

# **INSPECTION REPORT**

## **THE GROVE PRIMARY SCHOOL**

Cambridge

LEA area: Cambridgeshire

Unique reference number: 110668

Headteacher: Mr M W Stevenson

Reporting inspector: Mr J F G Parsons  
22546

Dates of inspection: 18<sup>th</sup> – 21<sup>st</sup> June 2001

Inspection number: 193691

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Campkin Road  
Cambridge

Postcode: CP4 2NB

Telephone number: 01223 577017

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs J Cater

Date of previous inspection: 19<sup>th</sup> May 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22546	Mr J F G Parsons	Registered inspector	Mathematics Art and design Physical education	What sort of school is it? School's results and achievements How well is the school led and managed? What should the school do to improve further?
9457	Mrs G Bindoff	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21910	Mr G Longton	Team inspector	English Geography History Religious education Special educational needs English as an additional language	How well are pupils taught?

30075	Mr M Duggan	Team inspector	Science Information and communication technology Design and technology Music Areas of learning for children in the Foundation Stage Equal opportunities	How good are the curricular and other opportunities offered to pupils?
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The Grove is a modern spacious primary school on the northern outskirts of Cambridge in the middle of a large estate of local authority housing. There are a 190 boys and girls on roll aged between 4 and 11. There is significant unemployment and low income households in the area causing deprivation and social stress for some families. Children's attainment on entry is well below that expected for their age and some children experience social and emotional difficulties when first coming to school. The school is smaller than it was at the time of the last inspection, and is under-subscribed. The school has special facilities for physically disabled pupils including a hydrotherapy pool. There are 36 per cent of pupils on the register for special educational needs; 6 per cent have statements of special educational needs. Both these percentages are well above the national average. At 8 per cent, the proportion of pupils with English as an additional language is high. Approximately 12 per cent of pupils are from minority ethnic groups the majority are of Caribbean heritage or of Bangladeshi origin. There is a high proportion of pupils eligible for free school meals at 33 per cent.

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

The Grove Primary School is an effective and improving school that has significantly developed since the previous inspection. Standards are improving and many pupils progress well to achieve the level expected for their age, in the majority of subjects, by the time they leave school. The quality of teaching is good and frequently very good. The leadership and management of the school are very good and the systems put in place to raise standards have been successful. The school offers good value for money.

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

- The leadership of the headteacher is very effective and the support of key staff is very good.
- The quality of teaching and learning is good and frequently very good. This has led to rising standards across the school.
- The range of curricular opportunities is good and enriches pupils' learning.
- The arrangements to develop pupils' spiritually, morally, socially and culturally are good and social and health education is very well taught.
- The provision for pupils with special educational needs is good and the integration of these pupils in the life of the school is very good.

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

- The standards by the end of Key Stage 2 in English, mathematics, science and information and communication technology (ICT) are below those expected for pupils' age.
- Parents are insufficiently involved in their children's learning and in supporting their children's work at home.
- The governing body is not sufficiently involved in the management of the school particularly the monitoring of teaching and learning.

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

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

The school was last inspected in May 1999. It has addressed all the issues raised during that inspection and the overall improvement since the previous inspection is good. The curriculum is a strength of the school and all subjects are now represented. The headteacher's leadership and management of the school are very strong and he receives very good support from the deputy headteacher and key staff. There is some monitoring of teaching and learning by the governing body through the information received from the headteacher, but this remains an area for further development. The governors' role in shaping the direction of the school has also improved but is still too reliant on the guidance of the headteacher. Teachers match the work to pupils' needs much more effectively due to improved lesson planning. Time allocation for all subjects is now good and information and communications technology has benefited in particular. Assessment of pupils' progress is a strength of the school and has had a significant effect on raising standards especially at

Key Stage 1. Teachers know their pupils thoroughly and understand how well they are progressing. Routines in the school are well established and they are monitored effectively by the headteacher and Key Stage co-ordinators. The school has effectively reduced the unit cost of each pupil, but it still remains high. The quality of teaching has improved since the previous inspection, there was no unsatisfactory teaching during the inspection and the quality of teaching was good overall.

