

# INSPECTION REPORT

## WELBOURNE PRIMARY SCHOOL

Werrington

Peterborough

Unique reference number: 110749

Headteacher: Lorraine Mann

Reporting inspector: Lynne Wright  
22398

Dates of inspection: 19 - 22 November 2001

Inspection number: 192743

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Goodwin Walk Werrington Peterborough Cambridgeshire
Postcode:	PE4 6NR
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Appropriate authority:	The Governing Body
Name of chair of governors:	Daphne Heiser
Date of previous inspection:	17 - 21 March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22398	Lynne Wright	Registered inspector	Science Art and Design Equal opportunities Provision for pupils with English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19557	Liz Brameld	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
31975	Kay Andrews	Team inspector	English Music Religious Education	
30890	Beverly Hunnable	Team inspector	Geography History Information and Communication Technology	Pupils' attitudes, values and personal development
21090	David Manuel	Team Inspector	Mathematics Physical Education	How good are curricular and other opportunities offered to pupils?
4262	Tony Taylor	Team Inspector	Design and Technology Special educational needs Foundation Stage	

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

### **INFORMATION ABOUT THE SCHOOL**

Welbourne Primary School is situated in the village of Werrington on the north eastern edge of Peterborough. In common with many Peterborough schools, the school has some difficulty recruiting teachers. The school population of the area is steadily declining and the school has spare places. This year there are just seventeen children in the Reception class. The school is now much the same size as other primary schools with 246 boys and girls on roll, aged from 4 - 11. The pupils come from a broad cross-section of local families but, overall, their social and economic circumstances are below that found nationally. The high mobility rate of pupils has an influential effect on the school's standards. Most children are of white United Kingdom heritage. A very small number come from homes where English is not the first language, but none of them is at an early stage of English. Just over a quarter of the pupils are eligible for free school meals. This is above the national average. The number of pupils on the school's register for special educational needs is similar to most schools, but the percentage of pupils with a statement of need is above the national average. The range of special needs is varied, including autism, emotional and behavioural difficulties, Down's syndrome and both moderate and specific learning difficulties. Most children attend a play group or nursery before they start at Welbourne. Overall their attainment on entry is below average when compared to schools nationally, but for a significant number of children their attainment is well below average.

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

Welbourne School provides a sound education for all its pupils. The headteacher, staff and governors work hard to improve the life chances of their pupils. The pupils enjoy coming to school and many are fully involved in all aspects of school life. Relationships at all levels are good, the school works hard to foster good relationships within the community, and parents view the school positively. Standards of attainment are satisfactory overall. Although the most recent test results for eleven year olds showed low standards in English, mathematics and science the school's tracking of individual pupils indicated that nearly all made sound progress, and many made good progress. Following the school's well-focused efforts to improve standards in English and science, pupils at Key Stage 1 attained highly in the 2001 national tests, compared with similar schools. Standards are not yet as high as the school would like. Very well-planned monitoring systems are, however, beginning to make a positive impact, through regular checks on the quality of teaching and learning. The right support is being introduced to enable all staff to increasingly play an active part in the school's approach to self-evaluation. The headteacher provides good leadership, and her steely determination is bringing about the improvements necessary to raise standards. The school has taken a conscientious approach to the issues raised at the last inspection. Since the present headteacher has been in post the staff and governors have co-ordinated their commitment to improvement well, so that the rate of improvement is satisfactory. The school provides satisfactory value for money.

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

- The determined and sensitive leadership of the headteacher has fostered a team spirit that supports the staff and governors in moving the school forward.
- High quality provision for pupils' moral and social development, together with good levels of care enable pupils to make good progress in their personal development.
- Provision for pupils in the Reception class is very good so that the children make very good progress.
- Provision for pupils with special educational needs is good and the pupils make good progress.
- Standards in art and design and music are above expectations due to good teaching.
- The school celebrates its pupils' poetry well.
- Relationships with parents are good, and parents are strongly supportive of the school.

### What could be improved

- Standards at the end of Year 6 in English, mathematics and science are not yet high enough.
- The behaviour policy is not applied consistently, and sanctions for poor behaviour are not made explicit enough.
- Evaluation of teaching and learning needs a sharper focus, so that information gained is used more effectively to raise standards.
- Assessment processes do not enable teachers to measure the progress of individual pupils in a consistent or helpful way.

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

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in 1997, the quality of teaching has improved. The school has made sound progress overall to address the Key Issues and in some areas there has been very good improvement. Governors, the headteacher and staff have established supportive and co-operative ways of working together so that the main thrust of all discussion, decisions and action are to raise standards. The curriculum for information and communication technology is now secure and meets statutory requirements. Systems for assessing and providing for pupils with special educational needs are now good. A very good quality assurance programme is being systematically introduced to raise teachers' expectations of their pupils, and teachers' self-evaluation of their own teaching and its impact on the pupils' learning. Co-ordinators are beginning to play a more effective role in this and there are plans to further develop their expertise and to extend their role. Although good progress has been made in the co-ordination of mathematics, science, art and design, music and special educational needs, progress in developing the role of the co-ordinator overall is no more than satisfactory. Curriculum priorities have been clarified and are realistic and manageable. The school improvement plan now contains all the required elements. However, it still only covers the current year and gives little indication of how important issues associated with a falling roll are to be resolved. The teaching of design and technology is now good at the end of Key Stage 1, and satisfactory at the end of Key Stage 2, but there is still work to be done to ensure continuity of learning, in the progression of pupils' skills and in the secure establishment of teachers' confidence and knowledge.

### STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	C	E	E	well above average A
mathematics	E	C	E	E	above average B
science	D	C	E	E	average C
					below average D
					well below average E

Results of the 2001 National Curriculum tests for seven-year olds indicates that attainment in reading was above average. In writing it was well above average and in mathematics it was average when compared to all schools. When compared to similar schools it was well above average in reading and in the top 5% nationally in writing. Attainment was above average in mathematics. This shows a marked improvement on previous years' results. By the end of Year 6 attainment is well below average in English, mathematics and science compared to similar schools and the national picture. This shows a sharp decline from the previous Year 6 standards, but this cohort of pupils started from a lower baseline, and while most pupils made satisfactory progress, that of many was good. Targets for English were not met as the high turnover of pupils affected standards adversely. Inspection findings indicate that overall levels of attainment for pupils in Years 1 - 6 are satisfactory and that their learning is sound. Attainment is above expectations in art and design and music. It is above expectations in design and technology in Years 1 and

2. In all other subjects attainment matches expectations. Indications are that the upward trend in results identified prior to 2001 in Year 6 will continue. Children in the Reception class achieve satisfactory standards in English and mathematics, but they often attain above expectations in most other areas of learning.

#### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good overall. Most pupils have positive attitudes and are fully involved in all aspects of school life. When teaching is relevant and interesting and the behaviour code applied consistently, pupils respond well and make good gains in their learning, but there is a small number of pupils who are deliberately disruptive in lessons.
Behaviour, in and out of classrooms	Satisfactory. Most pupils listen attentively to their teachers and the majority concentrate on their work. In social situations most pupils are co-operative and caring. However, some pupils deliberately act inappropriately, whilst fully understanding the effects of their actions on others.
Personal development and relationships	Good. Most pupils are keen to take the initiative and responsibility for their own actions and organisation of their work, both individually and in groups.
Attendance	Satisfactory. Incidents of unauthorised absence are falling due to improved monitoring systems.

#### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 - 2</b>	<b>Years 3 - 6</b>
Quality of teaching	very good	good	satisfactory

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

Teaching in the Reception class is very good and promotes very good learning. A secure understanding of how young children learn and very high expectations of an independent approach ensures that they grow rapidly in confidence, developing a wide vocabulary to make sense of their many experiences. There is a greater consistency of management of pupils in the infant classes, where teachers overall are more experienced and long established. This enables the pupils to make good gains in their learning. In the junior classes there is inconsistency in classroom management skills so that effective learning for all pupils is not ensured. Teaching at the top end of the school is frequently very good, and sometimes excellent, which leads to accelerated learning in the final two years. The teaching of literacy skills is satisfactory and of numeracy skills is good. Most pupils are interested and try hard in lessons to concentrate and to do their best. Pupils with special educational needs learn well. In Years 1 - 6 assessment processes are weak so that pupils have unsatisfactory knowledge of how well they are doing.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good. In the Reception class it is very good. Pupils in Years 1 - 6 are provided with a range of contexts for learning that extend their experiences in interesting and relevant ways. In this it uses the local community well. Opportunities to develop numeracy and speaking and listening skills across the curriculum are good. The range and variety of activities offered outside lessons is very good.
Provision for pupils with special educational needs	The good provision for pupils with special educational needs caters comprehensively for a wide range of pupils' needs. There is a good emphasis on their welfare, but this sometimes masks the need for emphasis on their academic achievement. Although targets for individual development are firmly



	in place, they do not consistently form the focus of teachers' lesson plans.
Provision for pupils with English as an additional language	Good. Pupils who speak English in addition to their first language are assessed in their mother tongue so that any special educational need is not masked by limitations in English. Pupils are given intensive teaching in English and benefit from the school's good provision for the development of speaking and listening.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school is very successful in developing pupils' social and moral education. It provides them with good opportunities to develop their understanding of their own culture and cultures outside their community. Provision for the pupils' spiritual development is satisfactory.
How well the school cares for its pupils	All staff show high levels of care and concern for all pupils. Good systems are in place to ensure their health, safety and protection. The lack of rigorous and consistently applied assessment structures means that work is not always suitably planned to meet and extend the learning needs of all groups of pupils. Procedures for monitoring attendance are good.

The school has established effective links with parents and their views of the school are positive. Levels of information the school sends out to parents are generally good, but the written reports to parents on their children's progress are inconsistent and vary in quality.

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

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership of the headteacher is good. She works closely with her senior managers and is gradually giving co-ordinators more management responsibility. The headteacher has a very clear vision for the future direction of the school which she communicates clearly in words and action to all staff and governors.
How well the governors fulfil their responsibilities	The governors are well organised and have a clear knowledge of the current state of development of the school. They fulfil their statutory responsibilities soundly.
The school's evaluation of its performance	Good. The headteacher has very good systems for identifying the school's strengths and areas for development and monitors teaching, learning and standards rigorously.
The strategic use of resources	The financial management of the school is satisfactory. Specific grants are used well to underpin priorities in the school improvement plan. Monitoring of spending decisions linking the impact of financial commitments on standards are satisfactory. Staffing levels and learning resources are good. The open plan nature of the school means that intrusive noise is sometimes distracting.

#### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
Parents are pleased with many aspects of the school, but they are especially pleased that their children <ul style="list-style-type: none"> <li>• like school</li> <li>• are expected to work hard to achieve their best</li> <li>• become more mature and responsible and that the school</li> <li>• is led well</li> <li>• provides good teaching</li> </ul>	<ul style="list-style-type: none"> <li>• the quality of information they receive about how their child is getting on</li> <li>• the amount of homework provided</li> <li>• how closely the school works with parents</li> <li>• the range of activities provided outside lessons.</li> </ul>

The inspection team agrees with most of the parents' positive views of the school. Although much of the teaching seen was good the quality of teaching is satisfactory overall. The quality of information provided for parents via newsletters and personal contact is good, but annual reports do not give sufficient information. Provision for extra-curricular activities is very good, both in range and variety. The amount of homework provided is satisfactory. The school works closely with parents.

