

# INSPECTION REPORT

## **BABRAHAM CE (VC) PRIMARY SCHOOL**

Babraham, Cambridge

LEA area: Cambridgeshire

Unique reference number: 110780

Headteacher: Mrs Mary Evans

Reporting inspector: Mr Paul Nicholson  
25406

Dates of inspection: 31 January – 3 February 2000

Inspection number: 192069

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and infant
School category:	Voluntary Controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	High Street Babraham Cambridge Cambridgeshire
Postcode:	CB2 4AG
Telephone number:	01223 832322
Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend Raymond Powell
Date of previous inspection:	November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Paul Nicholson	Registered inspector	Areas of learning for children under five English Design and technology Information technology Physical education Religious education Special educational needs	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve?
Ann Taylor	Lay inspector	Equal opportunities	How well does the school care for its pupils? How well does the school work in partnership with parents and carers?
John Foster	Team inspector	Art Geography History Mathematics Music Science English as an additional language	How well are pupils taught? How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

TWA Inspections Ltd  
 5 Lakeside  
 Werrington  
 Peterborough  
 PE4 6QZ

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 Alexandra House  
 33 Kingsway  
 London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

The school is a very small, voluntary controlled Church of England primary school for girls and boys aged 4 – 11 years. It has 72 pupils (30 boys and 42 girls); a third come from the village of Babraham and two thirds come from further afield. Overall, children enter the reception class with levels of attainment slightly higher than that found nationally. A significant number of pupils join midway through the school; their attainment on entry varies greatly. Almost 20 per cent of all the pupils are from ethnic minority groups and nearly 10 per cent have English as an additional language. Twenty per cent of pupils have been identified as having special educational needs, which is broadly similar to the national average.

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

The school is a friendly, caring community that provides a sound quality education for its pupils, including satisfactory and often good teaching. Pupils achieve average standards and have very positive attitudes to learning. There is satisfactory leadership, though the role of governors needs to be developed. The school provides satisfactory value for money.

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

- The school has a caring, supportive environment.
- There are very good relationships between pupils and between pupils and staff.
- Pupils have very positive attitudes to school and their learning.
- Pupils are very well behaved.
- There is good provision for pupils with special educational needs and for those for whom English is an additional language.
- Very good links with the community support pupils' learning.

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

- Standards in information technology, which are low.
- The role of the governing body in long-term planning, and in monitoring and evaluating the work of the school.

*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 steady progress since its previous inspection in November 1996. It has satisfactorily addressed the key issues raised at that time. For example, the school has developed its provision for reading and has extended the range of reading opportunities offered to pupils. The headteacher has introduced more effective strategies for monitoring teaching and learning and for assessing the progress made by individual pupils. The co-ordinators for art and physical education have received appropriate support and training. The school has successfully managed a critical stage in its development, which has seen the number on roll more than double since 1995.

## 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				
Mathematics				
Science				

**Key**

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

Grades have been omitted from the table above as there were fewer than 10 pupils in the relevant year group and comparisons would therefore be unreliable.

Over the past four years the general trend in the school's test results for 11-year-olds has been broadly in line with the improving national trend. During this period, the majority of pupils have achieved the nationally expected standards in English, mathematics and science tests.

Inspection evidence indicates that overall standards in the current Year 6 are average. Most pupils are on target to achieve the expected standard, Level 4, in English, mathematics and science. Standards in information technology are low, as key areas of the subject are not being taught in sufficient depth. Pupils' achievements in religious education, art, history, music and physical education are appropriate for their age. There was insufficient evidence to make a judgement on standards in design and technology and geography.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes towards their learning. They are enthusiastic and show good levels of interest.
Behaviour, in and out of classrooms	Pupils are very well behaved in lessons and around the school. They are courteous and polite.
Personal development and relationships	Pupils' personal development is good and relationships between pupils, and between pupils and staff are very good.
Attendance	The attendance rate is very good and well above the national average.

The pupils' attitudes and values are a strength of the school. They reflect the good work of the school in pupils' personal development and have a positive impact on pupils' learning.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	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 overall quality of teaching is satisfactory and often good. Teaching was good in a third of lessons observed. There was one very good lesson, which amounted to four per cent of the total. All other lessons were satisfactory. This results in good levels of learning in a third of lessons and satisfactory learning in all others.

Teachers have a caring approach. They use questioning well and give clear explanations. Teachers' classroom organisation and their management of pupils are very good. There are high expectations of good behaviour. Teaching in the Literacy Hour is good and in numeracy lessons it is satisfactory, and this supports the sound progress pupils make in these basic skills. Teachers have secure knowledge of the subjects they teach, with the exception of information technology.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a suitably broad, balanced and relevant curriculum for its pupils. It meets statutory requirements.
Provision for pupils with special educational needs	The school makes good provision for these pupils. There is a high level of good support and clear and appropriate learning targets are set and regularly reviewed. As a result, pupils with special educational needs make good progress.
Provision for pupils with English as an additional language	There is good provision for these pupils. An additional part-time teacher and the learning support assistants provide effective support. These pupils make good progress in their acquisition of language skills.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is good. Pupils' spiritual development is satisfactory and their social, moral and cultural development is good.
How well the school cares for its pupils	The school is a caring community and there are good procedures to ensure that pupils are well supported and cared for.
Partnership with parents	The school provides satisfactory information for parents. Parents are generally supportive of the school and make a good contribution to pupils' learning.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides a clear educational direction for the school. Teachers satisfactorily co-ordinate the development of all the subjects taught.
How well the governors fulfil their responsibilities	The governors satisfactorily fulfil their statutory duties but their role is not fully developed.
The school's evaluation of its performance	The school has begun to evaluate the progress of individual pupils but as yet it does not effectively monitor and evaluate the effectiveness of its spending and progress towards the targets it has set.
The strategic use of resources	There is careful financial planning and specific grants are used appropriately. There is efficient use of staff and resources.

The school has a good number of appropriately qualified and experienced teachers and there is a high level of well-qualified support staff. This good level of staffing ensures that all pupils are taught effectively. Overall, the accommodation is adequate for the number of pupils, though indoor space is limited for subjects such as physical education. There are adequate resources for the teaching of the curriculum, except in information technology,

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twenty-nine parents (48 per cent) completed parents' questionnaires and 11 attended the pre-inspection meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Behaviour in school is good.</li> <li>• The teaching is good.</li> <li>• The staff are approachable.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• The quality and quantity of information on their children's progress.</li> <li>• The management of the school.</li> </ul>

The inspection findings support the positive views of the parents. Given the size of the school and the number of teachers, the range of activities outside lessons was judged to be satisfactory. Annual reports on pupils' progress, while generally satisfactory, could provide clearer information on pupils' progress and future targets. The role of governors in the management of the school is an area of development for the school.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and achievements

1. At the time of the last inspection, overall standards attained by the pupils were in line with national expectations. The school has maintained these overall levels of attainment and pupils achieve average standards in all subjects, with the exception of information technology where standards are low. Pupils with special educational needs and those for whom English is an additional language make good progress as a result of the school's provision for them.
2. Attainment on entry to reception varies greatly between individual children, but overall is slightly above that expected of children of this age. The school makes sound provision for these children and by the age of five they reach, and many exceed, the nationally recognised Desirable Learning Outcomes<sup>1</sup> for children. All are well prepared to start the National Curriculum. Children make good progress in their personal and social development. They form very good relationships with staff and other children, show good levels of concentration and are keen to learn. Children under five join older Year 1 pupils in their class for parts of their literacy hour. These well-planned activities result in children making good progress in their development of language and literacy skills. Most have a good understanding of how books are organised and they recognise many of the letters of the alphabet by shape and sound. Satisfactory progress is made in children's mathematical development. Most recognise and use numbers to 10 and several more able children count accurately to 20 and beyond. Children make satisfactory progress in their knowledge and understanding of the world, and in their creative development. Progress in their physical development is generally satisfactory, though limited by the lack of appropriate outdoor accommodation and resources.
3. Results of National Curriculum tests (1999) for the small group of pupils at the end of Key Stage 1 show that standards were broadly in line with the national average. The majority of pupils achieved Level 2, the expected standard for a typical seven-year-old, in reading, writing and mathematics tests, and in teacher assessments in science. The proportion of pupils who went on to achieve the higher standard, Level 3, in each of the four subjects was close to the national average, except in reading where it was below.
4. Inspection evidence indicates a broadly similar pattern for the current Year 2. Pupils attain average standards in English, mathematics and science. However, standards in information technology are low. Their achievements in art, history, music and physical education are appropriate for their age. There was insufficient evidence to make a judgement on standards in design and technology and geography.
5. The very small numbers of pupils taking end of Key Stage 2 National Curriculum tests in recent years means that comparative data, with both all schools nationally and similar schools, is unreliable and therefore not published by the school or in this report. Over the past four years the majority of pupils have achieved Level 4, the expected standard for a typical 11-year-old, in tests in each of the three core subjects; English, mathematics and science. The general trend in the school's results over this period was broadly in line with the national trend.

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<sup>1</sup> Desirable learning outcomes – these are goals for learning for children by the time they enter compulsory education at the age of five. They mainly refer to literacy, numeracy and personal and social skills. These will be replaced with the Early Learning Goals in September 2000.