## STANDARDS

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

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1997	1999	2000	2000	
English	E	E*	C	B	well above average    A above average        B average                C below average        D well below average    E
mathematics	E	E	D	C	
science	E	E	D	C	

Pupils enter school with skills and knowledge that are well below those expected for their age in many instances. By the end of the Foundation Stage children meet the early learning goals in knowledge and understanding of the world and physical and creative development. In communication language and literature, mathematical development and personal, social and emotional development they have not yet achieved these goals. However, high attaining children are reaching all the goals and the majority of children including those with special educational needs and those with English as an additional language make good progress from a very low base. By the end of Key Stage 1 the picture is much improved. The inspection found standards in English, mathematics and science are in line with those expected for pupils' age. This is not reflected in the year 2000 national test results, which were well below average due to a high percentage of pupils with special educational needs taking the test. Inspection evidence indicates the concentration on the basic skills of literacy and numeracy is raising standards across the school, especially by the end of Key Stage 1. There has been a significant improvement in the higher results in reading and writing in the most recent year 2001 tests, although these have to be confirmed. Standards have dipped and are below average in English and mathematics and are well below in science by the end of Key Stage 2 because of the very high proportion of pupils with special educational needs in Year 6. The school expects the test results in year 2001 to reflect this. However, the inspection found that progress is good overall and standards are rising at Key Stage 2. Average and higher attainers are at least achieving the national average by the end of Key Stage 2. From the school's own assessment procedures, the test results next year should be significantly higher in all tested subjects. In all other subjects across the school: history geography, religious education, physical education, art and design, design and technology, music and information and communications technology (ICT) at Key Stage 1 standards are broadly similar to those expected for pupils' age. However, standards in ICT are below those expected for pupils' age by the end of Key Stage 2 and their skills are insufficiently developed. The school sets challenging but achievable targets in English and mathematics by the end of Key Stage 2 approved by the local education authority, and the school has managed to exceed these in recent years. Target setting is used effectively in other subjects to improve pupils' progress.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good: the majority of pupils have good attitudes to their learning and are co-operative and collaborative.
Behaviour, in and out of classrooms	Satisfactory: in most instances pupils behave well, but there is a significant minority who show challenging or inappropriate behaviour.
Personal development and relationships	Good: teachers and learning support assistants have good relationships with pupils.
Attendance	Unsatisfactory: although still below the national average it has improved significantly over recent years due to the school's efforts.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

The quality of teaching is good throughout the school. During the inspection 61 lessons were observed. The quality of teaching was graded as follows: 15 per cent satisfactory, 67 per cent good, 15 per cent very good and 3 per cent excellent. There was no unsatisfactory teaching, and the proportion of very good and excellent lessons has increased significantly since the previous inspection. Teachers have good subject knowledge and understanding. They have a secure appreciation of the principles of the National Strategies for Literacy and Numeracy. As a result, the key skills of literacy and numeracy are taught well. However, pupils have a limited range of vocabulary and simple grammatical errors quickly develop in written work. The school is aware of the need to continue to develop pupils' language skills and teachers take every opportunity when teaching all subjects to develop pupils' vocabulary and the correct use of language. Now that the technology suite is fully in use, the teaching of information and communication technology is good. Teachers are using this important resource in other subjects and have plans to develop this subject further. Teachers throughout the school ensure that pupils are aware of the learning that is to be achieved in each lesson. Good opportunities are taken at the end of lessons to discuss with pupils whether the objectives have been achieved. This gives pupils a clear understanding of what they are learning and why.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: the curriculum is very carefully constructed to meet the diverse needs of the pupils and is constantly reviewed to ensure its relevance.
Provision for pupils with special educational needs	Good: pupils are readily identified through the good assessment procedures. Pupils are well supported in class.
Provision for pupils with English as an additional language	Good: these pupils are well supported and achieve a similar standard to their peers.
Provision for pupils'	Good: lessons in religious education, music, art and design and literacy

