occasion there has been a good focus on both the design and evaluation process so that the finished product met the specification. In both year groups there is suitable emphasis given to pupils using a range of construction kits, often to extend their understanding of structures.
79. Teaching is satisfactory and sometimes good. Staff are secure in the subject and planning shows an appropriate coverage of skills are taught as pupils progress through school. The curriculum provided is organised so that there is clear continuity and progression in teaching and appropriate attention is given to safety. Resources and equipment have been improved since the last inspection and are generally good. Pupils spoken to during the inspection said they enjoyed design and technology lessons, and that both boys and girls were equally involved in all aspects including construction and food technology.
80. The co-ordination of the subject is satisfactory and some good advice has been provided for colleagues. In-depth monitoring of planning and pupils' progress, however, is not well established. Staff have received a suitable amount of staff training to increase their confidence and improve their consistency of approach and they have gained a good understanding of all the elements of the design process. Overall, the subject is much improved since the last inspection.

GEOGRAPHY

81. Very little geography teaching was seen during the inspection. On the basis of work seen, discussions with pupils, displays, photographs and samples of work kept by the school, pupils factual knowledge of the aspects they have studied is broadly average but their written work is below average and there has not been the systematic development of skills. These findings are similar to those of the last inspection.
82. There is insufficient information to enable a judgement to be made on the quality of teaching. Teachers' planning is satisfactory which now ensures suitable coverage of the subject in both year groups. During the inspection a Year 1 class described their routes from home to school and drew a simple map using symbols to represent known features. Year 2 pupils have used a map to find their way around Burwell House and have looked at the village of Yaxley contrasting it with places further afield.
83. The subject is now satisfactorily led by the co-ordinator. There is a suitable scheme of work and resources are satisfactory.

HISTORY

84. Very little teaching was seen during the inspection. On the basis of work seen, discussions with pupils, displays, photographs and samples of work kept by the school, pupils' factual knowledge of the aspects

they have studied is broadly average but their written work is below average and there has not been the systematic development of skills. These findings are similar to those of the last inspection.

85. Most pupils are now acquiring a suitable knowledge about the past and can identify differences between previous times and the present. For example, pupils in year 2 can discuss the Fire of London, where it started and why it spread so quickly. Pupils in year one on a trip to Ramsey Rural Museum looked at old implements and carts. They spent time in the Victorian classroom and looked at the work of a shoemaker.
86. The subject is now satisfactorily led by the co-ordinator. There is a suitable scheme of work and resources are satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

87. Overall, by the end of Key Stage 1 standards are below those expected nationally. Although many pupils in Year 1 attain the expected levels those in Year 2 lack confidence in applying their skills. The below average standards in Year 2 relate to a lack of a systematic development of skills over time.
88. Many pupils show that they are confident to use the 'mouse' on a computer, for example, when 'painting pictures' and when 'dragging' items across the screen. Work displayed shows that pupils have enjoyed creating their own designs using different colours and patterns. They can explain how to draft text, for example when drafting out stories and many are making a sound start in developing their ideas about control, for example when pupils in Year 1 programmed a 'Roamer' to move forwards and backwards pretending to 'deliver pizzas to different houses'. Pupils suitably learn how to enter information into a database so that it can be investigated at a later stage, for example in Year 2 they are building up a database including details such as the heights, colours and favourite foods of their teddy bears. Generally, however, pupils in Year 2 are not operating as independently as you would expect for their age. Many still require significant support, for example when entering, saving and retrieving work and they are not sure when asked their ideas about presenting information in different forms, for example in a tabular format.
89. Teaching and pupils' learning are now mainly satisfactory although there is still some lack of confidence amongst staff about teaching this subject. Most staff are keen and interested and in turn they pass this sense of enthusiasm on to the pupils. Support staff often give a good level of input to ensure that pupils learn effectively. Resources are much improved since the last inspection and in many areas are used effectively but it is more difficult for the Year 2 pupils to access the computer suite than it is for other pupils and valuable learning opportunities sometimes missed for pupils in that year. Parents play an important role in helping to improve pupils' skills in this subject.
90. The school has highlighted information and communication technology as a priority development over the forthcoming year. Training for support staff has been arranged for the Autumn Term 2001 and for teachers in the Spring Term 2002. Co-ordination is now satisfactory although too little has been achieved over time. The co-ordinator is knowledgeable in the subject, attends a good level of training herself and is clear about the next steps needed to improve the subject further. She works well with colleagues giving a suitable level of advice and support.

MUSIC

91. Pupils achieve average standards in music. They sing tunefully and learn new songs quickly and with confidence. The good quality of singing makes a strong contribution to school assemblies. Pupils listen to music well. They can use a range of percussion instruments and play in time with the piano and other pupils singing. Pupils in year 1 showed good imagination and control when they used a range of percussion instruments to represent different types of weather. Pupils showed they could perform their compositions in a group and respond appropriately to a conductor.
92. The teaching of the one lesson seen was good. It was well prepared and focussed. The teacher had good knowledge and moved the session on at a good pace.