6. Evidence from the inspection indicates that overall standards in the current Year 6 are average. Most pupils are on target to achieve Level 4, the expected standard, in English, mathematics and science. By the age of 11, pupils have made satisfactory progress and their literacy and numeracy skills are appropriate for their age. They make satisfactory use of these skills to support their learning in other subjects. They gain knowledge and information from non-fiction books and are given some opportunities to develop writing skills in other subjects, such as history. Pupils have secure understanding of number and use their numeracy skills, for instance, in science when weighing materials and measuring liquids. Standards in information technology are low, as pupils are not taught all the appropriate aspects of the subject, such as data handling and control. Pupils' achievements in art, history, music and physical education are appropriate for their age. There was insufficient evidence to make a judgement on standards in design and technology and geography.
7. Throughout the school, pupils' achievements in religious education are in line with the expectations of Cambridgeshire's Agreed Syllabus for the subject. Pupils have appropriate knowledge of Christianity and other world religions. They use this knowledge to satisfactorily develop their understanding of other people's beliefs and their own values and attitudes.
8. Pupils with special educational needs and those with English as an additional language make good progress as a result of the high level of support they receive. Support staff have a very positive impact on the learning of these two groups of pupils. Each class has a full time learning support assistant and their presence allows additional help to be given to groups and individuals when required. Additional help is provided for pupils at an early stage of acquiring English language. Teachers produce clear learning targets for both groups of pupils, which further enhance the provision for them. More able pupils make satisfactory progress and achieve appropriately higher standards. The school has begun to identify these pupils and is now planning additional challenging activities for them. Currently, this is more effective at the upper end of the school where their progress is slightly better. The school has set realistic targets for raising standards based on individual assessments of the small number of pupils in Years 5 and 6. By ensuring more able pupils throughout the school make the best possible progress the school will improve its overall performance. No significant difference was noted during the inspection between the performance of girls and that of boys.

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

9. Pupils enjoy attending school and this is shown in their very positive attitudes to school, in the very good relationships that exist and in the very good behaviour that most pupils have. These are all important school strengths that have a positive impact on learning.
10. In the mornings, pupils are happy to join their friends in the mobile classroom that currently serves as a place for them to wait before school starts. The school is considerate in helping working parents by providing supervision earlier than is usual. Parents agree that their children enjoy school.
11. Pupils are keen to start activities and many show a good level of interest in the lessons. They generally listen attentively and become fully involved in lessons, where they ask questions confidently. For example, in the introduction to the morning's activities in Class 1, when shown the floor mat which had a picture of the British Isles on it, pupils wanted to know where America was, and what was that big island – which was Ireland. Here, the teacher took time to explain a little about the map, which served to whet pupils' appetites about the possibilities of discovering more later on. In a mathematics lesson older pupils paid careful attention and played an active part in the tasks involving measuring and

comparing metric and imperial measures. This helped them to learn well and as a result by the end of the lesson pupils were estimating more accurately.

12. The vast majority of pupils behave very well, both in lessons and during break and lunchtimes. Parents are very pleased with the standard of behaviour in the school and are confident that any types of bullying and harassment are extremely rare. Inspectors endorse this positive view. In the playground, pupils of all ages play happily with each other, and pupils who arrive new to the school, some with virtually no spoken English, are soon made welcome and fully integrated into school life. There is complete racial harmony between pupils of different ethnic origins. Pupils are polite to visitors and enjoy explaining about their work. There have been no exclusions in the history of the school. Very occasionally, the very good standard of behaviour falls slightly and a small number of boys do not concentrate well, chatter and become silly. This happens in the oldest class where there are different expectations of behaviour from some staff.
13. The relationships between pupils and between pupils and staff are very good. Pupils generously praise each other's work. For example, this happened in an art lesson when pupils were mixing colours to match the different shades of green in leaves. In a music lesson where pupils were composing and performing their own pieces, those listening were spontaneous in their applause. Of particular note is the support pupils give for those whose home language is not English. This is helping these pupils to make good progress in acquiring the English language. There is a good level of respect for the differing cultures and traditions of others; pupils accept without question the differences between themselves and the pupils from different nationalities.
14. Pupils respond well to opportunities designed to enhance their personal development. The headteacher acknowledges the involvement of pupils in helping to ensure that the school functions well on a day-to-day basis and she values their help as being vitally important in this small school community. Pupils take turns, help with the organisation of the hall before and after lunch; they take out the play equipment, set up physical education equipment and help each other using the computers. Two of the oldest pupils, on a rota basis, act as supporters in the playground and tend to those who need extra help if, for instance, they fall over or need someone to play with. These helpers are readily identified by the baseball caps they wear to signify their status. Younger pupils have special jobs within the class such as being monitors and handing out books. The paired reading session gives pupils good opportunities to help their younger peers and helps good relationships to develop. Most pupils enjoy these sessions and the opportunity for them to work in a different room with pupils who are from another class.
15. The school's attendance is judged as being very good and above the national average. The rate of unauthorised absence is virtually nil and this is because of a high degree of parental co-operation in letting the school know reasons why pupils are absent from school.

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

16. The school has maintained the sound quality of teaching observed at the last inspection. Currently, teaching and learning is satisfactory and often good. During the inspection teaching was good in a third of lessons and an example of very good teaching occurred in a literacy lesson for the oldest pupils. Teaching was satisfactory in all other lessons. The good teaching occurs in all classes at different times and features in most subjects. The quality of learning is reflected in the quality of teaching. There are no lessons in which learning is unsatisfactory, and it is good in a third of lessons and occasionally very good.
17. Teachers have a caring approach and display sound knowledge and understanding of the subjects they teach. They are aware of the requirements of the National Curriculum, areas of

learning for children under the age of five and religious education. For example, teachers use the correct terminology and vocabulary in science and physical education lessons and this results in pupils developing their understanding. In a physical education lesson, the teacher reminded pupils about how they must link balances together in order to create a sequence of movements. However, teachers' subject knowledge in information technology is less secure and they lack the confidence to make more effective use of the school's resources.

18. The school has successfully adopted and introduced the National Literacy and Numeracy Strategies. Teachers plan to the format proposed in these documents and are successful in developing pupils' thinking and learning in literacy and numeracy lessons. When teaching a group of older mixed-age pupils, the teachers are very competent in organising the lesson in order that all pupils gain the most benefit from the lesson.
19. Teachers' planning overall is sound and they make satisfactory use of day-to-day assessment. They link long-term plans to individual lesson plans effectively through consistent medium-term planning. Within their plans teachers identify relevant learning objectives and utilise the learning support assistants very effectively to achieve these objectives. The learning support assistants, who work with enthusiasm and commitment, make a positive contribution to pupils' learning. Resource provision and use is a feature of the best planning, linked to the levels of work best suited for individual pupils. Teachers make satisfactory use of homework to consolidate and extend pupils learning, particularly in reading.
20. Teachers have sound expectations of their pupils and they use suitable methods to gain expected levels of work. The effective use of questions by teachers helps to develop pupils' thinking and the pupils are given many opportunities to contribute to lessons. They are encouraged to ask for clarification when they are not sure. Teachers give pupils clear explanations of their tasks and generally encourage them to achieve the highest quality work. In a mathematics lesson, for example, pupils are reminded to measure carefully and accurately. Teachers make sure that pupils know what they have learned earlier through appropriate checks on previous learning and making sure that this learning is well understood before moving on to new work.
21. Teachers generally manage pupils very well. They have high expectations of behaviour in most lessons and pupils react well to this, thus creating a good environment for learning. Good relationships exist between teachers and pupils and little time is wasted in lessons in establishing effective working conditions. In most lessons teachers support pupils' learning well, moving around the classroom to give help and advice and making sure that praise is given when deserved. In a small minority of lessons teachers find some difficulty in effectively maintaining satisfactory discipline. In one lesson, for example, a group of older boys misbehaved without appropriate correction by the teacher and in a few others the noise level was higher than is reasonable for the type of work being undertaken.
22. Time, resources and learning support assistants are used well by teachers. The ways in which support staff are used are very good. Each class has full-time help from well-trained staff who are aware of their role in pupils' learning. Teachers and support staff plan work together and create an effective team. In a mathematics lesson, for example, the support assistant starts the mental work with the Year 4 group whilst the teacher works with Year 5 and Year 6. At the appropriate time, the adults exchange groups with the support assistant helping the older pupils whilst the teacher works directly with the younger group. Resources are used well. There is a planned use identified by teachers for most lessons. When the Year 3 and Year 2 pupils are mixing paint, for example, the teacher puts out the correct colours for the pupils to gain the most benefit from the lesson. In a Year 5 and Year 6 mathematics lesson on weight a wide range of articles are made available for each group to estimate and weigh. Teachers, however, make insufficient use of information technology to enhance pupils' learning. Time is used satisfactorily in most lessons. Overall teachers maintain a sound pace

to their teaching though there are times when the pace slows and too much time is spent with pupils sitting on the carpet and listening to the teacher. In some other lessons, however, the pace is brisk and pupils' attention in these lessons is well maintained and better progress is made.