## **PART B: COMMENTARY**

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

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

1. Overall, the standards of attainment are satisfactory at the Foundation Stage of education, in the Reception class. There is a wide range of attainment amongst the children who join the school in the Reception class, but baseline tests and observations carried out in their first few weeks in school indicate that the children's attainment is below the average expected nationally. A significant group has very low attainment, with poorly developed language and concentration skills. In all aspects of the curriculum, the levels of the children's overall achievement rises very rapidly due to the very good teaching and support they receive. The majority of the children are firmly on target to achieve all the early learning goals by the time they enter Year 1. They are prepared very well for the ensuing National Curriculum programmes of study.
2. Until the present headteacher took up her post in January 1998, the school did not publish the results of National Curriculum standard assessment tests and assessments. Consequently teachers, governors, parents, pupils and the local community had little idea of how the school's standards compared with schools nationally, or those in similar circumstances. Therefore any initiatives to raise expectations and standards, or to set targets for improvement, were not fully informed and lacked a clear and rigorous focus.
3. The results of the end of Key Stage 1 national tests and assessments for 2001 show that standards achieved by pupils in Year 2 were above the national average in reading, well above it in writing and average in mathematics. This indicates a significant improvement on the previous year's results, when attainment in reading was below the average, and in writing it was well below average. The initiative in the infant classes to improve pupils' writing skills is succeeding. When compared to similar schools standards were even higher. They were above average in reading, in the top five percent in writing and above average in mathematics. In reading and writing a high percentage of pupils reached a higher level than expected nationally in reading and writing. An above average percentage of pupils reached the higher levels in mathematics compared with similar schools. This is further evidence that school initiatives for improvement are succeeding in Years 1 and 2, and that setting in English and mathematics is supporting the achievement of more able pupils. Teacher assessments in science show that standards were well above the average at the expected and higher levels. The trend over the previous three years of the performance of both boys and girls at below the national average was dramatically reversed in the national tests and assessments.
4. The results of the end of Key Stage 2 national tests in 2001 caused the school great concern. Standards attained by pupils in Year 6 were well below the average at the expected, and higher, levels in English, mathematics and science nationally and when compared to similar schools. This shows a marked drop from the previous upward trend, to where standards in all three subjects matched the national average in the 2000 tests. Although these results seem to indicate falling standards, in fact almost all pupils achieved their targets in English, and all in mathematics. Targets are not yet set for cohort or individual achievement in science, and so the school has little measure of improvement. The school's own records show that, overall, nearly all pupils made sound progress in English and mathematics, and for many, progress was good. Learning in last year's Year 6 was adversely affected by staff illness and by well-documented behavioural problems of some pupils. Due to the high mobility rate of pupils, and their social and economic circumstances, standards vary greatly from cohort to cohort. This makes target setting difficult, as some pupils do not bring record of previous attainment with them. The school continues to work to improve standards and to increase the number of pupils who achieve at the higher levels, but its analysis and comparisons with national test data is not yet rigorous enough to give the school a crystal clear picture of where it stands. The headteacher is rigorous in her monitoring of

the achievement of all groups of pupils to ensure that there are no barriers to their learning.

5. Inspection evidence shows an overall improvement in standards since the previous inspection. Standards match national expectations in English, mathematics, science, history, information and communication technology, geography, religious education and physical education by the ages of seven and eleven and in design and technology at age eleven. Standards are above national expectations in art and design and music at seven and eleven, and in design and technology at age seven. There have been specific improvements in information and communication technology where standards were previously below expectations at the end of Year 2 and Year 6. This indicates overall satisfactory achievement across the school.
6. Progress in English is sound across the school. The pupils are enthusiastic readers, and reading at home is well established. They are confident and eager to speak in front of others due to the good planned opportunities for this across the curriculum. A minority of the children have underdeveloped listening skills. Generally there is a missed opportunity to develop independent writing skills in other subjects across the school. In mathematics, pupils have a good understanding of a range of mental strategies and use them well in problem solving. Progress in data handling slows in Years 3 and 4, but good opportunities in Years 5 and 6 redress this weakness. The way in which science enquiry is developed strongly in detail across the school to underpin gains in science knowledge and understanding ensures that pupils make good progress in this strand of the science curriculum and, especially in the later years, in collecting and evaluating data. Teachers' secure subject knowledge, as a result of recent training, has contributed to raised standards in information and communication technology and the pupils now make sound progress. Standards and progress in swimming are good, and every pupil in Year 6 is on course to achieve the expected distance, or to exceed it. The range and depth of coverage of World faiths is a strength in religious education and contributes to sound standards, although writing to follow up the learning sometimes lacks purpose, so that pupils' progress is not consistent. The wide range of materials used, and skills taught and applied in design and technology in Years 1 and 2, contribute effectively to high standards. However in the junior classes the progression of skills slows as the teaching scheme is not interpreted closely enough by teachers in their planning, so that standards and achievement are satisfactory, rather than good. Pupils make good progress throughout the school in art due to good teaching of a range of techniques and styles which helps them to develop their own style in high quality work. The many opportunities afforded for all pupils to sing and play an instrument in nearly all music lessons contributes to high standards and good progress.
7. The overall provision for special educational needs is good, and the provision for those pupils with statements of special need is very good. The care taken to ensure that the pupils become valued and respected members of the school community, is highly commendable. They respond well and make good, and sometimes very good, progress in their learning and social development at all stages. The recommendations of the previous report have been dealt with effectively, and there has been significant improvement in this aspect of the school's work since the previous inspection.

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

8. The majority of pupils have positive attitudes to learning and work hard to achieve the high standards in their work. They like coming to school and readily join in all aspects of school life. Many pupils enthusiastically take part in out-of-school activities. However, a small but significant minority have poor attitudes to school which sometimes has a detrimental effect on the learning of the whole class. There have been significant improvements in behaviour since the appointment of the present headteacher, reflecting the importance and emphasis given to behaviour management by the school. The decision to focus on this area as a high priority is beginning to have an effect. Every pupil is made to feel valued and great efforts are made to help pupils behave well and to assume responsibility for their own actions, so that pupils' understanding of the impact of their actions on others is satisfactory. However, a few parents do not share the school's values or give the school sufficient support in this.
9. Through assemblies and personal, social and health education, pupils develop good levels of self-

confidence. There is a strong philosophy of reinforcement and encouragement of good behaviour, and pupils readily share in the successes of others. They learn to listen to and respect other viewpoints and to accept advice. The school provides learning support for those pupils identified as at risk of exclusion and this supports classroom work.

10. The youngest pupils leave their parents confidently and settle to school routines quickly. The very strong relationships between staff and children, and good planning, mean that children work independently and remain interested in what they are doing over sustained periods of time. In the infants most pupils listen well to their teachers and to each other, settle quickly and get involved with the task in hand. Disruptive behaviour is swiftly dealt with by giving the child another task supported by an adult. In the juniors there are some incidents of unsatisfactory behaviour which disrupt lessons. The school has a number of pupils who experience behavioural and emotional difficulties, some of them severe. Some pupils react strongly to changes of routine, and some pupils deliberately disrupt lessons. Concern for pupils' emotional well-being overrides sufficiently high expectations of acceptable behaviour in some classes. In lessons where disruptive behaviour occurs there is a lack of consistency and rigour in the application of the school behaviour policy. The behaviour policy is not specific in defining realistic and uniform rewards and sanctions and does not give teachers enough support in dealing with poor behaviour. Teachers give pupils too many warnings before they apply sanctions and spend too much time explaining why they have come to this decision. Therefore teaching time is lost.
11. There have been eighteen fixed period and one permanent exclusion in the school year prior to the inspection. These have involved eight pupils, and are mainly for aggressive behaviour toward staff. The number reflects the determination of the headteacher not to tolerate poor behaviour. Parents have noticed an improvement in attitudes and behaviour. Some expressed concern about lunchtime behaviour, but whilst play is often boisterous it does not contain elements of bullying or deliberate unkindness, and pupils are well supervised.
12. The quality of relationships in the school is good. Staff are consistently polite and provide good role models. Pupils approach adults confidently and politely. Older pupils readily take the many opportunities for responsibility in the daily routines of school life, such as looking after the youngest pupils, cleaning the aviary, collecting and distributing registers and managing their own Year 6 courtyard. They organise charity events such as Bring and Buy Sales. The well-run School Council is currently involved in designing playground markings and will be overseeing the contractors carrying out the work. At present the opportunities for independent research are limited by the very small library, but pupils have made good use of the CD ROMs and the Internet. A group of pupils in Year 6 use their own initiative to produce a regular newsletter called Red Letter.
13. Attendance is satisfactory and is broadly in line with the national average for primary schools. Most pupils attend school regularly and arrive at school on time. Most absence is authorised and due to sickness or holidays taken during term time. The level of unauthorised absence has reduced due to the school's good monitoring systems.

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

14. The quality of teaching is satisfactory overall throughout the school, and is often good or very good in individual lessons. Two unsatisfactory lessons were observed, and the key weaknesses here were lack of pace and challenge as teachers struggled with classroom management. Some pupils became increasingly challenging in their behaviour, so that the learning of all pupils in those lessons was unsatisfactory. This is an improvement from the previous inspection where fourteen percent of teaching was unsatisfactory. Sixty six per cent of lessons seen were good or better, with fourteen per cent of this good teaching being very good. One lesson was of excellent quality. Again this is an improvement from the previous inspection. The pupils with special educational

needs are supported well by a committed staff, and the quality of the teaching is good. Careful initial assessments of needs are made so that individual education plans are clearly defined and worked towards to ensure that the pupils make significant progress. The work of the special educational needs co-ordinator and learning support staff has a considerable beneficial impact. However, the very commendable high level of care sometimes masks the work of promoting academic achievement. The school's firm procedures for encouraging good behaviour needs to be assimilated and used by all staff, and consistently followed through. Targets set for individual pupils' development need to be in the forefront of all of the teachers' planning, so that they provide suitable work in all lessons. Pupils for whom English is not their first language receive very intensive initial support from outside agencies so that they quickly acquire the language skills necessary to learn alongside their peers and make similar progress.

15. At the Foundation Stage, the teaching is very good. The teacher is dedicated, caring and skilful in managing the children's learning in all the aspects of their work and social development. The activities are well planned and are thoroughly and effectively supported by knowledgeable and sensitive learning support assistants. Very good use is made of assessment information to focus on class, group and individual children's needs, and very good quality planning ensures that they are met very well. Ongoing assessment procedures are conducted effectively by all the members of staff in order to focus on what is happening and to determine what needs to be improved or worked upon to advance the children's learning. These procedures are an exemplar the school as a whole could use to advance the insights of other teachers, and to help raise standards.
16. The teaching of mathematics has improved and is now generally good. Teachers have embraced national strategies for numeracy effectively, and the teaching of numeracy skills is good. This is having a beneficial impact on other curriculum subjects, notably science. Setting, and targeting of work to meet the different needs of pupils within these sets, is instrumental to the pupils' good progress. Teachers work hard to help lower attaining pupils to achieve well. The teaching of English is more consistently sound than was found at the previous inspection. Literacy skills are taught satisfactorily. Teachers plan well for the development of pupils' speaking and listening skills across the curriculum and teachers use language very carefully to extend the pupils' technical vocabulary in, for example, art and music. Word processing skills are taught well in Years 5 and 6 so that pupils use computers competently for a range of uses, such as publishing a newspaper, or their own poetry. However, teachers' approach to the National Literacy Strategy is not flexible enough to consistently meet the learning needs of all groups of pupils, so that on occasion pupils become restless and some behave badly, thus limiting what they get out of the lessons. There are missed opportunities for writing across the curriculum, when sometimes less purposeful methods of recording what pupils have found out are used, such as 'colouring in'. Teaching in science is good and promotes very effectively the pupils increasing understanding of the role of science enquiry and independence in investigating their own science questions.
17. There is consistently good teaching in design and technology in Years 1 and 2, and in art and design and music throughout the school. This is largely due to the co-ordinators' good support and the teachers' enthusiasm. Well-prepared music lessons ensure that the pupils' music making is successful and they achieve well. Varied and imaginative teaching of design and technology in Years 1 and 2 ensure that the pupils make good progress in the development of their skills. However, in the junior classes, the teaching is satisfactory and the previous good achievement is not maintained due to the inconsistent quality of teaching as teachers interpret the learning plans differently. The teaching of information and communication technology has improved and is now satisfactory, as all teachers are tackling it with increasing confidence. In consequence, the pupils are now making better progress and are achieving soundly across the curriculum. In all other subjects teaching is sound. Teachers have secure subject knowledge and they use many opportunities to make their lessons interesting, using visitors and visits wherever possible, so that the pupils learn steadily and make sound progress.
18. Teachers' planning of individual lessons is generally good and teachers have a clear idea of the

purpose of the lesson, which they share clearly with the pupils. However, teachers' expectations do not consistently challenge all pupils enough so that occasionally less able pupils, with help, achieve more highly than the more able. Teachers have sound knowledge and understanding of what they are to teach, but planned opportunities for formal assessment of the pupils' learning are very limited. Few opportunities for assessment are identified in teaching plans although most teachers carry out informal assessments as the lessons move on, targeting questions to increase the understanding of different groups of pupils and to check on what they have learnt. In lessons where plenary sessions are effective the teachers gather useful information to plan further lessons. Recording of pupils' progress is inconsistent and is generally unsatisfactory from Year 1 to 6. Marking of pupils' work is weak, and does not give the pupils a clear idea of the strengths and weaknesses in their learning, and what they need to do to become more successful learners. A number of parents expressed concern that they receive insufficient information about their children's progress, and this is borne out by the generally inadequate written reports they receive.