personal, including spiritual, moral, social and cultural development	all help to develop pupils' spiritually. Teachers frequently discuss the morality of pupils' actions and they are aware of right and wrong from early stage in school. Pupils' cultural and social development is through a wide range of visits and visitors and by working together in class.
How well the school cares for its pupils	Good: there are effective procedures in place for child protection. Teachers know their pupils well through effective assessment procedures. The care for pupils with physical disability is outstanding. Attendance is monitored well.
How well does the school work in partnership with parents?	Satisfactory but improvement is needed, especially in the involvement of parents in their children's learning. The school struggles to involve parents but finds that many parents are unwilling to become involved in school life and their children's learning. The school is aware of the need to improve links between home and school and has made some provision for this in the school improvement plan.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: the outstanding leadership of the headteacher and the very good support of key staff has been a major factor in the development and improvement of the school in raising standards.
How well the governors fulfil their responsibilities	Satisfactory: Despite the difficulty in recruiting parent governors there has been reasonable progress since the previous inspection. The governing body rely very heavily on the vision and foresight of the experienced headteacher, but realise that if they are to support future headteachers they need take a more active role in the management of the school and the monitoring of teaching and learning.
The school's evaluation of its performance	Very good: the procedures put in place in recent years including the evaluation of teaching and learning and assessment of pupils' progress are very effective and give the school the information to take appropriate action.
The strategic use of resources	Very good; expenditure is very closely targeted to ensure that it is prioritised to raising standards through the effective school improvement plan. The school uses the principles of best value in costing initiatives.
Staffing accommodation and learning resources	Good: the accommodation is excellent and makes a good contribution to pupils' learning. Staff are appropriately qualified and have taken a good range of additional training to improve their skills. Resources are carefully chosen to extend pupils' learning and are good overall.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

There were 190 questionnaires issued to parents and 35 returned (18.4 per cent). There were 6 parents at the meeting held for them.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The majority of parents or carers consider that their children like school are making good progress and that their behaviour is good.</li><li>• Most parents or carers agree that the teaching is good, that they would be comfortable in approaching the school, and it expects their children to work hard.</li><li>• Most parents or carers feel that the school is well led and managed and is helping their children to mature.</li></ul>	<ul style="list-style-type: none"><li>• Some parents or carers consider that their children do not get the right amount of work to do at home. They consider that they are not well informed about how their children are getting on.</li><li>• A few parents or carers consider that the school does not work closely with them and does not provide a range of interesting activities.</li></ul>

The inspection agrees with parents' positive views. The school has made vigorous attempts to have constructive links with parents, provide them with information and involve them in their children's education. This is not fully effective and some parents are not receptive to the school's endeavours. This adversely affects pupils' learning. The school provides a good range of visits and visitors and a satisfactory range of extra-curricular activities.

NB. Early learning goals are the levels of achievement expected by the end of the Foundation Stage. Level 2 is the standard of achievement expected in the national tests by the end of Key Stage 1 and Level 3 is above this. Level 4 is the standard of achievement expected in the national tests by the end of Key Stage 2 and Level 5 is above this.

## **PART B: COMMENTARY**

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

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

1. A significant number of children enter the school with very limited skills in speaking and listening. Language development is restricted. Frequently children's personal social and emotional development is well below that expected for their age. By the end of Reception the high attaining pupils have reached all the learning goals. However, although they make good progress, standards for the majority of children in numeracy, literacy and communication and personal and social development continues to be below what is expected for children of this age by the end of the Foundation Stage. This is due mainly to the high percentage of pupils with special educational needs and the children's very low attainment on entry in Reception. The majority of children achieve the remaining early learning goals by the end of the Foundation Stage (knowledge and understanding of the world, physical development and creative development). Overall, children's learning is good and they achieve well in comparison with their prior attainment, due to good teaching and time invested wisely by the teacher and all other adults. Children with special educational needs are identified early and with effective support make good progress.
2. The National Curriculum tests in year 2000 showed that by the end of Key Stage 1 pupils achieved results in reading and writing that were well below the national average. There were 69 per cent of pupils who achieved Level 2 or above in reading compared to 83 per cent nationally and 73 per cent in writing compared to 84 per cent nationally. These results were below average when compared with schools, which draw their pupils from similar backgrounds. By the end of Key Stage 2 pupils achieved results in the national tests in English that were close to the national average. There were 66 per cent of pupils who achieved Level 4 or above, compared to 75 per cent nationally and 20 per cent who achieved the higher Level 5 compared to 29 per cent nationally. These results are above average when compared to schools which draw their pupils from similar backgrounds.
3. Inspection evidence indicates that in literacy and other areas of English by the end of Key Stage 1 pupils are achieving standards that are in line with the national average. This represents a significant improvement by the end of Key Stage 1, and the school is well set to continue this improvement into Key Stage 2. By the end of Key Stage 2 pupils are achieving below the national average in English. This is due to the very high number of pupils with special educational needs in Year 6 and the difficulties the class experienced with staffing problems in the years prior to September 2000. Since then pupils have benefited from very good teaching and have made good progress, although this was from very low prior attainment levels.
4. In the national mathematics tests in year 2000 by the end of Key Stage 1, results were below average compared nationally to all schools. Although 96 per cent of pupils achieved Level 2 or above compared to 90 per cent nationally, the percentage achieving the higher Level 3 at 15 percent was substantially below the national average. In relation to schools, which draw their pupils from similar backgrounds, results were in line with those nationally. Initial statistics available for 2001 national tests indicate that the number of higher Level 3 results have significantly improved. By the end of Key Stage 2 in year 2000 national