23. The teaching of pupils with English as an additional language, by both their class teacher and the part-time support teacher, is good. The school has a high proportion of these pupils and has made considerable efforts to ensure that they have good levels of help. When these pupils enter the school an initial assessment is made of their needs and relevant programmes of work are put in place for them. This has the most positive effect on their learning. Most of these pupils have a good command of English, having lived in England for some time though there is clear evidence that pupils coming into the school with no English very quickly become proficient. Learning support assistants and a visiting teacher from the local education authority's support service ensure there is good provision for pupils with special educational needs. Teachers utilise their strengths in a most effective way, which results in these pupils making good progress in their learning.

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

24. The school offers a satisfactory range of learning opportunities. The curriculum is broad, balanced and relevant for its pupils. Statutory requirements are met to teach the National Curriculum programmes of study and religious education. There is a suitable curriculum for children under the age of five based on the nationally recognised Desirable Learning Outcomes. For pupils in Key Stage 1 and Key Stage 2 there is an appropriate amount of time spent on each of the National Curriculum subjects though a slight imbalance exists, with a higher percentage of time spent on English than for most schools. This has been a conscious decision by the school to extend the teaching of the subject beyond the restraints of the National Literacy Strategy in response to the key issue identified at the last inspection that pupils' range of reading should be extended. There is an effective programme to ensure coverage of the National Curriculum within the wide range of ages in each class. This includes the provision for linking, for example, art and design and technology and geography and history as topics. The school makes satisfactory provision for pupils' social development and health education including sex education and drug awareness education.
25. There is good provision for pupils with special educational needs and for those pupils with English as an additional language. There are relevant individual education plans for those pupils with special educational needs. These pupils receive good support in lessons through the very effective deployment of learning support assistants. Pupils with English as an additional language are given good levels of support. There is a positive level of support to help them develop their language skills through an appropriate programme of work designed for each individual. For example, a pupil who entered the school in the previous September has made very good progress and was given an opportunity to present some work to the rest of the class. This was done well, showing the progress made in her time at the school.
26. The school has successfully introduced the National Literacy Strategy and the National Numeracy Strategy. Planning is to the suggested format for the strategies. Inspection evidence suggests that both are successful in developing learning, though it is too early to make a reliable judgement about their effectiveness at this stage. Planning for other subjects is satisfactorily based on a mixture of national and local guidance. However, the school lacks a clear scheme of work for information technology and this has led to key areas of the subject not being covered in sufficient depth, resulting in low standards.
27. The school provides a satisfactory range of extra-curricular activities to enhance pupils' learning. There are sporting fixtures with local schools, including cricket and football. The

school offers coaching in these sports and for rounders. There is a sewing club that meets weekly, though only a few pupils attend, and a weekly French club. Older pupils are given the opportunities to take part in residential visits to such places as Burwell House and Grafham Water Outdoor Sports Centre.

28. All pupils at the school have equality of access to the curriculum. All pupils are taught the subjects of the National Curriculum and religious education and may take part in most extra-curricular activities. Pupils with special educational needs and those with English as an additional language have equal access to all areas of the curriculum and other school activities.
29. The school makes very good use of the community to enhance opportunities for pupils' learning. Many links have been developed with the local community and beyond the locality. The local churches feature as part of the school year, with Christmas and Easter celebrated in the Parish Church. Other visits are made as part of the curriculum to, for example, Ely Cathedral, a Roman Catholic Church in Cambridge and the Baptist Church in Sawston. Links to local industry include the visits from scientists based at the local research institute and when workers from a local industry visit the school as part of the firm's International Community Day.
30. Links to other local schools are satisfactory. Arrangements are made for Year 6 pupils to visit their post-primary school during their last term at Babraham. They make three visits in order to acclimatise to the changes that they will experience on their transfer. Pupils visit the local secondary school for their programme of swimming lessons during the summer term. Pupils take part in events with other schools, including a country dance festival and science challenge.
31. The school makes overall good provision for pupils' spiritual, moral, social and cultural development. Provision for pupils' spiritual development is satisfactory. Daily acts of collective worship meet statutory requirements and are designed to create an atmosphere of calm. Prayers are said and there is time made for pupils' reflection about themselves. The links to local churches make pupils aware of faiths other than their own. In their daily work pupils are given opportunities to think about other peoples' beliefs. In a history lesson, for example, they talk about the Romans and the similarities and differences of their beliefs and those of the Greeks.
32. Pupils' moral development is good. There are appropriate class rules displayed in each classroom enhanced by photographs of acceptable behaviour for the younger pupils. Staff expect good behaviour by pupils who are aware of the requirements and stick to the rules made. They appreciate that good behaviour benefits all pupils. They play well together in the playground, with the older and younger pupils mixing well together. There was no evidence of bullying or untoward behaviour during the inspection. Pupils share well. They share instruments when composing and performing in music lessons, handling them with great care. In a science lesson they handle equipment carefully and safely working together in a friendly manner.
33. The provision for pupils' social development, including children under the age of five, is good. The school's staff work effectively to give opportunities for pupils to develop socially. They include all pupils in activities including those with special educational needs and those with English as an additional language. A positive element for pupils' social development is the very positive level of relationships built up between pupils and between pupils and adults.
34. The broad cultural make-up of the school is reflected in the good provision made for pupils' cultural development. Frequent opportunities are taken to talk about the different backgrounds of the pupils and how life is different in different parts of the world. Visitors to the

school make a positive contribution to pupils' cultural development. For example, the school organises visits by people of different faiths, such as a Jewish family, and different cultures to talk to pupils about their lives. The school utilises external resources to develop pupils' awareness of other cultures. They make visits to the Fitzwilliam Museum in Cambridge, to Kentwell Hall to study the Tudors and link geographical studies with visits to the Verulamium Museum at St Albans.

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

35. Overall, there are good procedures to monitor and support pupils' academic performance and welfare. The school provides pupils with a caring, supportive atmosphere in which they can learn. The small nature of the school means that all staff have a good knowledge of individual pupils and their personal and social development.
36. There are satisfactory procedures for monitoring and improving attendance. The school's arrangements for child protection are satisfactory and the designated person with responsibility has an appropriate level of understanding. Current arrangements to ensure health and safety are satisfactory overall. A health and safety policy, together with a 'Care of the Children' policy about specific school practices, helps to provide guidance on creating a safe environment for pupils. The role of governors in monitoring the health and safety practices of the school is one that needs to be developed so as to ensure swifter resolution of issues.
37. Governors have been concerned for some time about the use of the playground as a car park, before and after school. They have explored many avenues and spent much time in trying to resolve this issue. The combination of pupils and cars, although well managed by all involved, still remains potentially dangerous and a cause for concern in the interest of pupils' safety whilst at school. The storage of equipment around the edge of the hall-space in the mobile classroom is also potentially dangerous, particularly during physical education lessons.
38. The school's arrangements for monitoring and supporting pupils' academic performance and personal development are good. Staff are swift to identify individual pupils with potential difficulties and they monitor their progress well. For example, during the paired reading session, a learning support assistant was keeping a watchful, although discreet, eye on a pupil with special educational needs in order to gauge how effectively he was working with his partner. She was there to provide help if required but allowed the pupil to operate independently, which resulted in good progress in developing his social skills. This being a small school, staff know their pupils well and carry with them much informal information, not necessarily all formally recorded. Parents recognise and value the good level of support provided for the individual pupil.
39. Parents are pleased with the standards of behaviour in the school. Behaviour is very good and staff have good strategies that encourage positive behaviour and attitudes. The headteacher takes a firm lead in the promotion of good behaviour. Class rules are clearly displayed - some with photographs of pupils to illustrate what exactly is meant, for example, a picture of pupils lining up sensibly. Classroom support staff provide good provision for individuals who need that little extra guidance. For instance, during an art lesson, the learning support assistant, working with another group, was aware of two pupils seated away from her who were starting to lose concentration. She approached them to re-focus their energies and asked them to improve their behaviour. This worked and the pupils continued with their drawing. The very good behaviour achieved in the school is creating the right conditions for teaching and learning to flourish. Parents are positive about the almost complete absence of bullying and harassment, and inspectors endorse their views. Good adult supervision in the playground ensures that any incidents of concern are quickly



dealt with and the system of using the oldest pupils as official helpers further improves this provision.

40. The school has adequate systems in place for the assessment of pupils' work and uses the information gained through assessment satisfactorily in planning the future curriculum. There is a newly written policy for assessment though this is still in draft form. There is limited evidence, therefore, of how effective this will be in raising standards.
41. Within the first month of children under the age of five starting school, the local education authority's baseline assessment is carried out. In addition to the statutory tests at the ages of seven and 11, the school administers the optional tests at Years 3, 4 and 5. At Key Stage 1, the pupils are assessed in Year 1 using an infant screening test. Following each unit of work in mathematics, English and science pupils are assessed on their learning each half term. In the other subjects the assessment is termly. There are class files for recording the results of assessment. The staff use the assessment results satisfactorily when planning pupils' future work. The small size of each year group and the mixed age group classes help to ensure that records of pupils' assessments are available and used by all teachers. At present the school does not fully analyse the results of all assessments though the newly developed policy indicates the development of this aspect with the aim of raising standards.