19. Where teaching is good or better, the pupils are managed well, lessons are brisk and effective in challenging the pupils' concentration and intellectual effort as well as an independent approach to learning. Work in these lesson is generally better matched to pupils' needs and support staff are used to good effect to help individuals and groups of pupils to make good progress. For example, in a good mathematics lesson seen in the infants, the teacher helped lower attaining pupils in Year 1 to begin to order two numbers up to ten and to count on from a given number of objects to make five. Since this group contains a high proportion of pupils with specific learning difficulties and poorly developed concentration skills the teacher used many simple strategies effectively, such as singing games, drawing and using large apparatus, to motivate and involve all the pupils so that they stayed on task for most of the time and were successful. In a Year 5/6 history lesson, enthusiastic teaching of the significance of archaeological evidence as a source of information, and a well planned activity captured the pupils' imagination so that they all worked with enthusiasm and were excited by what they were finding out. This typified the good lessons in that teachers explain clearly the purpose of the lesson, the content and the activity. The teachers' high expectations are shown by the way in which they bring the class together at suitable points to share and extend the learning. Where teachers' knowledge of the subject is sound and they are confident in their teaching methods, lessons are effective. Where confidence is lacking and the management of pupils is inconsistent as teachers fail to apply the threatened sanctions, the pace slows, relationships with some pupils become confrontational and the learning of all is unsatisfactory. Teaching in Years 1 and 2 is generally good as the staff are long-established and generally manage their pupils well.
20. Relationships between staff and pupils are good. Where the best teaching occurs relationships give pupils the security to discuss their ideas and to contribute to lessons confidently. As a result, they express emerging thoughts with increasing fluency. Teachers value pupils' contributions to lessons but are not always sufficiently measured in their praise. Sometimes they are over-fulsome and inaccurate and this prevents both teachers and pupils from forming an accurate picture of how well they are getting on.

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

21. The school provides a broad, balanced and relevant curriculum, which is enhanced by a good range of learning opportunities. This is an improvement from the previous inspection when the curriculum was judged to be unsatisfactory, particularly in relation to ICT and design and technology. Successful efforts are made to ensure that the pupils with special educational needs, and particularly those who have full statements, have good opportunities to engage with the whole curriculum. The curriculum provided ensures their fullest possible inclusion.
22. In the Reception class, the carefully planned, efficiently organised and prepared curriculum is



taught in a lively, imaginative way. It provides the children with interesting and exciting opportunities for learning, based in a mixture of direct teaching and the children's choices of activity. The curriculum is balanced very well across all the aspects to ensure variety and the progressive learning of skills. It is very good provision.

23. In Years 1 to 6 a two-year planning cycle ensures that all the required elements are taught appropriate to the learning needs of the pupils within the mixed age classes, without repetition. The school's strategies for teaching literacy skills are satisfactory and for teaching numeracy skills are good. Teachers group pupils in sets according to their capabilities for English and mathematics to ensure that the particular learning needs of all pupils are catered for. As a result, teaching and extra support are more closely directed at individual pupils and groups. Pupils' numeracy skills are effectively taught in links with other subjects, such as science and design and technology. Writing skills are less well developed across the curriculum and do not provide sufficient adequate opportunities for pupils to extend their skills in a creative way.
24. Specific funding has been used to purchase new computers and software and the school has a controlled system for access to the Internet. These factors, together with better subject knowledge of teachers, have improved ICT provision since the previous inspection. Planned provision for design and technology has improved and, as a result, standards have risen since the previous inspection. History and geography are allocated regular and separate teaching time, alternated termly, to ensure worthwhile experiences in topics such as 'The Victorians' and 'Rivers'. Art is also given a strong emphasis to provide stimulating experiences. Annual monitoring and evaluation of the curriculum take place and contribute to any new whole-school developments. However, this monitoring needs to be more rigorous to identify key targets for future curriculum development to meet the continuing demands of the wide range of pupils' capabilities and needs.
25. Strong emphasis is placed on personal, social and health education and, more recently, aspects of citizenship have been included. These are all part of the school's strategies for improving the quality of education, particularly for the significant minority of pupils who display challenging and unsatisfactory behaviour. Provision for pupils with special educational needs is good. Pupils' needs are quickly and effectively identified and monitored. Teachers and support staff have good knowledge of the individual education plans and the targets contained in them. These are shared with pupils in order to help them understand what they need to do to improve. There are good levels of general support including focused tasks aimed at improving specific areas of need.
26. Provision for extra curricular activities is very good. There are numerous clubs, which are well attended by pupils. The range includes dance, reading, French, drama, country dancing and an infant maths club. A computer club is also provided for pupils without computers at home and also for pupils who are close to being excluded from school, as part of their behaviour management programme. There are also many sporting activities, such as football, netball, rounders, hockey and tennis, which make good contributions to pupils' physical skills and social development. These are further extended by sporting links and competitions with other schools in the area. Residential visits are organised for pupils in Years 5 and 6 to extend learning opportunities in geography and outdoor physical activities. Pupils' learning also benefits from visits to a local museum, art gallery and cathedral. Visitors to the school include artists, authors and musicians, whose skills and experiences further enrich pupils' learning.
27. Provision for spiritual development is satisfactory. Whole school assemblies, which follow broadly Christian themes, are usually purposeful occasions. The good participation of staff, pupils and visitors, and the good quality of musical activity, enhance these occasions well. Some assemblies, however, have no special focus to create a reverent atmosphere, little opportunity for reflection or prayer and no singing or music. Pupils are encouraged to create their own prayers, such as the "Prayers for Peace" of pupils in Years 5 and 6, which were used during a sensitive and special assembly, shared with parents, after events of September 11<sup>th</sup>.

28. Spiritual moments are sometimes planned in lessons across the curriculum, for example when “feely boxes” or puppets and soft toys are used to engage pupil’s attention, and when teachers encourage pupils to think and reflect on issues raised in the lesson by comments such as “Now listen carefully to this, this is amazing!”. Spirituality is also successfully promoted in the imagery of the poetry work of older pupils in the school, when winter is described as “The snow, traipsing along an icy path, spitting out snowflakes and scattering hail stones on the frosty field”. This aspect, however, is underdeveloped, because it tends to happen incidentally, rather than being ingrained into teachers’ planning.
29. Provision for moral development is very good. The school is a very caring environment where the views of pupils are listened to carefully and good relationships are promoted successfully. As a result, pupils are very caring towards each other and adults, and have a very good understanding of right and wrong. They are encouraged to be caring about the environment and to support a wide range of charitable causes. They are taught to work and play well together and to have good attitudes towards their learning. They are also encouraged to be caring of pupils with special educational needs and of younger pupils in the school. Some older pupils, wearing fluorescent waistcoats, for example, make themselves available to younger pupils at playtimes, to sort out any difficulties they might have.
30. Provision for social development is very good. Parents’ views, that the school is helping their children to become mature and responsible, are fully justified. Good processes are in place from the Reception class throughout the school. Pupils are successfully taught to be polite and courteous. Incidents of racism or oppressive behaviour are carefully monitored and dealt with very effectively. Good procedures are in place to promote good behaviour and the majority of pupils respond well to the school’s expectations for self-discipline, safety awareness and respect and care for others. Pupils identified as having behaviour and emotional problems, even when they break the rules, are very clear as to what they should be doing. Pupils are encouraged to take responsibility throughout the school, through the work of the School Council, which effectively engages them in decision-making, and in the many other roles and responsibilities that are offered. Good provision is made for pupils to learn to work independently and take initiative in lessons. In science for example, they have many opportunities to research their own work, but this is also happening in other subjects, such as history and geography.
31. Provision for cultural development is good. It has been a particular focus in recent years and pupils are developing a good awareness of the richness and diversity of other cultures and religions. This aspect is promoted effectively in subjects such as religious education, music and geography, and although pupils are developing a good knowledge of western art, there is a need to push these boundaries even further out. Special events, such as Africa Day and India Day also successfully enhance provision. Planned opportunities for pupils to learn about their own culture is also a strong feature. This is effectively taught through residential visits and fieldwork in the locality, visits to local museums, theatres and churches and in meeting real authors and storytellers, in school and in the local library.
32. The school has developed very good links with the community. Adults can attend family literacy and numeracy courses as well as information technology classes. The success of these learning opportunities is being filmed as an example of good practice. Visits from the community policeman also form a regular part of the curriculum. The school benefits from very good relationships and effective links with partner institutions and is a member of a local cluster of schools. Pupils participate in a wide variety of sporting and musical events. For example, they sing in a community concert every year and also compete in the Peterborough Drama festival. Pupils also benefit from working with a variety of local artists, illustrators and authors.