93. The co-ordination of music is now satisfactory. There is a suitable scheme of work that provides pupils with a good range of musical experiences. Resources are satisfactory.

PHYSICAL EDUCATION

94. Pupils attain satisfactory standards in physical education which are in line with those expected of pupils of this age. They have suitable opportunities to undertake all the areas of activity outlined in the National Curriculum and they make sound gains in learning. Pupils of all ages have established a satisfactory level of co-ordination and control of their movements and awareness of space and others. They usually sustain a suitable level of energetic activity in their work and many are able to explain the effects of exercise on their bodies; for example, in a Year 2 games lesson. Most pupils demonstrate the ability to plan ahead and develop skills, such as throwing and catching. Pupils are appropriately developing their skills of critical evaluation and when a good focus was given to this, for example to describe why certain movements were effective in ensuring they caught a ball successfully, they show they can do this well.
95. The quality of teaching is satisfactory overall and there is a direct relationship with the quality of pupils' learning which is also satisfactory. Planning is in place for lessons and it is generally good. Staff make sure that pupils understand the overall purpose of the session so that the pupils' interest is engaged from the start. Relationships between staff and pupils are good and pupils show that they enjoy physical activity. Staff dress appropriately for the lessons and they make the best use of the time available and achieve a suitable pace to learning. In the main staff manage behaviour well and pupils respond appropriately. The pupils are clear about the need to take turns in some situations and they use equipment sensibly. The importance of safety is stressed by staff and the pupils respond to this appropriately. Although there is often praise given for effort and achievement there is not always sufficient focus given to the ways in which pupils might improve their performance. This feature distinguished the good teaching from the satisfactory teaching.
96. Overall co-ordination of the subject is satisfactory. An appropriate policy has recently been put in place and there are suitable units of work planned to cover all the expected areas. Indoor accommodation is appropriate and the school grounds provide a good environment for physical education. Resources are good and used effectively. There is an appropriate range of extra-curricular activities to support the work undertaken for children of this age and a number of pupils are taking part in a local country dance festival.

RELIGIOUS EDUCATION

97. The overall standards the pupils achieve throughout the school are in line with the expectations for their age and as set out in the Locally Agreed Syllabus. The pupils' knowledge and understanding of the areas they have studied is sound. The quality of written work particularly in Year 2, however, is not of the same standard and overall is below that expected.
98. By the end of Key Stage 1, pupils have developed a sound knowledge of Christianity and about the ways in which they make decisions about right and wrong in their own lives. They are able to compare some beliefs and traditions from Christianity with those of other faiths and of people from different countries, for example, by noting different traditions associated with a Christian and Muslim wedding and by referring to important writings from different religions. They are developing suitable understanding and an appropriate tolerance of the differences. Pupils are able to use times for reflection, stillness and quiet positively and they can appreciate the purposes of prayer, for example in assemblies, although there is limited reflection in the class situation. Most pupils can accurately recall the Bible stories they have heard, such as the one about 'Moses in the Bullrushes', and they enjoy drawing pictures to illustrate what they consider to be of significance. Visits to the local church play an important part in helping pupils appreciate the importance of religion in people's lives.
99. Teaching and pupils' learning are satisfactory overall and this is evident both in talking to the pupils but also in scrutinising their work. One good lesson was observed in Year 1 but also one unsatisfactory lesson was observed in one of the Year 1 classes. Lessons are carefully planned with clear learning objectives which cover the areas outlined in the locally Agreed Syllabus. These are usually shared with the pupils so that they are clear about the purpose of their lessons. Teachers have a suitable knowledge of the subject and in the main use their knowledge to provide interesting activities which motivate the

pupils to learn. Appropriate time is given to whole class instruction and there is also sufficient time for individual pupil activity. In the better teaching questioning techniques are used very well by staff, to encourage pupils to share their thoughts and ideas, and to learn to take part in discussions, as was observed, for example in a Year 2 class where the pupils discussed the story about Moses in the bullrushes. In this situation, good use was made of a 'big book' to help engage the pupils' interest. However, where teaching was unsatisfactory pupils' interest was not captured early in the lesson, for example by making use of interesting resources, and consequently their attention began to wander. During group activities there were not clear enough expectations set about work or behaviour and this had an adverse effect on pupils' learning.

100. The co-ordination of the subject is satisfactory. The policy and scheme of work have recently been revised and these now ensure that planning covers the locally Agreed Syllabus. The co-ordinator has made a good start developing resources to support the teaching of religious education and these are now satisfactory although more artefacts associated with different religions are still needed. There is a suitable action plan in place to help with the further development of the subject.