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

42. Parents are generally happy with the school. The numbers of parents from outside the immediate village who have specifically chosen it for their child has grown significantly over recent years. Parents particularly appreciate the family feel to the school and the individual care their child receives.
43. Parents at the meeting with inspectors were very positive about most aspects of school life, although they did have reservations about the quality of pupils' annual written reports. The Ofsted questionnaire showed a positive response in most areas of school life. However, parents expressed concerns over the school keeping them well informed about children's progress (this may echo parents' views about reports at the meeting), the range of activities outside the classroom and reservations about the school being well led and managed. Inspectors found the range of additional activities offered to pupils satisfactory, particularly given the small number of teachers within the school.
44. With regard to the management concerns, there has been an overriding issue in the school over recent years, concerning the use of the school playground as a car park, which has split parental opinion down the middle. This may be one issue where parents are actually questioning the systems for management. Inspectors found that the management of the school is sound, with developments needed in the role governors play in shaping the direction of the school.
45. Pupils' annual reports, whilst satisfactory overall, do err on the positive side and rarely contain specific targets which parents can help their child to improve upon. This is an area for the school to develop and one that parents at the meeting indicated they would appreciate. Some parents at the meeting felt that ten minutes for each consultation at parents' evenings was too short a time. The school is approachable and willing to make more time available should parents feel it is needed. The letter that accompanies the parents' evening invitation clearly states that if parents feel they need a longer appointment they should contact the class teacher directly to make arrangements.
46. The school has a range of effective links between parents and school which satisfactorily help parents understand what is taught and how to help their child at home. Of particular

note is the occasion when the school opens its doors to parents so they can visit classes to join in, see what happens and how lessons are taught. Attendance by parents was, however, disappointing although the school is hoping for an improved attendance this year. Newsletters are regular and informative. They tell parents about the topics pupils are studying and include suggestions on how parents can help to support at home, for example, with visits out or trips to the library. A useful notice board is placed outside for immediate items the school wants parents to know. These are both effective means of encouraging the parental partnership. Reading diaries are used well by parents and staff and provide a two-way dialogue about how the child is progressing in reading, which is especially useful for parents of younger children. They offer helpful guidance on how parents can support their child in learning to read and the good parental support for reading at home is having a beneficial effect upon standards in the school.

47. The work of the Babraham School Association (BSA) is having a significant impact upon standards in the school in terms of providing a substantial sum of money which allows the purchase of additional equipment. Recent purchases have included play activity benches and tables and play equipment for the playground. The provision of these is helping to maintain pupils' good behaviour and encouraging learning through play. The BSA also provides a focus for parents and pupils in terms of providing different social activities and serves to bring parents together, with the shared aim of fundraising for the school.
48. Parents provide good support for learning, both at home and at school. For example, when some pupils brought into school a 'special' possession to talk about, time had been spent in the evening word processing what the pupils intended to say in the lesson. Parents support homework and most provide access to different sources of information for research work. Actual parental involvement in lessons is more limited, although parents were active in completing 'story sacks' as part of a recent project and a few provide regular help in the classroom, library, with school trips and emergency cover at lunchtimes.

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

49. At the time of the last inspection, the school was well led, although greater emphasis was required on monitoring and evaluating the work of the school. Since then the school has had a new headteacher, several new governors and its roll has grown from 50 to over 70 pupils. Overall, the current leadership and management is sound, though there are weaknesses in the effectiveness of the governing body in monitoring the school's performance and in its role in shaping the direction of the school.
50. The headteacher provides committed leadership and a clear direction for the work and development of the school. She provides effective day-to-day management and has successfully managed the introduction of the National Literacy and Numeracy Strategies and the recent growth in pupil numbers. The headteacher, as a class teacher, provides a good example and shows a clear commitment to raising standards.
51. All teachers have several management responsibilities. They satisfactorily co-ordinate the development of the subjects taught, which helps ensure appropriate continuity in pupils' learning. Subject co-ordinators order resources and ensure that materials are available to support learning. They are beginning to monitor the effects of teaching and learning throughout the school, particularly in literacy and numeracy. The co-ordinator for special educational needs provides effective leadership for this area. The effective use of the co-ordinator, learning support staff, the special needs governor and a visiting support teacher enhances the good provision for pupils with special educational needs.
52. The school has a clear aim appropriately based on 'educating all children to the highest possible standard' and reflecting the Christian values of the school. The school is clearly

committed to equal opportunity as shown by the good and effective provision of support staff. Much of the day-to-day work of the school reflects the whole staff's commitment to providing a high quality education. However, the staff's role in longer-term improvement is limited as insufficient time is given to fully involve all staff, and governors, in strategic planning. The school development plan identifies relevant areas for improvement with useful success criteria against which to judge progress. However, the plan does not take a long-term view of the school's development. The two-year plan, which is now in its second year, is in need of review.

53. There are weaknesses in the role of the governing body. They satisfactorily fulfil their statutory duties by ensuring all legally required documents and policies are in place, for example, the school prospectus and special educational needs policy. The governors are developing their knowledge of their role and the needs of the school through attending relevant local education authority training courses and a programme of classroom visits. The governors, many of whom are newly appointed, have had little involvement in the school's strategic and financial planning, and in monitoring its effectiveness. This is a major weakness. Much of their time has been taken up with issues such as car parking rather than shaping the future direction of the school. Governors have recently identified, correctly, the need to develop their management structure and have set up committees for finance and curriculum to help better monitor the work of the school. Currently, these committees have no terms of reference to guide their work and have no impact on the leadership of the school. There is now, however, a commitment to develop, with the headteacher and staff, a better 'team approach' to management.
54. The headteacher, together with the school's local education authority inspector, effectively monitor teaching. This results in appropriate professional development for staff. A newly qualified teacher was given suitable support. While support staff make a very positive contribution to pupils' learning they are given insufficient time to consult with and feedback to teachers. Pupils' work and the results of assessment tests are analysed to identify areas for development, such as information technology skills. The monitoring of teaching and learning and the professional development systems that are now in place are an improvement since the last inspection. The school has been a provider of initial teacher training and continues to have the potential to be an effective provider.
55. Educational developments, such as the introduction of the Literacy Hour, are supported through careful financial planning. A priority has been to supply learning support assistants to help in the mixed-aged, mixed ability classes – and this has been achieved successfully and is having a positive effect on learning.
56. The various functions of the school's office are run efficiently by the newly appointed school administrator. Together with the headteacher, she provides sound financial control. The recommendations of the most recent internal audit have been addressed. Currently, much of the day-to-day monitoring of financial procedures is done by the headteacher and this adds to her already heavy workload. The school plans to transfer more of this responsibility to the school administrator when her training is complete. The role of the governors in financial planning and monitoring and evaluating its effectiveness is limited.
57. The school is only just beginning to make use of new technologies. Financial data is kept on a database and the school has recently received personal computers and an Internet link through the National Grid for Learning. Specific grants for special educational needs, English as an additional language, additional administrative support and professional development are used appropriately. As the governing body does not effectively monitor and evaluate the work of the school, the principles of best value in which managers compare, challenge, consult and compete are not being met.

58. The school has a good number of appropriately qualified and experienced teachers, which gives a below average pupil to teacher ratio. There is a high level of well-qualified support staff. This good level of staffing ensures that all pupils are taught effectively. An additional part-time teacher provides an appropriate level of support for pupils for whom English is an additional language.
59. The accommodation available has increased since the last inspection. New extensions to the main building have provided a valuable teaching space shared by two classes, an office and headteacher's room. A large mobile classroom provides hall space for school assemblies and music and physical education lessons. It also acts as a dining hall at lunchtime. While overall there is a satisfactory level of accommodation that is clean and enhanced by displays of pupils' work, the school still lacks adequate storage space. The hall provides only limited indoor space and this in particular restricts activities in physical education. The school has developed the outdoor areas, which provide hard and grassed play areas, a vegetable garden, a wildlife garden and an adventure trail. However, there is no specific secure outdoor area for children under five, which restricts their physical development.
60. Overall, learning resources are satisfactory for the curriculum and range of pupils. There are adequate resources for the teaching of literacy, numeracy, science, art, geography and music. The library is tiny and contains a small number of non-fiction books, but they are of good quality and represent a satisfactory range of subjects. There are insufficient computers and unsatisfactory range of equipment and software in information technology and this impacts on pupils' learning. The school is due to receive additional computers in the new financial year, which will help to improve this unsatisfactory situation. There are no large outdoor toys for children under five to use in developing their physical skills and only limited large apparatus available in the hall for physical education. While the school has some, the range of artefacts in religious education and history are limited. The school supplements its own resources through using the local authority's loan services for fiction books and resources for special educational needs.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. To further improve the sound quality of education provided, the governors, headteacher and staff should now:

**(1) improve standards in information technology, by:**

- developing a scheme of work for the subject that ensures all appropriate aspects of the subject are taught;
- increasing teachers' subject knowledge through relevant in-service training;
- improving the resources available to fully meet the needs of the subject;
- developing assessment procedures to monitor pupils' progress and to identify areas for future development;

(Paragraphs: 4, 6, 17, 26, 60, 105-109)

**(2) develop the role of the governing body, so that governors:**

- play a more effective part in shaping the direction of the school;
- monitor and evaluate the work of the school in order to identify strengths and weaknesses and understand the challenges it faces;
- take a more effective role in financial and strategic planning
- work in partnership with the headteacher and staff to ensure future school improvement.