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

33. The procedures for assessment are unsatisfactory. Whilst good note has been taken of National Curriculum assessments and their implications for overall standards in the pupils' achievements, the information gained has not been used sufficiently across the range of the curriculum, or effectively enough to turn this into consistent action for development. The crux of the issue is that the procedures have not yet been refined well enough, or become sufficiently ingrained into the staff's working practice, to ensure the fullest development in the pupils' learning. The teachers do not use effectively enough information about what the pupils can do, and what they need to learn in order to make even better progress.
34. There are some very positive strands to the current assessment arrangements. Initial (Baseline) assessment information is used well in planning the curriculum for the youngest pupils, and is a consistently and continuously used tool in monitoring how they are progressing. Also, the headteacher and senior staff have made carefully analyses of the National Curriculum results over time. They have identified trends and highlighted aspects of the pupils' attainments by the ages of seven and eleven in English and mathematics that are either weaker or stronger. They have worked steadily to inform the teaching staff and the governors, and put in hand remedial action for the better development of the pupils' literacy and numeracy skills. This has influenced the school in its organisation of teaching groups into 'sets' relating to the attainment of pupils of differing abilities. The groups are beginning to benefit from the more focused teaching, but there is a need to sharpen the teacher's awareness of matching the tasks the pupils are given to the pupils' current skills and understanding, and in challenging the more able.
35. The procedures for monitoring science are satisfactory, but at an early stage in the use of the information. The teachers are relying too heavily on intuitive judgements rather than more formal procedures that would indicate how well the pupils are doing in the various aspects of science at a particular stage.
36. The procedures for monitoring the pupils' attainment and progress in the other subjects of the National Curriculum are very varied. For example, a start has been made in recording skills learned in physical education and art, and the assessment of information and communication technology skills is planned to begin next term (Spring 2002). Some work has been done to provide assessment in design and technology through the pupils' commenting on the work they have done, but it is not a consistent picture, and the information does not show its effect in the teachers' planning, particularly in the juniors. Although the school is implementing a new assessment system for all non-core subjects, it is not yet imbedded in practice and assessment is still largely informal.
37. A purposeful start has been made in English on a system for pupils to set their own targets. The pupils with special educational needs have clear targets for development set for them. However, there is a limit to the awareness that pupils have of their progress in learning. Also, as a consequence to the lack of sufficient, pertinent information, the annual reports to parents do not convey the standards their children have reached with sufficient clarity. Parents at the pre-inspection meeting and through the inspection questionnaires, indicated this limitation.
38. The school makes good provision for the welfare, support and guidance of all pupils, in a caring and supportive environment. Parents feel that the school provides good support for their children and is a caring place in which their children are happy and safe. Inspection evidence confirms these opinions. The school is an orderly, caring and sharing community. This has a beneficial effect on pupils' learning and gives them the confidence to cope with school life and encourage them to learn successfully. The teachers and staff set good role models and have a very good knowledge of individuals, which they use well to plan for the special educational needs of the pupils. The ethos of the Foundation Stage is very positive. Within this very caring, supportive and interesting environment, the youngest children become confident and assured, making great strides in their learning, social development, and general well-being.

39. Pupils' progress and personal development are monitored satisfactorily. The support provided to pupils with special educational needs is very good and the school works closely with other agencies and support staff where necessary. Pupils are integrated well into classes and their needs effectively met by well-trained learning support staff. The support staff make a significant contribution in most lessons to ensure there is a climate conducive for learning and, where appropriate, pupils are given effective out of class support in small groups. Their progress is monitored well and achievable targets set for improvement.
40. Procedures for monitoring and improving attendance are good. Parents are generally conscientious in notifying the school and staff follow up any absences where no notification has been received. Punctuality is monitored appropriately. The school liaises closely with the education welfare service where necessary. However, there is no system, which acknowledges very good attendance to encourage pupils. There are very good procedures in place for child protection and promoting the well-being, health and safety of all pupils, with high staff awareness of the issues. The school has very close links with other agencies and deals very effectively with any concerns they may have. The school is clean and well maintained and health and safety checks are carried out regularly. The school actively promotes healthy and safe living through its comprehensive personal, social and health programme.
41. The school's procedures to promote good discipline and behaviour include a reward system that pupils understand and value. However, some staff inconsistently implements these. Systems of sanctions are less clearly defined. Appropriate procedures are in place for dealing with bullying or racial harassment and any incidents that arise are taken seriously and promptly and effectively dealt with. Pupils with behavioural difficulties have regularly reviewed individual behaviour plans.
42. The early years staff have well established induction arrangements, which help settle the youngest children confidently into school. Appropriate transfer arrangements are made with local secondary schools and the school achieves a smooth transition between the different stages of education.
43. The school has successfully maintained its effective provision for the care and welfare of the pupils. Provision for pupils with special educational needs has improved greatly.

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

44. The school's relationship with parents is good and staff are committed to work in partnership with parents. From the parents' responses it is apparent that they are supportive of the school, and in particular of the events organised by the Parent Teacher Association. However, a few parents do not support the school's efforts to improve the behaviour of their children, and do not share the school's clearly expressed values. Funds are raised each year to enhance the pupils' educational experiences. Most parents comment favourably on the openness of the school. They are made to feel welcome and staff are very approachable. The school has effectively implemented home-school agreements. A good range of opportunities is provided for parents to find out about the work of the school. These comprise of open evenings, parents evenings and, in the infants, termly information sheets about the work the pupils are covering.
45. The quality of general information for parents is good. Parents are kept well informed through regular letters and newsletters about school life. The school prospectus provides useful information and the recently issued governor's annual report to parents provides the required information in an easily readable format. Annual written progress reports to parents report on each subject of the curriculum but some lack detail about what children know and can do and what they need to do to improve, although some have pertinent comments for improvement. A significant number of parents in the parents' questionnaires felt they were not well informed about

children's progress. Inspection evidence confirms there are inconsistencies in the quality of reports.

46. Individual education plans for pupils with special educational needs are drawn up to provide appropriate targets, which are shared with parents who attend meetings and reviews. The school liaises closely with parents whose children have individual behaviour plans and pupils who are receiving mentoring support.
47. Parents are appreciative of the opportunities to see class assemblies and school productions. A few parents come into school regularly to help in classes or assist with other tasks to help the school. Regular homework is well supported through parents' help at home with activities such as reading, spellings and tables.
48. The school has successfully built on the good relationships established with parents and continues to actively and effectively promote partnership in learning.

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

49. The composite judgements from the previous report show that the management and efficiency of the school were requiring some improvement. Following the appointment of the present headteacher, leadership and management are now good. This is largely due to the determination of the headteacher that Welbourne will become an increasingly effective school, but also to her sensitivity in managing a mostly well-established staff. She has successfully united the staff into a dedicated and united team with the clear purpose of helping pupils to develop to the full, as shown in the way teachers plan lessons together. In this she is soundly supported by the senior management team. The pupils' welfare and happiness is given much thought and the broad and interesting curriculum emphasises the belief in the importance of an all-round education which contributes to the positive attitudes of most of the pupils. Although the school's aims are rather vaguely stated, the headteacher has developed a clear vision for the future work of the school, and is beginning to work towards this. The aims and values of the school are reflected well in its pastoral care of its pupils, and in good relationships, but less well in supporting the pupils' academic development. Systems of recording and assessing pupils' progress, and the use of this information to set targets for individual achievement and attainment are not yet sharply enough focused or rigorous.
50. The headteacher has developed very good systems for monitoring teaching and learning throughout the school, and uses this information to set priorities for staff training and determining those of the school improvement plan. This is a significant improvement since the previous inspection. The contribution of co-ordinators is varied; not all staff with management responsibilities contribute equally to this process, and not all of them have a clear idea of standards and teaching in their subjects. This means that some are unable, as yet, to set targets for curriculum development in their areas of responsibility. Despite this, there has been improvement here since the previous inspection, when no co-ordinators monitored or evaluated teaching of their subject. The headteacher is continuing to raise staff knowledge and awareness of all aspects of their work, and to increase their expectations of all facets of their pupils' development. She has steadily worked at increasing the clarity and purpose of the teamwork although there is still some way to go. Staff are appreciative of the support they receive from their colleagues and this has helped boost confidence and expertise in subjects such as art and design, music and information and communication technology, as well as the development of scientific enquiry.
51. The school is continually looking at ways of improving standards through identifying more clearly the learning needs of different groups of pupils, so that teaching can be more carefully matched to their needs. The recent initiative of increasing the amount of support given by classroom assistants has had a beneficial impact on the level of care being provided. However, it does not

always enhance the pupils' learning opportunities when unnecessary allowances are made for the pupils' specific difficulties, which can lead to the slowing of their academic development. A significant number of pupils have very specific behaviour problems, which can sometimes impede their achievements, and sometimes rewards are given inappropriately instead of sanctions applied consistently.

52. The governing body continues to be supportive of the school. Governors have a sound idea of the school's strengths and weaknesses and fulfil their statutory duties satisfactorily. They work well together and are beginning to be more evaluative in what they do in order to become more effective in giving good value for money and raising standards across all aspects of the school. However, any improvement strategies are somewhat blunted by the high mobility rate of pupils, a relatively high turnover of teaching staff and difficulties in attracting suitable candidates for teaching posts. It is to the credit of the headteacher, governors and staff that they have maintained the drive for raising standards as forcefully and as beneficially as they have.
53. The overall efficiency of the school is satisfactory. The school has maintained the standards of financial planning reported at the time of the previous inspection. The headteacher and governors have developed suitably-structured and systematic procedures to support the school's educational priorities. The larger than average surplus budget last year was a justifiable way of maintaining current staffing levels despite the falling roll. All members of staff are involved in an annual review of the work of the school in order to identify and agree future priorities. Good use is made of new technology in all aspects of school life to improve efficiency levels and to support the curriculum. Resources are used effectively to support teaching and learning, particularly in ICT, mathematics and science.
54. The school successfully applies the principles of best value for money. It consults with, and involves, all those concerned in decision-making about spending. Full consideration is given to alternative providers for services and resources in order to acquire cost effectiveness, and as a result money is spent carefully. The school's day-to-day financial controls and procedures are very good, enabling the headteacher and governors to closely monitor and evaluate spending decisions, such as the new computer suite to raise standards of attainment. The most recent financial audit made very few recommendations and the school has responded effectively to these. Teaching and support staff are deployed efficiently to promote pupils' learning and their improved expertise is used for the benefit of all.
55. The school has sufficient teachers with relevant qualifications and experience to match the demands of the curriculum. They have clear, designated responsibilities and fulfil them, in the main, efficiently. There are a large number of teaching support staff and administrative staff. Most of the teaching support staff, some of whom are separately funded through special grants, work in support of individual pupils who have special educational needs. The school makes effective use of this additional provision, although the number of staff involved creates a significant managerial challenge in itself.
56. All members of the staff have job descriptions and the school's procedures for appraisal are firmly established. In-service training is provided at all levels, and many of the support staff gain additional knowledge about the pupils' needs through their own independent efforts. They share information regularly and support one another well. Their contribution to the work of the school is invaluable. Overall staff development is closely related to the elements of the school's improvement plan. There are ongoing arrangements for non-teaching staff to have training in the new technologies.
57. The school's induction procedures are good. Care is taken to provide newly qualified teachers and students with high levels of support. A useful feature of the school's arrangements is that voluntary workers also undergo supportive induction procedures.

58. The accommodation is ample for the taught curriculum, but its open plan design often means that noise levels from adjacent teaching areas mitigate against spiritual development and distract pupils' concentration. The location of the library is not conducive to providing a quiet, stimulating research resource or a pleasant room where pupils can browse through a wide range of fiction books, and there are plans to move it. The school has a limited supply of its own non-fiction books, but makes good use of the books loaned from the schools' library service. The two halls are used effectively for music and drama. The school has made good use of the outdoor internal courtyards and these provide an attractive sensory area and safe area for play for the Foundation stage.
59. Overall there is a good range of resources to support pupils' learning in most subjects apart from physical education, religious education, history and geography, where they are satisfactory. The Parent Teacher Association is fund-raising, with the help of the School Council, to provide a 'Trim Track' for the school.
60. The school has successfully addressed most of the key issues arising from the previous inspection. All statutory requirements are now met. Provision for pupils with special educational needs is now good. Staff are becoming more aware and evaluative of standards and provision. Curriculum priorities have been clarified and plans for their development detailed appropriately over a four year period. However the school improvement plan still only runs for the current year and governors' strategic plans for managing the complex issues involved in the falling roll and the difficulties in recruiting new staff are unclear. Standards in design and technology are now satisfactory at the end of Year 6. The school continues to give satisfactory value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To improve the quality of education and promote further development, the Governing Body, headteacher and staff should address the following issues:

- (1) Raise pupils' attainment in English, mathematics and science by the age of eleven.  
(Paragraph No. 4. 10. 78. 83. 86. 91)
  
- (2) Improve systems of behaviour management by:
  - making sanctions explicit
  - applying the behaviour policy consistently.(Paragraph No. 10. 14. 19. 41. 51. 106. 115. 133)
  
- (3) Evaluate teaching and learning in a more focused way and use the information to raise standards through:
  - targets for curriculum development set by co-ordinators
  - setting pupils' targets for individual achievement
  - developing systems of pupils' self-evaluation of their targets.(Paragraph No. 33. 34. 35. 36. 37. 45. 50. 82. 83. 90. 95. 104. 111. 117. 134)
  
- (4) Improve assessment procedures by:
  - using record keeping to more closely match teaching to the different learning needs of all groups of pupils in all subjects
  - improve the quality and consistency of teachers' marking of pupils' work
  - increase pupils' awareness of how well they are doing.(Paragraph No. 14. 18. 20. 24. 33. 36. 37. 49. 95. 104. 111. 124. 134)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	68

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	27	16	2	0	0
Percentage	2%	14%	50%	30%	4%	0%	0%

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		246
Number of full-time pupils known to be eligible for free school meals		59

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		7
Number of pupils on the school's special educational needs register		59

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	6

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	43
Pupils who left the school other than at the usual time of leaving	39

### *Attendance*

#### **Authorised absence**

	%
School data	5.5
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	0.5
National comparative data	0.5

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

**Attainment at the end of Key Stage 1 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	23	17	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	21	20
	Girls	15	16	14
	Total	35	37	34
Percentage of pupils at NC level 2 or above	School	88 (84)	93 (73)	85 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	22
	Girls	16	14	17
	Total	36	34	39
Percentage of pupils at NC level 2 or above	School	90 (73)	85 (92)	98 (92)
	National	85 (84)	89 (88)	89 (88)

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

**Attainment at the end of Key Stage 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	17	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	12
	Girls	11	6	14
	Total	20	16	26
Percentage of pupils at NC level 4 or above	School	59 (75)	47 (70)	76 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	12
	Girls	14	9	13
	Total	24	20	25
Percentage of pupils	School	71 (75)	59 (75)	74 (77)

at NC level 4 or above	National	72 (70)	74 (72)	82 (79)
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*Percentages in brackets refer to the year before the latest reporting year.*

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

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	13
Indian	2
Pakistani	2
Bangladeshi	0
Chinese	0
White	210
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	18	1
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)	11
Number of pupils per qualified teacher	22.4
Average class size	24.6

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

Total number of education support staff	13
Total aggregate hours worked per week	290.5

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000-2001
	£
Total income	614116
Total expenditure	586291
Expenditure per pupil	2164
Balance brought forward from previous year	23214
Balance carried forward to next year	51039

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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*FTE means full-time equivalent.*

*Results of the survey of parents and carers*

**Questionnaire return rate**

Number of questionnaires sent out	246
Number of questionnaires returned	63

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	45	3	0	0
My child is making good progress in school.	46	41	13	0	0
Behaviour in the school is good.	27	56	6	5	6
My child gets the right amount of work to do at home.	27	51	15	5	2
The teaching is good.	45	52	3	0	0
I am kept well informed about how my child is getting on.	22	41	35	2	0
I would feel comfortable about approaching the school with questions or a problem.	53	41	6	0	0
The school expects my child to work hard and achieve his or her best.	57	38	3	0	2
The school works closely with parents.	30	51	15	2	2
The school is well led and managed.	44	51	2	0	3
The school is helping my child become mature and responsible.	45	48	2	0	5
The school provides an interesting range of activities outside lessons.	37	40	11	2	10

## **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**

61. The previous inspection found that the provision for children under five was good. It is now very good. A wide-ranging, lively curriculum is imaginatively taught in a well-managed, supportive and very caring environment. The children make consistently good, and often very good progress, in their learning, in their personal and social development, and generally in the early stages of their schooling.
62. The children are taught in a reception class of seventeen pupils. Initial assessments (Baseline) indicate that there is a wide spread of abilities. However, the majority of the children enter with achievement levels below those found nationally, and a significant number enter with overall achievement levels well below the average.
63. Great care is taken to ensure a smooth and happy enrolment into school life, with teachers making home visits and visits to local nurseries and playgroups in order to foster the children's smooth transition from home to school. The parents are provided with helpful information prior to their child's entry and good contact is maintained throughout. Once in school, the children quickly adapt and grow confident in the interesting and often exciting environment, with its features of very good care, beneficial routines, firm discipline, and lively and sensitive teaching. Consequently, they make substantial progress in all aspects of their development.
64. The teaching is very good. The full range of the curriculum is provided, and includes religious education. There are many opportunities for structured play amongst the more formal learning opportunities. The learning support staff work alongside the teacher very effectively to ensure that the children's learning opportunities are maximised. The teacher's planning is of a high quality and ensures that the needs of individuals, including those with statements of special educational need, are considered and met as fully as possible. The children are encouraged to be independent, while being fully supported. One aspect, amongst the many very strong features of the provision, is the imaginative way in which the work is approached. This often excites the children and engages their attention very beneficially. They have many opportunities to make choices, to talk with adults and with each other, and to extend their learning using the interactive and interesting displays of work and artefacts in the spacious indoor work-areas. There is an enclosed courtyard area for outdoor play that, while small, contains a wide range of toys and equipment. This is also used regularly, and to great benefit in the children's development.
65. By the time they enter Year 1, the children are prepared and ready to engage with the demands of the National Curriculum programmes of study, having achieved the early learning goals (ELGs) appropriate to the Foundation Stage of education. In some aspects, they exceed those goals.

#### **Personal, social and emotional development**

66. The children's personal, social and emotional development is very well provided for so that their development is very good. They become increasingly independent as they match the teacher's high expectations, and learn to manage themselves very well. Their confidence increases, and they show high levels of involvement. They share tasks and equipment amicably, and are increasingly considerate of others. The planned work often excites them so that they sustain their concentration over long periods of time, for example in exploring the properties of water or sand, and in role-play. Very good teaching motivates the children very well, and most readily discuss what they are doing. They also sit quietly listening to a story and take turns in commenting upon it or offering their own ideas.
67. They are clearly taught and shown the difference between what is right and what is wrong and are polite and helpful. They clear up successfully after activities, and are learning to undress and

dress themselves when going to a physical education lesson, going outside, or preparing for a 'messy' activity. Most do this well. The relationships in the class are very positive. The children support each other and the children with special educational needs are fully integrated. It is a pleasure to sit with the youngest children at meal times. They behave very well, are helpful, have good manners, and are pleasant social company.

### **Communications, language and literacy**

68. While initially the children's communication skills are often limited, they soon gain sufficient confidence to speak out and to ask questions and to provide answers. They interact effectively, initiating conversations and responding to instructions. They show good levels of recall when listening to favourite stories or singing a favourite song, learning new ones quickly, for example: 'Noah Built the Ark', with obvious enjoyment. The children's vocabulary steadily increases. This is due to the good emphasis the school gives to the development of literacy skills, the skilful questioning of the adults, and the use of books and exploratory displays that often excite comment and discussion. The children are making very good progress towards achieving the early learning goals for this aspect.
69. The children are encouraged to speak audibly and clearly, and most do. Thorough teaching helps them learn the names and sounds of the alphabet letters and they are beginning to establish their phonic skills to help them tackle new words. They are also interested and excited by books. Many can already write their first names legibly so that when asked to write them in pen for an experiment in a science activity, they do so needing minimal help.
70. Very many activities are planned to develop the children's use of language. They are good at saying 'hello', and 'please' and 'thank you' when requesting or receiving help. They talk about what they are doing, and many become animated when engaged in imaginary situations. A positive feature of the teaching here is that, when children become over-excited, the teacher often intervenes, not by remonstrating with them, but by engaging them in further discussion about what they are doing. This causes them to quieten and to think about what they could do next.

### **Mathematical development**

71. Although some of the children have been in school for just a few weeks, the good teaching ensures that they are acquiring good counting skills. Already, some can confidently take 1 from 10 or add 2 to 10 in their heads. They count the number of spots on imaginary creatures accurately. The children's mathematical vocabulary is advanced rapidly, due to the good emphasis placed on building up their numeracy skills. Their interest in number work is good, and they like to be accurate in their calculations, quickly correcting the teacher's deliberate mistakes. The children learn about the shapes of everyday objects and group these correctly, deciding whether the things, or groups, are bigger or smaller, heavier or lighter. The work areas, including the outdoor area, contain many activities that encourage the concepts of weight and volume. The children often choose to use the sand and water trays, and there is always an adult on hand to ask, for example, "Is it full, or half-full?" This ensures that the children gain the maximum learning from their activities, and that they make good progress. They are firmly on course to achieve the early learning goals for mathematics.

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

72. The wide range of interesting activities and positive teaching also provide the children with very good opportunities to gain knowledge of the world about them. The early learning goals are being achieved progressively and well. The children learn quickly when, for example, exploring the effects of water on their names written in ink on blotting paper. The patterns and colours produced give rise to the question "What has happened?" Further science experiments, on colour and light, initiate curiosity and good exploratory skills. They are quick to notice what happens, the changes and patterns, and to comment upon them. They become fascinated by the effects of the magnifying lenses, found readily in the interactive classroom displays.



73. The children are given many good opportunities to make many things, such as optical viewers with card tubes and coloured cellophane. These are of a high standard. They use small tools effectively, and cut and stick materials with increasing accuracy. They build imaginatively with construction kits. The children have continuous access to a computer, and many choose to use it during the structured play opportunities. They are acquiring good basic early skills in the use of information and communications technology.

74. In class and group discussions, the children show a growing awareness of time and place. They remember things that have happened to them and talk about what is going to happen. Many stimulating experiences help the children to develop a good interest in the world in which they live and their local environment, both natural and man-made. They also gain a firm knowledge of some the differences in cultural traditions within the local community through discussions and activities, such as the celebration of festivals.

### **Physical development**

75. Despite the limitations of the designated outdoor space, the children develop good physical control and skills. Good use is made of the school hall for physical education lessons, and of the playground for playtimes, and the teaching in this aspect of learning is very good. Appropriate, and successful attention is given to the progressive learning of physical skills and body control, to general safety, and to good hygiene and health habits. The children show a good awareness of space and of each other. They move along the floor and along and under apparatus safely and with great fluency, controlling their movements well. They can also vary the speed of their movement and stop in a co-ordinated manner. They make good efforts to work at a higher level through stretching and jumping, and are steadily increasing their skills. Their sense of balance is good generally, and they can hold their body shapes for reasonable periods of time. Most of the children's current skills in gymnastics match the early stages of National Curriculum programmes of study for physical education, indicating that the early learning goals have already been largely achieved, due to very good teaching.

### **Creative development**

76. The children's involvement in the wide-ranging activities of the whole early years curriculum lead the children towards using their senses very effectively. This shows in the quality of the creative work they produce. The children's paintings and drawings are interesting and lively. They display good observation and artistic skills. They are taught beneficially, about colour, shape and design. Clay pots, made just prior to the inspection, illustrate good manipulative skills. These were being decorated thoughtfully and carefully. The children use their experiences and imagination, and their senses well, to illustrate their own ideas. The children sing enthusiastically and tunefully and are building up a good repertoire of songs from memory. They participate in role-play with enthusiasm, as when enacting the story of 'Noah and the Ark', and often work co-operatively in expressing their thoughts and feelings. The teaching is good and the children are firmly in line to achieve the early learning goals for this aspect of the curriculum.