(Paragraphs: 53, 56)

In addition to the key issues above, the following minor issues should be considered for inclusion in the school's action plan. They are indicated by the following paragraphs:

<b>Area for development</b>	<b>Paragraph/s</b>
Develop additional challenging activities for more able pupils.	8
Improve pupils' handwriting and presentation.	76, 84
Improve the provision for the physical development of children under five.	67
Improve the information given to parents on their children's progress.	45
Ensure the school development plan includes a longer-term view of school improvement.	52
Address the health and safety issues raised during the inspection.	37, 117
Continue to seek ways of improving the overall accommodation provided.	59

## PART C: SCHOOL DATA AND INDICATORS

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

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

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	35	61	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	72
Number of full-time pupils eligible for free school meals	2

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	15

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	3.5	School data	0.0
National comparative data	5.4	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
	1999	7	6	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	6	6	7
	Girls	5	5	4
	Total	11	11	11
Percentage of pupils At NC Level 2 or above	School	85 (100)	85 (94)	85 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	6	7	7
	Girls	5	5	4
	Total	11	12	11
Percentage of pupils At NC Level 2 or above	School	85 (94)	92 (94)	85 (88)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Total
	1999	6

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils At NC Level 4 or above	School	83	50	83
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils At NC Level 4 or above	School	83	67	83
	National	68 (65)	69 (65)	75 (72)

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

School results for 1998 have been omitted, as there were fewer than four pupils in the relevant age range.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	4
White	69
Any other minority ethnic group	0

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

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

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

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	3.5
Number of pupils per qualified teacher	20.6
Average class size	24

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

Total number of education support staff	4
Total aggregate hours worked per week	79

### **Financial information**

Financial year	1998-1999
	£
Total income	139,362
Total expenditure	136,070
Expenditure per pupil	1,944
Balance brought forward from previous year	5,734
Balance carried forward to next year	9,026



## Results of the survey of parents and carers

Questionnaire return rate 48%

Number of questionnaires sent out	60
Number of questionnaires returned	29

### 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	4	0	0
My child is making good progress in school.	38	48	7	0	7
Behaviour in the school is good.	41	55	0	0	4
My child gets the right amount of work to do at home.	24	62	14	0	0
The teaching is good.	48	45	0	0	7
I am kept well informed about how my child is getting on.	32	39	29	0	0
I would feel comfortable about approaching the school with questions or a problem.	59	34	7	0	0
The school expects my child to work hard and achieve his or her best.	41	41	14	0	4
The school works closely with parents.	31	52	14	0	3
The school is well led and managed.	32	48	0	17	3
The school is helping my child become mature and responsible.	39	39	8	0	14
The school provides an interesting range of activities outside lessons.	17	17	41	18	7

## **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**

62. Children enter the school with overall attainment levels slightly above those expected for their age, but there are significant variations between individual children. Assessments carried out over the past two years show that when they arrive many children have good early skills in literacy and numeracy and their personal and social skills are well developed. Children enter reception in the September prior to their fifth birthday and they work alongside Year 1 pupils in Class 1. They start working within the nationally agreed areas for learning for children under five. Currently there are 11 children under five, almost all are on target to reach the Desirable Learning Outcomes by the time they are five, and about half should exceed them. Children are well prepared to start the National Curriculum. The overall quality of teaching is satisfactory and often good. The teacher and learning support assistant work effectively as a team. Activities are well planned and provide a suitable balance between directed activities and learning through play. The school has maintained the sound provision for children under five noted at the time of the last inspection.

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

63. The staff provide a secure and caring environment in which children can learn. There are good opportunities for children to co-operate with each other, such as during role-play in the 'toy shop' and when using building blocks in imaginative play. Children form good relationships with others in the class and with the teacher and learning support assistant. Most show good levels of concentration and are eager to take part in the activities organised for them. For instance, they settle quickly, listen attentively to stories and happily share ideas. They take turns, share fairly and help each other. For example, one child threaded a needle for another who was having difficulty with this task. There is also good provision for children to develop a sense of responsibility through tidying away equipment that they have used. Children make good progress and are on course to meet and, for many, exceed the desired outcomes in this area of learning.

#### **Language and literacy**

64. Children develop their language skills well through joining in parts of the Year 1 literacy hour. They listen to stories and tapes and are given good opportunities to make spoken contributions. Children are learning to write and sound letters of the alphabet and some can copy-write simple words with minimum help. They successfully use picture clues and initial letters to recognise unknown words. Most recognise and write their names. Good progress is seen in children's understanding of books. They enjoy stories and know how to handle books. They successfully made their own storybook, in which they told the story in pictures and an adult wrote their words. Most have developed good pre-reading skills, have an appropriate sight vocabulary and some knowledge of letters and their sounds. Teaching of this area of learning is well planned and results in children making good progress. Many will exceed the desirable outcomes for this area of learning by the age of five.

#### **Mathematical development**

65. Children's mathematical development is sound and for some it is good. They build up their mathematical language through structured play activities where they discuss whether containers are full, half-full or empty. They successfully sort coins by size and shape. Most count and order numbers to 10 and several more able children count accurately to 20 and beyond. They use their knowledge of numbers to count how many small containers of dried materials, such as peas and lentils, are needed to fill a large one. Children name simple shapes, such as square, circle and triangle. Satisfactory progress is made as a result of sound teaching, though opportunities for pupils to record their numbers are limited.

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

66. Most children use a good range of vocabulary when discussing the world around them, for example, when describing the differences between old and new toys. They show a keen interest in gaining new knowledge, as when discussing the daily weather chart. Through drawing maps of their tabletop, the children learn to show position and develop simple mapping skills. The use of the classroom computer introduces the children to the world of information technology and satisfactorily supports their learning in other areas, including number and letter recognition. Both the teaching and progress in this area of learning are satisfactory, and pupils achieve the desirable outcomes by the age of five.

### **Physical development**

67. The teacher provides plenty of opportunities for children to use small equipment. The children demonstrate satisfactory levels of small motor skills. For example, they use pencils to draw and to write with, scissors and glue spreaders in art and craft, and needles to sew. Overall progress is unsatisfactory as the school has neither a specific outdoor area for children under five nor daily access to a range of appropriate outdoor equipment, such as tricycles and pushable/pullable toys. This limits the children's progress in this area of learning. However, they join the older pupils in their mixed Reception/Year 1 class for physical education twice a week and show developing co-ordination and control in dance lessons.

### **Creative development**

68. Through drawing around templates, cutting out shapes and using materials to decorate their work, children explore colour, texture and shape. For example, children use a range of textiles and materials when creating two-dimensional models of snakes and when dressing a cut-out figure. The classroom 'toy shop' provides appropriate opportunities for imaginative play. Sound is explored through regular music sessions, which include singing songs such as 'Kookaburra', which the children do with enthusiasm. Children successfully use needle and thread to produce simple designs on binka material. Progress in this area is satisfactory and most children are expected to meet the desirable outcomes by the age of five.

## **ENGLISH**

69. At the time of the last inspection, standards were generally sound. The school has made satisfactory progress since then and maintained overall standards, which currently are in line with national expectations at the end of both key stages. Progress through the school in the development of language and literacy skills is satisfactory. Pupils with special educational needs and those for whom English is an additional language make good progress as a result of the high level of support they receive. More able pupils make satisfactory progress, which improves at the upper end of Key Stage 2 and ensures they achieve appropriately high standards.
70. End of Key Stage 1 National Curriculum test results (1999) show standards close to the national average. The proportion of pupils who achieved the expected standard, Level 2, in reading and writing was close to the average. The proportion that went on to achieve the higher standard, Level 3, was close to the national average in writing, but below in reading. At the end of Key Stage 2, the very small number of pupils who took National Curriculum tests in 1999 make statistical comparison with national averages unreliable. However, the majority of pupils achieved the expected standard, Level 4, and some achieved the higher standard, Level 5.
71. Standards in speaking and listening are in line with expectations throughout the school. Pupils listen attentively to their teachers. They express their opinions about books, authors and illustrators clearly and confidently. Most are able to explain the reasons for their

answers using a wide vocabulary. For example, pupils in Year 1 spoke about how they would find the contents page and index in a non-fiction book. In Key Stage 2 pupils confidently read their favourite poems to the class using appropriate expression.