## **ENGLISH**

77. In national tests in the year 2001, pupils at age seven achieved standards that were above the national average in reading and well above in writing. This was a significant improvement on the previous year, especially in writing, when achievement in reading was below average and well below in writing. Compared with similar schools, achievement is above average in reading and very high for writing. This year's results for eleven year olds show a steep decline from a previously upward trend as standards were well below the national average and that of similar schools.
78. Although these results show standards to have fallen in Key Stage 2, in fact the school's efforts to raise standards are succeeding. Almost all pupils achieved their targets and the schools own records show that, overall, these pupils made good progress from baseline assessment and from the end of Key Stage 1. Inspection evidence shows that most pupils enter the reception class with below average attainment in language skills. The school also has a large number of pupils identified with serious special needs. An additional factor is the high mobility of pupils to and from the school. The school has analysed the effects of these and evidence shows that this has adversely affected some cohorts in Key Stage 2 particularly.

79. Overall, evidence from this inspection indicates that there has been some improvement in the school's position in speaking and listening and reading since the previous inspection. Improvements in writing, although they are evident at the end of both key stages, are less marked. Pupils with special educational needs, because they are so well supported, sometimes attain standards that are above those of their peers. The development of literacy across the curriculum is good in speaking and listening, satisfactory in reading, but less so in writing, although some good examples were seen in written work in science. Some good examples of ICT to draft and redraft work in Key Stage 2 were also seen, but overall, this skill is underdeveloped across the school.
80. By seven, the majority of pupils speak confidently and listen attentively, responding well to the many good opportunities that teachers plan for them across the curriculum and in the literacy hour. A significant minority, however, do not listen well to their teachers, and where teacher's class management skills are less secure, they start to disengage from the lesson. Although they are eager to speak, some pupils lack the richness of vocabulary to enable them to engage in sustained conversation. Many pupils, by the end of Year 2 are fluent, expressive, enthusiastic readers who read for pleasure. Reading at home is very well established and is very beneficial to learning, because teachers have worked so hard to develop this aspect. Pupils are engaged and responsive to the text, enjoying the humour in their stories and identifying those aspects they find most interesting. Phonic skills have been taught well, but have not been taken to the next stage, where pupils can use this knowledge to sound out unfamiliar words. These, and other strategies to help them with unfamiliar vocabulary, are limited. Writing skills are developing appropriately and overall, pupils make good progress. Many pupils write for a good range of purposes, such as when they write an imaginary story about 'A Dark, Dark, Tale' and when they write about the Gunpowder Plot, first from the perspective of King James and then Guy Fawkes. In design and technology they effectively describe their designs for a 'Moving Cat' and in history, how they have changed from birth to the present time. Spelling and handwriting is fairly accurate. Scrutiny of pupils' written work, however, reveals few opportunities for pupils to engage in their own independent, extended writing.
81. By eleven most pupils are still very eager to engage in conversation, conveying feelings, opinions and attitudes to satisfactory standards. Some older pupils, in particular, however, still lack the richness of vocabulary that enables them to extend the quality of their discussion. They listen attentively while others speak. Sometimes, however, where teachers' class management skills are less well developed, this is less successful, with some pupils calling out of turn and disengaging from discussion. Pupils' reading skills continue to improve, and some are competent, sophisticated readers. The breadth of some pupils reading, however, is not broad and some are unable to discuss favourite authors and likes and dislikes within character and plot. A number of older pupils respond well to opportunities to use their reading skills to look up information in books in the library and on the Internet, to support work in history and geography. There are some very positive aspects to writing in Key Stage 2. The poetry writing of older pupils is a strength. Pupils own poems are of very good quality because they have a good understanding of personification and alliteration and are able to use very good imagery and choice of vocabulary. When they create a play script from a story they know, they are so engrossed in their work, they are reluctant to stop when the lesson ends. Work is generally well presented, with punctuation and spelling fairly accurate. On other occasions, however, when they have limited opportunities to engage in independent writing for a range of purposes, and books are full of grammar exercises, skills are less well developed.
82. The quality of teaching and learning varies from satisfactory to very good and is satisfactory overall. Where it is good, pupils are managed well and their interest is engaged by imaginative use of resources. Teachers in both key stages have appropriate skills for teaching the literacy hour. Sometimes this is undertaken with flair and imagination and pupils are reluctant to finish. Teachers have a good relationship with their pupils and in the majority of lessons, pupils are encouraged to work hard and stay on task. Sometimes, teachers use good strategies, such as a period of silent reading at the beginning of a lesson, which focuses pupil's attention, particularly

those with behavioural difficulties, and allows for a calming atmosphere to develop. At other times, when the literacy hour is stretched to 75 minutes, and pupils are kept too long on the carpet, some pupils find this difficult to cope with and become restless and occasionally disruptive. In many lessons, teacher's expectations are high and work is set to cater for the differing needs of all pupils in the class. Even in the 'set' classes ability ranges are wide and too often, almost all pupils are set the same task and the same outcomes are expected of them.

83. Leadership and management of the subject are satisfactory. The co-ordinator is very enthusiastic about her role, and is very knowledgeable about where the school needs to improve standards in Key Stage 1. She is less knowledgeable about where standards are in Key Stage 2 and where improvements need to be made. This is partly because her monitoring of teaching and learning is new, and as yet, lacks some rigour. Much has been done recently to try to improve standards and, although the school recognises that it still has some way to go, particularly with writing, the picture is a very positive one.
84. Many new resources have been purchased, particularly books, but the number of non-fiction books in the library still gives cause for concern. The library itself is small and cramped, but plans are in hand to move and restock it. In the main, girls attain better than boys do. The school has taken steps to address this and has had some success, particularly in Key Stage 1. A Beacon school supports it and although this source of support is relatively untapped as yet, funding has already been made available for visiting storytellers to help improve creative writing and for staff inset. A family literacy group has been established to try to get parents to support the drive to raise standards in literacy. Pupils now help set their own targets so they know where they need to improve. Parents of older pupils say they can see the improvement in recent years, but would like more information on the setting system.

## **MATHEMATICS**

85. The school's strategies for teaching numeracy have been successful and the good teaching has resulted in steadily improved standards in work seen throughout the school over the past two years. By the end of Year 2, most pupils attain average levels with a small minority likely to attain above average levels. By the end of Year 6, most pupils attain average levels with a significant minority likely to achieve above average levels. Since the previous inspection, when attainment was judged to be above average at both stages, standards have fluctuated greatly due to the wide range of capabilities within different year groups and the changing school population. Teachers have focused particularly on the development of mental strategies and the resulting enthusiasm that pupils have when answering questions successfully is very evident.
86. National test results for 2001 show that the previous Year 2 pupils achieved results in line with the national average and that the previous Year 6 pupils achieved results well below average due to the high proportion of lower attaining pupils. However, inspection evidence indicates that most of the current Year 2 and Year 6 pupils are likely to achieve at least average levels expected for their age. Most pupils achieve well and make good progress in their learning, successfully developing a good understanding of number.
87. As a result of the teachers' clear expectations and challenges, pupils in Years 1 and 2 develop the use of quick mental strategies accurately, adding and subtracting to solve number and money problems. Pupils use number lines and other equipment effectively to help them reach correct answers. They recognise and name common two-dimensional shapes up to six sides and their basic properties. Pupils of all attainment levels have a sound understanding of non-standard and standard units of measurement, such as hand spans and centimetres, and accurately compare measures, such as lengths and widths of objects in the classroom. Lower attaining pupils and pupils with special educational needs also achieve well at their own levels of need, particularly when supported by a classroom assistant.
88. Older pupils, in Years 3 to 6, achieve well in all aspects of mathematical development. Mental skills and strategies are reinforced regularly by teachers and pupils respond enthusiastically to the challenges. All pupils have good attitudes to their work and use suitable mathematical vocabulary to explain how they arrived at their answers. This was demonstrated well in a Year 6 lesson when pupils calculated the mean, the mode and the median in a range of tasks. By the age of eleven, pupils in Year 6 correctly identify equivalent fractions, decimals and percentages, working

confidently to calculate ratios and proportions. One group of lower attaining pupils were very well taught during a lesson where the teacher used excellent teaching strategies. Her high expectations and sensitivity for the significant needs of the pupils and the use of a good range of visual stimuli, resulted in their excited awareness by the end of the lesson, of the relationships between equivalent fractions. Many pupils identify different types of triangle, such as scalene, right angled and isosceles and measure the perimeters correctly.

89. Good links are made with ICT, when pupils produce block and line graphs to present information about weather conditions month by month. They also investigate the range of probability from certain to impossible, identifying events that rightly belong in each part of the range. In Years 5 and 6, pupils' rates of work, confidence and attitudes are good as a result of the well planned tasks, matched to the different levels of need. Homework is set regularly and contributes effectively to the development of numeracy skills with some pupils extending their own ideas at home.
90. Throughout the school, the quality of teaching is good. Particular strengths are detailed planning to provide relevant challenges to meet the range of pupils' needs and emphasis on mental calculations. Lessons begin with brisk mental tasks. Challenging questions and prompts at different levels extend thinking to develop strategies for solving problems and encourage pupils' contributions in discussion. Teachers involve pupils in the review of most lessons, encouraging them to explain their answers and this provides suitable opportunities to assess pupils' understanding. Computers and data handling skills are used regularly to reinforce knowledge and understanding. Resources are good in quantity and quality and are used regularly and well to support learning. The school has recently introduced family numeracy sessions which involve parents and pupils together in learning different skills and strategies. Although only a small number attend at present, the benefits are much appreciated by those involved. The two co-ordinators provide good support to staff and analyse results to monitor progress in the subject. However, what is required now is more detailed and regular assessment and the setting of targets shared with pupils, to help pupils know what they have to do to improve and enable them all to reach their full potential.

## SCIENCE

91. Standards in science at the age of seven and eleven match the national average. Overall all groups of pupils make good progress. Results of the end of teacher assessments for 2001 of seven year olds showed that standards were well above the national average and those of similar schools. In the 2001 end of Key Stage 2 national tests, results were well below average. These results indicate the variations that occur within different groups of pupils, and at Key Stage 2 reflect the high number of pupils that leave or join the school partway through each year group. At the time of the previous inspection, standards were judged to be 'satisfactory' throughout the school but progress in investigative science was found to be unsatisfactory. Now, due to the good leadership of the co-ordinator and the teachers' good understanding of the development of scientific enquiry, progress in this aspect is good. Overall improvement since the previous inspection is good.
92. Throughout Years 1 and 2, pupils successfully explore and undertake investigations in many aspects of the learning programme. Teachers plan activities carefully to build on the pupils' previous experiences and expanding general knowledge, and to make learning relevant and interesting. Through this, pupils develop sound knowledge of life cycles and stages in human development. They are clear in their understanding of the difference between humans and other animals and the differences between humans. They sort materials by texture and other properties, including tensile, mostly correctly and give reasons as to why they are suitable for particular, simple purposes. Although nearly all pupils construct a simple circuit correctly to light a single bulb many are not secure in fault finding in this circuit. Most pupils construct a switch for their

circuits but do not explain why the switch works in terms of a complete circuit. Higher attaining pupils are given suitable opportunities to extend their knowledge through a wider range of activities. In their work the majority of the pupils describe what they are doing in pictures and writing carefully and fully. Where suitable they record what they have found out as a table. They use simple scientific vocabulary, such as smooth, shiny, pushes and pulls correctly and appropriately. A significant number of the pupils are beginning to predict what might happen in a fair test, give reasons and then sum up the result saying, for example, 'the big-wheeled car went furthest'. The pupils become increasingly organised in their approach to investigative work and begin to carry out investigations to answer their own questions.

93. In the junior classes, this good progress is further supported by good teaching. Topics are taught in the depth required to enable the pupils to develop scientific concepts at the required level, or beyond. Tasks, and recording of their work, indicate that the teachers increasingly expect their pupils to initiate and carry out their own science enquiries, using their science knowledge more and more to explain their results. For example pupils in the Year 5/6 classes predicted and hypothesised rates of evaporation of water from different shaped containers. They concluded correctly that evaporation rates in a fair test depended on the depth and surface area of the water. To develop their science enquiry skills further the pupils were challenged to carry out their own investigation, identifying what needed to be kept the same, and what needed to change and be measured. One group investigated whether evaporation rate depended on the height at which the body of water was lying, and linked this to their own general knowledge. Higher attaining pupils are supported well in planning and teaching so that they explain more fluently and link hypotheses more firmly to their science knowledge, increasingly drawing on more abstract concepts such as the properties of solids, liquids and gases. Throughout the school, lower attaining pupils, and those with special educational needs, also make good progress through the support they receive in practical work in lessons and the opportunities they have to talk through what they are doing with staff. Pupils make increasingly accurate observations and record these as line graphs. They use these to further predict, for example, the temperature values of cooling water, and to explain the pattern in results. In this they are working steadily towards higher levels of attainment than those expected nationally.
94. The teachers' good subject knowledge, careful use of scientific vocabulary and clear descriptions and instructions spark and maintain the pupils' interest in science and they show good attitudes to learning, making good gains in their understanding of the scientific process and sound gains in their knowledge and understanding. Pupils finish the work set and are pleased to talk about what they are finding out. Pupils of all ages work well together and older pupils work with due regard to safety, as when they measured the temperature of very hot water.
95. The science co-ordinator provides good quality leadership and sets high standards through her own teaching. Although there are no plans, at present, for her to monitor teaching, she has an accurate picture of teaching and learning throughout the school through her monitoring of teachers' plans and pupils' work. Her evaluations have enabled her to contribute effectively to the school improvement plan, thus ensuring further development. Although teachers use several methods to test pupils' subject knowledge the results are not analysed in order to set targets to raise standards, or to promote individual progress. The co-ordinator is aware that marking of pupils' work is inconsistent and does not give them enough idea of the strengths and weaknesses in their work, and what they need to do to improve.

## **ART AND DESIGN**

96. Standards in art and design are above those expected nationally by the ages of seven and eleven. In all aspects of art and design all groups of pupils achieve well and make good progress. Improvement since the last inspection is good. Sometimes the pupils achieve very highly indeed and produce work of great beauty, skill and maturity. The good quality teaching scheme sets out

very clearly the school's well-structured approach to art and design and reflects high expectations across all aspects of the subject. The co-ordinator supports teachers new to the school well, so that they maintain the previous high standards, both in teaching and in displaying the pupils' work. Art and design has maintained a high profile throughout the school during a time of rapid curriculum change due to local and national initiatives, as teachers see it as one way of developing the pupils' speaking and listening skills. This approach has paid off. Pupils listen attentively to, and join in, increasingly complex discussions on style and techniques so that they are able to talk about their own, and others', work using correct vocabulary. For example, when discussing and comparing the sketching techniques of Holbein, Durer and Van Gogh the Year 5/6 teacher said, 'Here, he (Van Gogh) has done a form of scumbling', and the pupils talked about this knowledgeably.

97. The teachers' approach also acknowledges the pupils' increasingly mature attitude to their work, and this adds to the engagement of all groups of pupils in lessons. The school values the contribution that art and design makes to the all-round education of its pupils and gives enough time for them to develop their skills and techniques well and to produce work of quality. The pupils' progress in recording their artistic observations, experimenting with different media and applying their increasing knowledge of styles and techniques is good. Work is designed, explored and developed effectively in sketchbooks across the school. The co-ordinator is developing a system to record the pupils' achievement in order to ensure this good progress continues.
98. Teaching of art and design is good, and the teachers' good understanding of different styles and genres is evident. A range of carefully chosen artefacts and images stimulates the pupils' imagination and interest. For example a Year1/2 teacher used an artist's quilt to describe how and why it was made, using terms such as 'chevron' and 'wadding'. The pupils asked questions and made their own observations confidently, and the teacher built on this by skilfully directing questions at pupils of differing abilities so that all were involved throughout. Her good knowledge focused the pupils' attention on influences on the work, such as Mondrian and Amish, American and English quilting styles, contrasting this to the more flamboyant style of Kaffe Fasset. In their own quilting the pupils are expected to use their own initiative and, consequently, they work with care and determination. In the infants a day at the Sculpture Park gave pupils the opportunity to create their own sculptures. The brief to create a free-standing structure using a variety of joints that can be viewed from any angle produced work of very good quality and some very complex forms.
99. There is a distinctive 'Welbourne style' to the artwork. From the start the pupils are taught to look closely at detail and pattern and to design their own complex, abstract patterns using such sources as saris and fabric. Patterning is a noticeable feature of much of the work and the pupils' highly developed observational skills shows in the attention given to detail and line. This is seen, for example, in Year 2 pupils' drawings of pumpkins and poppy heads and in Year 5 and 6 pupils' intricate designs for mythical monsters. As pupils progress this patterning takes on an abstract quality, as shown in the arrangement of seeds within an outline drawing of cut fruit, or the way in which curled fingers are represented in life drawing of their own hands.
100. The rich and varied art and design curriculum makes a good contribution to the pupils' understanding of the influences of white, western cultures on art forms, through consideration, for example, of Tudor portraits and the work of Giorgio Morandi. Although other cultures are used as a reference for study, this aspect is under-emphasised. Computer programmes have been used to support the pupils' work in art and design, but this has yet to be developed in a planned and structured way as part of the normal art curriculum. The co-ordinator works hard to promote continuing high standards.

## **DESIGN AND TECHNOLOGY**

101. The previous inspection indicated that there was a need to plan for the teaching of the skills



needed for design and technology, to enable the pupils to work with increasing accuracy and complexity. This was a Key Issue in the report. No clear judgements about standards were made. The findings of this inspection are that standards in design technology are good at Key Stage 1 and satisfactory at Key Stage 2.

102. There has been a satisfactory improvement in the planning procedures, and the standards achieved at the age of seven are good. The school now uses a recommended published scheme of work to support the teachers' planning of tasks within the compass of the National Curriculum programme. Scrutiny of samples of the pupils' work, of portfolios of previous activities, and observation of current activities, indicates that the pupils make good progress from the Foundation Stage through to the end of Key Stage 1, when they reach the age of seven. Lively and imaginative teaching ensures that the pupils develop good skills in planning what they are going to make and how they are going to make it. They experience a good range of materials and media. The units of work are often linked to other subjects, such as science, art, history, or geography, and the pupils' literacy and numeracy skills are brought into play beneficially. Construction kits are used effectively to promote the pupils' ideas and imagination in building. Carefully created needlework, the use of malleable materials such as clay and card, the development of 'jointings' such as hinges, built wheeled vehicles, and food technology projects, illustrate the good range of skills developed.
103. At Key Stage 2, the standards are not as consistently high because the teachers at this stage do not promote as effectively the progressive breadth and range of skills found earlier. Nevertheless, the pupils experience a defined programme of work, and their progress is satisfactory. In a lesson seen in Years 3 and 4, a relatively inexperienced teacher provided a satisfactory lesson on design that challenged the pupils' imagination and led to some positive, interesting outcomes. This indicates that the teaching and overall provision are satisfactory at this stage.
104. One of the reasons for the slow-down in development is that the co-ordinator for design and technology does not have sufficient regular opportunities to monitor the work of the teachers and pupils at Key Stage 2. A more formalised procedure is needed. A further need is the review and sharing of the school's aims and policy for design and technology with all staff to ensure that there is a continuum of understanding of what needs to be promoted, and what standards are expected. Furthermore, while some work has been done to evaluate the pupils' reactions to their work in the subject, through their own written evaluations about how successful they have been in completing a project, this needs to be extended by the development of more formal assessment, recording and reporting procedures. These should be focused firmly on the targets of raising standards further, particularly at Key Stage 2, and on ensuring the continuous progressive development of the pupils' skills from the start to the finish of their time in the school.

## **GEOGRAPHY AND HISTORY**

105. The majority of pupils build effectively upon the good experiences provided in the Foundation Stage. Progress is consistent throughout the school and by the age of eleven the pupils attain standards expected for their age in history and geography.
106. The teachers plan well together ensuring consistency in content and approach. However the teaching programmes focus more strongly on the development of knowledge than on skills. Pupils show enthusiasm and involvement and the school makes good use of the local area, visits and visitors to bring history and geography 'alive' to the pupils. The pupils are beginning to ask their own questions and develop ideas. However the present library facilities restrict the opportunities for research. In lessons observed at both key stages teaching was sound except when the teachers spent too much time dealing with incidents of poor behaviour of a small minority of pupils.

107. By the age of seven the pupils are using their developing good knowledge of geographical facts and developing awareness of places beyond their locality. Most pupils quickly and confidently locate countries in Europe on a large map and name some major cities. They learn about homes and study their local area. Pupils express concern about oil in their local lake and discuss the action being taken to clear it. They accurately recognise the sort of clothes and equipment Barnaby Bear would need for a holiday in Belgium. Pupils also use photographs and souvenirs brought in by a grandparent who had been on holiday in Africa and learn about their significance as sources of evidence.
108. At Key Stage 2, pupils learn about life in an Indian village and make appropriate comparisons between Peterborough and Chembakolli. Pupils plan a route to India using mapping skills well, and study the weather by looking at climate graphs. They use books, the internet and items brought in by the teachers effectively to supplement their learning. They use computers appropriately and efficiently to record their findings.
109. In history pupils at Key Stage 1 learn about significant events such as ‘The Great Fire of London’ and famous people such as Samuel Pepys, sequencing events correctly. They contrast old and new and begin to represent these accurately on timelines. At Key Stage 2, learning about the ancient Greeks is made interesting through simple activities, such as piecing together a jigsaw of Greek pottery to represent the task of an archaeologist, and designing a leaflet to advertise a holiday to ancient Greece. These capture the pupils interest well and generate pupils effective development of questioning and research skills as they consider which aspects will appeal to visitors to the country. In their study of the Second World War, the pupils’ consideration of the feelings of evacuees develops their literacy skills well.
110. In both history and geography the curriculum is enriched with opportunities for visits and special events. The local area is used to good effect to look at buildings, the natural and built environment and using maps and photographs. The school makes good use of the local museums and galleries. A Tudor Day, Viking Day and Europe Day as well as visits to Rutland, Stibbington and Scarborough provide many opportunities to bring the curriculum to life. There are strong links with other areas of the curriculum. In art pupils produce well-observed pen and ink drawings of the local area.
111. Assessment is limited to recording pupils subject knowledge but the school is aware that further development is required. The subject policies have not been recently reviewed and revised and do not support practice. There is no current co-ordinator so monitoring and development of the subjects has halted, which is unsatisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

112. Pupils’ standards of attainment are now in line with those expected at Year 2 and Year 6. The improvements in provision and quality of the curriculum which have been put into place since the last inspection are beginning to have an impact on the pupils’ attainment. Skills in word-processing are well developed throughout the school. Pupils develop a range of appropriate skills to enable them to present their ideas in text, tables graphs and pictures. At Key Stage 1, pupils can type their stories and poems accurately on the computer. In Years 3 and 4, pupils learn how to correct and re-draft their work effectively, changing the style and size of text to fit the purpose of the task. The pupils cut and paste and use spell checker tools confidently. By the age of eleven, the pupils merge text and graphics to produce appropriate presentations with pictures and captions. The pupils make satisfactory progress in their data handling skills. In Years 1 and 2 they use computer generated graphs correctly to present information they have collected on children’s favourite foods, for example. The pupils in Years 5 and 6 use spreadsheets accurately, using a formula to calculate a mean.