72. Throughout the school standards in reading are at least in line with national expectations, and more able pupils achieve appropriately higher levels for their age. Pupils in Key Stage 1 read confidently with the teacher from a 'big book' during the Literacy Hour. When reading individually, pupils in this key stage read simple texts fluently, accurately and with understanding. When they meet an unknown word, most pupils combine the sounds of the letters to read it. More able pupils use other clues, such as pictures or the context to predict what the word is. They have a good awareness of the features of books, identifying the author and illustrator. They are beginning to recognise that books can be written in widely varying styles. For example, pupils know that there are traditional stories, such as fairy tales and fables. They understand that fables, such as 'The Boy Who Cried Wolf', have a moral message for the reader.
73. At Key Stage 2, standards in reading vary greatly with some pupils reading at levels below that expected while others read at higher than expected levels. Despite a high proportion of pupils that join the school during this key stage with either English as an additional language or special educational needs, overall standards in reading are average. Pupils enjoy reading and happily discuss characters and retell stories in their own words. Many read fluently and generally accurately, though a few are less confident and misread words, though they use appropriate strategies to correct mistakes when they are pointed out to them. Pupils know how to use the colour-coded system in the library for finding non-fiction books. They make good use of contents and index pages, and skim pages to find particular words. By the end of the key stage, more able readers are beginning to understand inference, as when discussing the use of seasons to indicate a person's mood in Tennyson's poem 'The Lady of Shallot'.
74. Throughout the school pupils read a wide variety of books for pleasure and information. Regular reading at home supports the satisfactory progress made in this subject. Pupils' 'free-choice' of a book on one evening per week results in some pupils choosing books which are too difficult, while others choose ones that do not challenge them. This was a concern for some parents. However, this allows pupils to share a wider range of books when reading at home. Books chosen on other evenings more closely match the needs of the pupils. At the time of the last inspection the range of pupils' reading, the use of the library, pupils' reading logs and the effectiveness of the paired reading session were all issues for the school to consider. The school has addressed these issues satisfactorily, though the paired reading session, while benefiting some pupils well both in reading and social development, is not equally beneficial for all pupils. It would be helpful for the school to monitor and evaluate the effectiveness of this session.
75. Standards in writing are in line with national expectations throughout the school. Younger pupils write simple sentences using capital letters and full stops correctly. They know the function of question, exclamation and speech marks, although not necessarily making use of them yet. Pupils are learning skills that will enable them to write in an interesting way. Writing opportunities develop an understanding of phonics and grammar. For example, pupils correctly change sentences from the present tense to the past. Spelling skills vary greatly; for many pupils, words are generally correctly spelt but others have insufficient knowledge of basic spelling patterns.
76. In Key Stage 2, pupils satisfactorily develop their range of writing styles. For example, they write factual reports in their diaries and write imaginatively, as when writing a school report for 'Harry Potter'. Pupils develop their use of vocabulary effectively, as when more able pupils in Year 3 update many words used in the fable 'The Fox and the Crow' so as to make

the story clearer. By the end of the key stage, pupils give appropriate attention to the structure of their writing and begin to use paragraphs. They write poems using different styles, such as haiku, shape, nonsense and rhyming couplets. While pupils often plan their writing, the skills of drafting, revising and proof reading are under-developed. Some good examples of the use of literacy in other subjects were observed, for example in history, when pupils wrote 'eye-witness' accounts of Boudicca's final battle. However, opportunities for pupils to develop literacy skills are too infrequent to enable better progress to be made. Standards in handwriting are satisfactory in most pupils' handwriting books, however, in their day-to-day work handwriting is often untidy and insufficient care is given to presentation. Information technology is satisfactorily used throughout the school for pupils to record and print their written work.

77. Pupils throughout the school have positive attitudes to learning. They are eager to answer their teacher's questions. They are familiar with the routines of the Literacy Hour and settle quickly to group work. Usually they do not interrupt the teacher working with a particular group. Pupils are responsible and well behaved in lessons.
78. The quality of teaching ranges from satisfactory to very good, overall it is good. The daily literacy lesson is used effectively throughout the school. The planning for the hour is thorough, particularly in Class 3 where in practice two literacy lessons operate at the same time. This ensures a good match to the needs of the three year groups within the class. Lessons build effectively on what pupils have previously learned. Writing tasks are provided at the correct level for all groups. Teachers have good subject knowledge and make good use of appropriate vocabulary; for instance, younger pupils learn about 'contents' and 'index' while older pupils learn terms such as 'bullet points' and 'glossary'. Sometimes, however, the plenary session is not used well to reinforce and extend pupils' learning. Learning support assistants play an important role within literacy lessons and have a very positive impact on learning, particularly for pupils with special educational needs. Additional support for pupils with English as an additional language ensures they take a full part within lessons and make good progress in the development of their language skills. In the best lessons, the teachers' enthusiasm for the subject stimulates pupils' interest and results in better progress. Marking is completed regularly and is most effective where targets for future improvement are set.

## **MATHEMATICS**

79. At the time of the last inspection standards were identified as being in line with national expectations. In the intervening period the school has made sound progress and standards have been maintained at that level. Pupils overall make satisfactory progress in their learning, though pupils with special educational needs and those for whom English is an additional language make good progress.
80. In end of Key Stage 1 National Curriculum tests (1999) the school's results were broadly in line with the national average. The percentage of pupils attaining Level 2 was below the national average though the percentage attaining the higher Level 3 was above the national average. Over the four-year period from 1996 to 1999 pupils' performance is above that expected for pupils of this age. The small number of pupils in each year group, however, makes realistic comparisons unreliable. Evidence from the inspection indicates that by the time they reach the end of Key Stage 1, pupils achieve levels in line with what is expected nationally.
81. The very small number of pupils who have taken the national tests for 11-year-olds during the last four years gives unreliable information on which to base a judgement on the school's performance at the end of Key Stage 2. Evidence from the inspection, however, indicates that they achieve levels in line with national expectations.

82. At Key Stage 1, pupils make sound progress in their learning. In Year 1 pupils add 10 to a single-digit number accurately and record their findings in the form of a game. They have developed effective strategies for adding three single-digit numbers together by adding two digits to make, for example, 10, holding that number in their head and counting on with the third digit. Pupils count accurately in tens and hundreds following the teacher's lead with a counting stick. Whilst in Year 2 pupils consolidate and extend their learning in Year 1. They add two-digit numbers up to 100 and subtract numbers to 20. They round numbers up and down to 10s and 100s. When working with money sums, pupils count on accurately in 10 pence stages to beyond the next pound. They know that 100 pennies make a pound and convert pence to pounds and pounds to pence quickly and efficiently. High expectations from teachers in mental sessions of the Numeracy Lesson has made the pupils more aware of number and increased the speed at which they make their calculations. Pupils have experience of all aspects of the mathematics curriculum. They know about patterns made in symmetrical shapes and draw in the lines of symmetry. They make measurements using standard and non-standard measures. When checking distances, for example, they measure in spans and in centimetres. Pupils gain experience in handling data. They make simple interpretations of charts as block graphs and pictograms.
83. At Key Stage 2, pupils continue to make sound progress. Pupils in Year 3 add three-digit and two-digit numbers together with more able pupils giving an explanation of the process involved. They begin to use and understand fractions as a part of the whole. They draw and shade halves, quarters and eighths of shapes. When working with number they are aware of the importance of place value, accurately identifying the value of each digit in four-figure numbers. When handling data, pupils make their own tallies when finding information and from their tally sheets produce graphs. However, they do not use information technology to sort their data and produce charts and graphs. In Year 4 pupils develop greater knowledge of multiplication tables and use this knowledge to good effect when working on division and multiplication sums. Pupils calculate addition and subtraction using decimals to two places. The small number of pupils in Years 5 and 6 undertake similar work with extended tasks set for the more able. Pupils calculate in fractions and write their answers to the lowest terms. They calculate, for example,  $\frac{3}{5} + \frac{4}{5} = 1$  and  $\frac{2}{5}$ . They use addition and subtraction to three places of decimals using suitable mathematical methods. The older pupils in Key Stage 2 transfer data collected to a range of graphs and charts. When using measures pupils in Years 5 and 6 realise the need for an accurate estimate to be made before measuring in order that their measurement can be identified as fairly accurate.
84. Pupils in mathematics lessons are well behaved and attentive to their teachers. They are keen to take part in lessons, particularly the introductory mental sessions, putting up their hands eagerly to answer questions posed. When they are set individual or group work they settle down to work quickly and continue with sustained concentration. In most instances pupils present their work in a satisfactory manner, though at times their presentation is untidy and similar mistakes occur frequently in spite of correction by the teachers. This is particularly evident when pupils draw graphs and charts.
85. The quality of teaching and learning in the subject is satisfactory, though there are some positive elements to teaching that raise the quality of learning for the pupils. Teachers plan their lessons to the format suggested through the National Numeracy Strategy and this is having a positive effect on pupils' learning, though the long-term effects are not yet established. Teachers display good knowledge and understanding of the subject and use this effectively when asking questions to consolidate pupils' previous learning and develop new learning. In most lessons the pace is sound though when the pace of teaching is faster the rate of learning also increases. With mixed age classes in this small school the very

effective use of the non-teaching staff stimulates pupils and helps them to maintain sound learning patterns. This is closely linked to the organisation of lessons where the class teacher and learning support assistants work with different groups of pupils to enable all pupils to learn and understand their work. The level of support given to pupils with special educational needs and those for whom English is an additional language is good, enabling them to make good progress in their learning. These pupils are given specific work to develop their understanding of mathematics and, particularly in the case of those pupils for whom English is not their first language, to develop their mathematical vocabulary. The good relationships that exist between pupils and between pupils and adults have a most positive effect on pupils' learning.