113. Pupils have a good appreciation of the uses of information and communication technology. They use the Internet efficiently to carry out research in history and geography. The skills of controlling devices are promoted soundly in Key Stage 1 through the use of floor turtles and older pupils continue to develop these skills satisfactorily through suitable logo activities.
114. The provision for information and communication technology has improved considerably since the last inspection, when it was judged to be unsatisfactory. All teachers have undertaken the training provided through New Opportunities Funding and they have shown their commitment by completing the programme despite many difficulties. This has resulted in teachers' greater expertise and confidence in teaching. Pupils at Key Stage 1 use the computers in their classrooms where they have a range of appropriate software. Pupils at Key Stage 2 are taught in the well-equipped computer suite which is timetabled efficiently to allow pupils to acquire and use new skills in other curriculum areas, particularly in English and mathematics. The good financial investment in resources has had a positive impact on pupils' learning, which has benefited considerably from the greater opportunities to work regularly on the computer.
115. The quality of teaching is satisfactory overall. A strength of the teaching is the good levels of preparation and explanation before going to the suite. In Years 3 and 4 where pupils had already gathered the information they needed in geography to produce a newspaper about Chembakolli and discussed the skills needed on the computers their rate of productivity was good. In another group productivity was hindered through poor behaviour management leading to constant disruption of the lesson.
116. Teachers' planning is well supported by the national guidance and scheme of work. This ensures that an appropriate and developing range of knowledge and skills are taught. Teachers use information and communication technology in many other subjects to support and enhance learning. It is used in English to produce stories and poetry, in mathematics to produce graphs and charts and in science to record and present data. At both key stages the pupils are using graphics programs increasingly to illustrate their work, such as using Paint to draw poppies for Remembrance Day.
117. The school has recently adopted a commercially produced system for recording pupils' attainment in information and communication technology. Teachers do not yet evaluate their teaching and the pupils' progress sufficiently well to inform the next stages of planning or to enable the pupils to set targets for their own attainment.
118. The provision of after school clubs successfully encourages those pupils who do not have access to a computer at home to develop their skills and find out more about what a computer can do and they are encouraged to use computers at lunchtimes.
119. The co-ordinator has provided sound leadership in the development of information and communication technology throughout the school. She has good understanding of the future needs of the subject and there is a good development plan in place. The policy has been recently developed and reflects the practice in the school. Staff requiring support have access to colleagues with good knowledge of the subject and the school benefits from the high level of knowledge and enthusiasm of a member of the support staff who gives freely of her time.

## MUSIC

120. By the ages of seven and eleven years, pupils have made good progress and have attained standards that are above those that are expected nationally. This is an improvement since the previous inspection when standards were judged to be satisfactory overall. A weakness was identified, however, in that no time was allocated to allow for the monitoring of teaching and learning. This has also improved. The enthusiastic and knowledgeable co-ordinator has monitored

in all classes from Reception to Year 4. Strengths and weaknesses have been recorded, fed back to staff and support offered.

121. No teacher at Key Stage 2 is a music specialist so the co-ordinator also helps prepare all planning, using nationally prepared materials, for these teachers to fine tune. This very good support has helped teachers grow in confidence and is reflected in the improved standards throughout the school. Welbourne Primary is a musical place. Good quality singing and musical activity threads its way through the life and work of the school. All pupils, including those with severe special needs, are encouraged to participate and to take their skills out into the community for others to enjoy. Recently, the school choir and instrumental section has sung in both Ely and Peterborough cathedrals and at other local venues. Many pupils participate in the very good range of musical tuition that is offered and this has a good impact on learning. There are five recorder groups, to cater for pupils of differing ability. Their playing supports the tuneful singing in assemblies well. Many pupils receive other instrumental tuition in brass and woodwind. These pupils play confidently and competently. Orchestral groups are invited into the school at regular intervals and pupils are very enthusiastic about these events. During the inspection, one such group took the school, with the aid of a large world map, on an enjoyable musical journey around the world.
122. At Key Stage 1, teaching and learning is good. During the inspection, an opportunity was given for all these pupils to celebrate their term's work in music through drama and stories by performing their compositions for the other classes. This was a very special occasion, where all pupils spoke, sang and used percussion instruments competently to accompany their own compositions. All pupils, including those with special needs, thoroughly enjoyed taking part. They behaved very well and listened attentively to each other's performance. Singing was tuneful, with a good response to the melodies. Pupils' performance of simple rhythmic patterns to accompany their playing, using body and other percussion was good. Every pupil was able to play, because of the plentiful number of good quality multi-cultural instruments. They enthusiastically accompany their song, "The Three Bears", with chosen percussion to illustrate high, medium and low notes and keep the rhythm and beat of a rap going well as they introduce more instruments.
123. At Key Stage 2 the picture is a similar one. Pupils, because of the enthusiastic teaching they receive, are confident and eager to sing and play to visitors. They willingly talk about occasions where they engage in musical activity, both in and out of school. Skills in singing are taught well, so even younger pupils at Key Stage 2, have good pitch and good breathing control. They are familiar with other musical elements such as ostinato and drone. They perform simple parts that use a limited range of notes to accompany different song words and use them appropriately in their work. Some pupils are rather excitable, due to the nature of the activity, but this is managed effectively, particularly through good use of learning assistant support and learning is good overall. Older pupils listen to the work of composers from different times and cultures, such as Beethoven and Clapton and also Indian and African music. They correctly identify the instruments being played and thoughtfully describe the feelings invoked by the music. In their study of ancient Greece, they effectively compare old and new musical styles, including traditional Greek folk music, and the instruments used. Recently, their work has involved considering different lyrics before writing their own, and although they miss playing instruments, they are pleased with their results.
124. There are no formal systems for recording the pupils' progress and assessing their attainment to help the school raise standards even further.

## **PHYSICAL EDUCATION**

125. By the ages of seven and eleven, pupils make satisfactory progress in most aspects of physical education and attain standards expected for their age. By the age of eleven, pupils achieve very well in swimming. Pupils with special educational needs also achieve well. This maintains the

standards noted in the previous inspection. The school provides a full programme of physical activities which enable pupils to acquire a wide range of skills.

126. Swimming is taught at a nearby pool in a focused period each year. Records show that by the end of Year 6 when pupils left the school, every pupil had attained the national requirement by swimming 25 metres with most swimming further distances. In the current Year 6, standards are again good. In games, pupils are taught key skills effectively in a variety of games including football, netball, basketball and hockey. The different skills of ball control, passing and intercepting and team work are systematically developed by pupils throughout Years 1 to 6 with enthusiasm.
127. In gymnastics, teachers follow the new curriculum guidance well. Pupils in Years 1 and 2 learn how to move in different ways by running, jumping, hopping and skipping with attention given to changes of speed and direction. They work confidently with appropriate use of space and awareness of others around them. Older pupils apply their skills and actions to large apparatus with increasing control and co-ordination. Through good intervention and prompts by the teacher, relevant challenge to pupils of all capabilities are set. Elements of pushing, pulling, swinging and balancing were introduced with good effect. Boys and girls participate keenly either individually, in pairs or small groups.
128. The curriculum also provides a planned programme of dance. Pupils perform creatively to a range of stimuli, as was demonstrated in Years 1 and 2 when they performed movements representing trombone players and swooping owls in links with their literacy work about 'The Bear and the Scary Night'. Pupils in Years 5 and 6 developed more advanced skills when planning sequences of movements, in groups, to the music of 'Chariots of Fire' in work linked to ancient Greece and the Olympic Games. Opportunities for other more adventurous activities are provided on the residential visits in Years 5 and 6 in the form of hill-walking and related activity.
129. The quality of teaching is satisfactory. Teachers have clear expectations of pupils who, as a result, respond positively to challenges and work hard to improve their standards. The new co-ordinator has introduced new elements to the curriculum and has introduced assessment procedures which will be used to ensure close monitoring of pupils' physical skills. The quantity and quality of resources are satisfactory and the accommodation is good with two halls and good outdoor facilities in the hard surface and field areas. A wide range of extra-curricular sporting activities enhances the skills of the good number of pupils who participate. These opportunities also contribute to the good development of pupils' personal and social skills.

## **RELIGIOUS EDUCATION**

130. At the time of the previous inspection, too few lessons were seen to make a judgement on standards in religious education. Evidence from this inspection shows that by the age of seven and eleven, pupils' attainment and progress is in line with the requirements of the Locally Agreed Syllabus. The school, however, has improved satisfactorily since the previous inspection, when it was judged that pupils had an unsatisfactory knowledge of faiths other than Christianity. The school has made major changes in its teaching programme since then and is now successful in ensuring that it is fully inclusive of major World faiths. Pupils with special educational needs, because they are so well supported in lessons, make good progress.
131. In the Foundation Stage, a very positive picture is presented. The very good and sensitive teaching ensures that all the children gain knowledge, understanding and insight into religious education through a cross-curricular approach.
132. Scrutiny of teacher's planning and pupil's work and talking to pupils, shows that teaching and learning is satisfactory overall at age seven. Teacher's planning is thorough and their clear and relevant learning objectives demonstrate their subject knowledge to be good. They try to

incorporate activities that will engage and motivate pupils, such as visits into the locality and visiting speakers into the classroom. The current focus is on the Christian family and special things that are common to many faiths. Pupils accurately describe artefacts and other things they see on a visit to a local church and carefully record them. They consider carefully special people they know, who are important to them in their daily lives. Some pupils describe the qualities they like in their best friends and relate this suitably to Jesus and his disciples. They have secure knowledge of why Sunday is special to Christians, why the Bible is such a special book, and about special events in the Christian calendar. Recent work also focuses on the Jewish family and things special to them, such as the food prepared for Hanukkah. In their study of the Hindu family, the pupils have sound knowledge of the special place where Hindus worship and special celebrations such as Divali.

133. At Key Stage 2, the quality of teaching and learning ranges from unsatisfactory to good. It is satisfactory overall. Where teaching is good, teachers approach the lessons confidently and firmly, but with a tolerant manner. They plan and manage behaviour well and pace of lessons is good, as a result of this. Relationships with pupils are good, enabling ideas and thoughts to flourish so that pupils can deal with difficult concepts appropriately. Pupils, in response, are respectful, attentive and considerate and they work steadily at their tasks. A good example is when younger pupils learn about the beliefs of Sikhs, their ideas of God and how these are expressed. The good opportunities that are provided for speaking and listening enables pupils to reflect thoughtfully on beliefs and special customs as they begin to compare similarities and differences between different religions. They contribute thoughtfully to discussion, willing to have a go, even when the answer may be wrong. Teachers try to make activities interesting, by, for example, inviting a Buddhist visitor, who worked with all pupils in turn. Where teaching is unsatisfactory, behaviour management skills are weak and issues surrounding this cause the lessons to slow in pace, affecting the quality of pupils' learning. Nevertheless, pupils have good attitudes and say they enjoy their work in this subject, where they are encouraged to talk about issues.
134. The headteacher, who is co-ordinator, is very knowledgeable about this subject and fully committed to improving the quality of teaching and learning through developing the new scheme of work. Through priorities in the school development plan, monitoring of the subject has started and, as a result, many good quality new resources are being purchased to support study of World faiths. Because all these initiatives are so new, however, full impact on developing the subject has not happened. There are no assessment procedures in place to monitor and record pupils' progress. Although teaching ensures the programme of work is broad, this is not reflected in the quality of pupils' written work throughout the school, nor in pupils' ability to recall work covered, apart from very recent work. Opportunities to develop writing in this subject are missed when pupils in both year groups in mixed age classes complete worksheets that demand little from them, sometimes only colouring within given lines. Where this happens, continuity and progression in pupils learning, particularly for the older, more able in a class, are not assured. The school, however, is now in a good position to continue to improve.