## **SCIENCE**

86. At the last inspection attainment was identified as being above national expectations throughout the school. Inspection evidence, gained from a limited number of lesson observations along with the scrutiny of pupils' work and teachers' planning and discussion with pupils and staff, indicates that standards are currently in line with those expected nationally. Pupils throughout the school make satisfactory progress. The reason for this apparent fall in standards is the low number of pupils in each year group and the resulting unreliability of attainment figures derived from teacher assessment for seven-year-olds and the national tests for 11-year-olds.
87. The teacher assessments for seven-year-olds in 1999 show that a high percentage of pupils attained the expected Level 2, though none attained the higher Level 3. The small number of pupils in the year group detailed makes comparisons unreliable. The results of the national tests for 11-year-olds are based on such a small cohort of pupils that no comparisons with national trends can be made.
88. By the end of Key Stage 1, pupils begin to develop scientific awareness and know some of the materials they use. They identify those that are manmade and those that are natural. They sort materials using different criteria; soft, hard, bendy and straight. They describe what their toys are made from. Pupils work with different materials when they try to take them back to their original state. They mix water with raisins, for example, to try to re-establish their state as grapes. Pupils realise that this is not possible though they describe clearly what is happening in their experiment. They point out, for example, that the colour is coming out of the raisins and going into the water. Pupils begin to understand that some processes are reversible and some are irreversible from their experiments. They know that raisins cannot be turned back to grapes though they know that when melted chocolate is cooled down it reverts to its solid state. They know that heat makes ice melt and water turn to steam and that cooling reverses the process.
89. By the time they leave the school pupils gain a range of scientific knowledge. They experience all aspects of the National Curriculum units of work. Pupils learn about plants and identify what is needed for them to grow successfully. They learn to classify animals as vertebrates and invertebrates, making their classifications in the form of Venn or Carroll diagrams. Pupils study light and how it may be reflected and refracted. They draw appropriate diagrams to illustrate their knowledge. Pupils consolidate their learning from Key Stage 1 when they make more detailed studies about materials and their properties. They describe how they may change in greater detail using the correct terminology to describe the changes to the states of water being caused through evaporation and condensation.
90. Pupils behave well in lessons and take an active part in their learning when allowed to do so. They discuss aspects of their work with each other in a sensible manner and share equipment fairly. When they move to their groups for work they do so quickly and quietly and settle down to their tasks effectively. They handle materials and equipment carefully, taking note of safety

rules set out by their teachers. Most pupils take pride in their work, though in a significant minority of their workbooks the presentation of their work is not of a sufficiently high standard.

91. The quality of teaching and learning is satisfactory overall though there are some instances where good quality teaching has a positive effect on pupils' learning. There were no instances of unsatisfactory teaching observed. The higher quality teaching and learning occurs when the teacher has clearly identified learning objectives in the planning and the time management for each activity is well thought out. In these lessons the resources are appropriate for the learning to take place and are readily available for the pupils. Teachers in the best lessons observed encourage pupils to take an active part in their learning, asking questions and making positive contributions to the lesson. The teachers also ask pertinent questions to develop pupils' thinking and increase their knowledge and understanding. Teachers' organisation of their classes where there is more than one age group is generally very effective. The activities are appropriate to the different ages of pupils and the ways in which learning support assistants are used is very effective. Particular support is given to pupils with special educational needs and those with English as an additional language to maintain their good levels of progress. Where the quality of teaching is less effective, there is an overemphasis on teacher direction, not allowing the pupils to learn by discovery. This was evident when the teachers showed pupils what happens to plaster of Paris when it is mixed. Although the pupils saw the experiment they had no active part in their learning. In some parts of some lessons teachers' explanations are unclear and pupils are not aware of what they should be doing or researching in their work.

## ART

92. At the time of the last inspection pupils' attainment was in line with that expected nationally by the time they left the school at the age of 11. Inspection evidence indicates that the school has maintained standards and that pupils make sound progress and continue to achieve appropriate levels for their age.
93. Pupils are keen to produce high quality work in their art lessons and work with concentration and application to achieve this. At Key Stage 1, teachers give pupils the opportunities to develop their sense of colour by mixing different amounts of blue and yellow paint to obtain varying shades of green. The teacher gives good levels of support to the pupils, explaining how different shades can be made and praising their successful efforts. Pupils are taught the correct techniques for mixing and applying paint to the paper. At the end of the paint mixing session, pupils are encouraged to use their new-found skills in selecting appropriate colours when painting leaves. At Key Stage 2, pupils are encouraged to use their artistic skills when designing and making mosaic patterns based on their study of the Romans in Britain. They study the original designs made by the Romans and create their own designs using similar patterns. Throughout the school pupils have the opportunities to work with a wide variety of materials and media. They use watercolours, chalks and pastels and make three-dimensional models in clay. Pupils are taught how to use equipment most effectively for their work. They exhibit good skills using brushes when painting to gain the best effects and when pupils in Year 3 make pastel drawings of fruit, they merge colours together well to display the effects of light and shade. In art lessons pupils with special educational needs make good progress. For example, they learn and develop language skills when discussing how different shades of colour are made.
94. The quality of teaching overall is satisfactory with some good elements displayed. The higher quality teaching is observed when teachers' planning is meticulous and accurately reflects what it is that the pupils need to learn. Teachers use learning support assistants very effectively to enhance the pupils learning. Teachers generally are supportive to pupils' learning, though at times some of the older boys are allowed to misbehave without



appropriate correction. When this happens the pace of learning slows and progress made is less effective.

## **DESIGN AND TECHNOLOGY**

95. At the last inspection standards were in line with national expectations at Key Stage 1 and above at Key Stage 2. There is insufficient evidence to be able to make a judgement of overall standards of achievement or teaching in design and technology during this inspection. It was only possible to observe one lesson being taught in the subject. Evidence from the scrutiny of pupils' work and teachers' planning, along with discussions with pupils and teachers, however, indicates that the subject is taught effectively.
96. At Key Stage 1, pupils develop appropriate practical skills. They cut and glue card, paper and textiles, as when making and dressing simple two-dimensional figures. In needlework, younger pupils use chain and cross stitch to create simple designs on binka material. Older pupils satisfactorily develop their sewing skills to produce pictures of buildings they have observed in Babraham and nearby Cambridge. They create simple designs on square paper based on their own drawings and successfully transfer these to binka using simple stitches. At Key Stage 2, pupils make simple model bridges from rolled paper and tape to meet simple criteria of size and strength. However, their designs lack detailed measurements, resource lists and making instructions.
97. The teaching in the single lesson observed was satisfactory. The teacher has good subject knowledge and captured the pupils' interest by showing examples of her own work. Carefully instructions and individual support from the teacher, learning support assistant and parent helper ensured pupils made satisfactory progress in this focused activity.

## **GEOGRAPHY**

98. At the last inspection standards were identified as generally in line with national expectations with some pupils at the upper end of Key Stage 2 attaining standards above those expected nationally. It was not possible to observe any lessons being taught in the subject during this inspection. As a result of this, there is no firm evidence on which to base a sound judgement on the quality of teaching and learning or the standards achieved by the pupils.
99. Evidence from the scrutiny of pupils' work and teachers' planning, along with discussions with pupils and teachers, however, indicates that the subject is taught effectively and pupils talk about their learning experiences enthusiastically. At Key Stage 1, pupils know that they live in England, though they are not sure about the county in which they live. They identify the different types of houses in their village; detached, semi-detached and terraced. They explain where they shop and the reasons for this. Pupils are aware that differences exist between their own environment and that of, for example, the nearby city of Cambridge. Pupils in Key Stage 2 have made a more detailed study of their own environment and compare their village and its facilities to an area in London. The teachers have made good arrangements, through contacts at a school in London, for pupils to exchange letters and information about their respective areas. Pupils have been able to make specific comparisons about different aspects of the environments such as the flow of traffic, shopping facilities and leisure activities. The final experience, when they travelled to visit the area in London, had a most positive effect on their learning. They explain their journey and the differences they observed first-hand. Pupils display appropriate skills in reading maps, interpreting data and identifying similarities and differences between environments.

## **HISTORY**

100. Pupils reach standards appropriate for their age by the time they leave the school. Since the last inspection, when standards were also judged to be in line with national expectations, the school has maintained satisfactory progress in developing the subject. Pupils overall make satisfactory progress though those pupils with special educational needs and those for whom English is an additional language make good progress.
101. By the end of Key Stage 1 pupils begin to develop an understanding of the past and how it relates to their lives now. They observe old toys and discuss how they differ from their own modern toys. They talk about how people lived in Victorian times and make appropriate comparisons between life then and now, knowing the differences in the lives of the poor and the rich. Towards the end of Key Stage 1 pupils learn about the Romans and how they settled in Britain. They explain accurately why their roads were straight, the style of their houses and about some of the Romans' buildings. They know, for example, about the Coliseum in Rome and how it was used for gladiator fights and circuses. Pupils relate how the Romans copied the Greeks in designing many of their buildings and in their thoughts about their gods. They recognise that through the study of relics and artefacts found we are able to understand more easily how earlier civilisations existed.
102. At Key Stage 2, pupils extend their knowledge of Roman civilisation and study the topic in greater depth. They explain how the Romans developed amphitheatres, the baths and how their armies operated. Some of the more able pupils in Year 5 and Year 6 explain the road system in greater detail and identify Roman towns by their Latin names. They know, for example, that Bath was known as Aquae Sulis and that the prefix 'aqua' refers to water. Pupils in Year 5 and Year 6 explain about what they have learned over the past three years with great accuracy. They explain how the Greeks lived, and identify some of the gods and goddesses worshipped by the Greeks. They explain about Greek mythology and tell the main events of such stories as Theseus and the Minotaur and Perseus and Medusa. Pupils talk enthusiastically about their early learning experiences when they were taught about the Ancient Egyptians and how the Victorians lived. They display a good level of knowledge about what they have been taught and remember detail well.
103. The quality of teaching overall is satisfactory, though there are some aspects of teaching which are good. Teachers' planning usually identifies the objectives for the lesson clearly and activities and resources required are identified in the better quality plans. Teachers deploy the good levels of support staff very effectively to aid learning for all groups of pupils. The higher quality teaching is evident when teachers display higher levels of knowledge about the subject, set challenging work for the pupils and explain clearly the objectives of the lesson to their pupils.
104. At the last inspection standards were in line with national expectations. The school has made sound progress in the subject and has maintained the same levels of attainment.

## **INFORMATION TECHNOLOGY**

105. At the time of the last inspection standards of attainment were sound throughout the school. Currently, standards are below national expectations at the end of both key stages. This indicates a decline and that pupils' achievements are below average and their progress is unsatisfactory. Key areas of the subject, including data handling and control, are not being taught in sufficient depth.
106. Pupils in Key Stage 1 satisfactorily develop their keyboard skills. They use a simple word-processing program to type in their own text, such as items from their 'weekly news', and with help they save and print copies of their work. They move objects on the screen, for

instance when 'dressing the teddy'. Pupils use a small range of programs to support their learning in mathematics, which develops their understanding of number.

107. At Key Stage 2, pupils satisfactorily develop some areas of communication skills. By Year 6, pupils can type, edit, save and print their own work. For example, pupils printed reports for their weekly diaries. They successfully edit their work and change the size and font of the print. However, pupils have had little opportunity to add or create pictures, or make sounds and music. Pupils' skills in other aspects of the subject are very limited and under-developed. They have very little knowledge of data handling programs, or experience of planning and modifying sets of instructions to control movement either on the screen or of a programmable toy. Information technology equipment has not been used to monitor external variables, such as heat and light. Pupils use information technology to support their learning in history, where programs on the Greeks and Romans allow them to investigate aspects of life in the past. However, with the exception of the word-processing aspect of the subject, where attainment is satisfactory, standards by the end of the key stage are well below that expected as a result of these gaps in their learning.
108. Pupils' previous work was examined and discussions took place with staff and pupils. No specific lessons in information technology were taught during the inspection. Small groups of older pupils received instruction from a learning support assistant on developing their word-processing skills. This satisfactorily supported the pupils' learning in this area of the subject and in their use of the school's new computers. Pupils show enjoyment and commitment when given the opportunity to use computers. They work co-operatively and sustain their concentration. Pupils who have developed their skills at home help those who are less confident.
109. The subject co-ordinator has received appropriate training and recognises the need for further training for both herself and other staff. The lack of a scheme of work has resulted in areas of the subject being neglected and this has led to the low standards observed. There is currently no whole-school system for assessing pupils' progress in the subject. New computers have recently been installed as a result of funding through the National Grid for Learning scheme, and more are to follow. The school's development plan identifies the need to develop the resources available and further staff training, which has been organised.

## **MUSIC**

110. Pupils make satisfactory progress and reach standards that are in line with those expected for 11-year-olds by the time that they leave the school. Pupils make satisfactory progress overall though those with special educational needs and those for whom English is an additional language make good progress.
111. By the time pupils leave the school they sing well, tunefully and enthusiastically. Evidence from the few occasions on which it was possible to observe music being taught indicates that pupils develop appropriate skills in singing, composing and performing. When they sing they articulate the words carefully and maintain pitch and rhythm well when singing rounds in four parts. The younger pupils in Key Stage 1 work effectively with percussion instruments to develop pictures in sound to illustrate the nursery rhyme 'Incey Wincey Spider'. They are aware of the sounds made by different instruments and choose the sounds appropriately for their performance. They know the names of some of the instruments and play them confidently. Music plays an important part in the successful concerts and productions given by the school at Christmas, Easter and during the summer term.

112. The quality of teaching and learning is satisfactory overall, with some good elements. Teachers have a sound knowledge and understanding of the subject and are confident when, for example, they lead the pupils in their singing lessons. They demonstrate the rhythms and play instruments to maintain pitch accurately. Teachers have high expectations of behaviour which results in pupils giving full concentration to their work and developing their learning in a satisfactory manner. Pupils give good support to each other with spontaneous applause for good performances.
113. The last inspection report indicated that standards were in line with national expectations. The school has made satisfactory progress in the intervening period to maintain that level of attainment.

## **PHYSICAL EDUCATION**

114. Pupils are given adequate opportunities to be physically active and they make satisfactory progress. During the inspection, lessons in gymnastics and dance were observed. Standards of achievement throughout the school are appropriate for the age of the pupils. Standards have been maintained since the time of the last report.
115. Younger pupils in Class 1 run and jump with suitable control during warm-up activities. They show an appropriate awareness of space as they move around the hall. Many show good levels of expression as they begin to match their movements to the music and story of 'The Firebird'. Pupils in Class 2 show appropriate co-ordination, for example, when balancing on various parts of the body. They produce satisfactory balances both when working on floor-mats and on the limited apparatus available. Their ability to link balances together into a sequence of movements is extremely limited by the lack of space available within the hall. The older pupils, in Class 3, satisfactorily perform traditional country-dances with enthusiasm, as when performing 'The Bridge of Athlone' to taped music. They successfully use common steps when learning new dances.
116. The school operates a satisfactory programme for swimming. Pupils from Years 1 to 6 attend a local secondary school for 10 weekly lessons during the summer term. They develop confidence in the water and an appropriate range of strokes. By the end of Key Stage 2 pupils satisfactorily swim 25 metres or more. The use of certificates awarded to each pupil encourages their development of swimming skills.
117. The quality of teaching in physical education lessons is satisfactory. Teachers manage the pupils very well and they respond by showing interest and being well behaved in lessons. Teachers begin lessons with appropriate warm-up activities and develop the pupils' knowledge of the short-term effects of exercise on the body. Teachers do not always make effective use of pupil demonstrations within lessons. Demonstrations are used successfully to praise pupils, but rarely to highlight what it is others can learn from the demonstration. Pupils are given few opportunities to discuss the performance of others and to practise and refine their own. Individual lessons are planned satisfactorily and the co-ordinator has produced an effective overview that ensures a balance of activities. Teachers make satisfactory use of the limited indoor space available. The storage of tables, chairs and other equipment around the edge of the hall reduces the space available further, and some is potentially hazardous, particularly the tables and television.

## **RELIGIOUS EDUCATION**

118. No lessons in religious education took place during the inspection and so it was not possible to make an overall judgement on the quality of teaching. However, an examination of pupils' previous work and discussions with pupils and teachers indicate that standards at the end of both key stages are in line with those expected in the Cambridgeshire Agreed

Syllabus for the subject. Pupils, including those with special educational needs, make satisfactory progress through the school.

119. Since the last inspection the school has adopted the locally agreed syllabus. Class 2 follows the Key Stage 1 programmes of study for half of the year, and the Key Stage 2 programmes for the other half so as to ensure full coverage of the syllabus. This has resulted in satisfactory progression in pupils' learning throughout the school.
120. Younger pupils in Key Stage 1 have appropriate knowledge of major festivals in the Christian calendar, such as the Christmas story. They can retell stories from the New Testament they have heard, for example the tale of Zaccheus, and are keen to show the artwork they have produced to depict the story.
121. Pupils in Class 2 further develop their knowledge and understanding of the times of Jesus. They have, for example, satisfactory knowledge of clothing and occupations of people alive at the time of Jesus. Together with pupils in Class 3, they have appropriate knowledge of Christian places of worship through visits to local churches. They have knowledge of the symbolism of the clothing worn by the clergy and of a typical week in his life. They understand the importance of the Bible to Christians and that it is a collection of books written by different people. By the end of Key Stage 2, pupils have appropriate knowledge and understanding of other major world religions. They know that Jewish people celebrate the festival of Hanukkah, Buddhists use the lotus flower as a special symbol and that Hindus worship their gods, such as Brahma and Shiva, at special shrines.
122. The co-ordinator for the subject has produced an outline scheme for the subject, which covers the locally agreed syllabus. She is collecting the teachers' planning as topics are taught so as to build up a more detailed scheme. New artefacts have been purchased to support learning but the co-ordinator correctly recognises the need to further increase these.