mathematics tests, pupils' results were below the national average, 56 per cent of pupils achieved Level 4 or above and 15 per cent the higher Level 5. This was compared to 75 per cent achieving Level 4 and above, and 24 per cent the higher Level 5 and above nationally. Compared to schools that draw their pupils from similar backgrounds, standards were in line.

5. The inspection found that pupils at by the end of Key Stage 1 are attaining standards that are in line with national expectations in numeracy and other areas of mathematics. This is an improvement since the previous inspection. However, by the end of Key Stage 2 standards have dipped due to the high proportion of pupils with special educational needs in this Year 6 and are below those expected for their age. The school has identified this and has adjusted the targets for this age group accordingly.
6. Pupils make good progress in literacy and numeracy from a very low base on entry to the school. The effective introduction of the National Numeracy and Literacy Strategies and the continuing development of the planning in these subjects have contributed to improving standards. The majority of average or above average attaining pupils is now working at the standard expected for their age by the end of both key stages in both English and mathematics.
7. Results for pupils in science by the end of Key Stage 1 in year 2000 National Curriculum teacher assessments were well below the national average. In comparison to similar schools it was also well below. No pupils reached the higher Level 3. By the end of Key Stage 2 in the National Curriculum tests for the same year, 78 per cent of pupils reached Level 4 or above, which was well below the national average of 85 per cent. Of these, 15 per cent reached the higher Level 5, which was also well below the national average of 34 per cent. Compared to schools that draw their pupils from similar backgrounds, results were in line with those nationally. Since 1997 the trend has been slightly upwards with the greatest acceleration between 1999 and 2000.
8. The inspection found that attainment by the end of Key Stage 1 in science is close to the national average but well below average by the end of Key Stage 2. This is broadly in line with the judgement of the previous inspection. The main contributory factor to the low standards by the end of Key Stage 2 is the high proportion of pupils with special educational needs in Year 6. The school recognises the need to raise standards in science and especially in investigative work. It is determined to do so and has set challenging but realistic targets for each year group in the school. A thorough analysis of strengths and weaknesses has enabled the school to target appropriate resources and training. A good start has been made on improving pupils' skills in scientific enquiry and acquisition of specific technical vocabulary. This represents an improving picture throughout the school and especially at Key Stage 1.
9. In information and communication technology attainment by the end of Key Stage 1 is broadly in line with national expectations. By the end of Key Stage 2 they are below expectations mostly due to the high proportion of pupils with special educational needs in Year 6. Pupils' progress is good overall, including those with special educational needs and for whom English is an additional language. They achieve well due to effective lesson planning and improved resources. The addition of the computer suite gives more opportunities for pupils to improve their skills.

10. The inspection indicates that pupils are attaining the standards expected in religious education in the Locally Agreed Syllabus. Pupils' learning is satisfactory overall and pupils with special educational needs are well supported, so that they progress in their learning in line with their ability, either as a result of work which is adapted to suit their needs or by additional help from their teacher or support worker.
11. National test results indicate that girls achieve standards that are significantly lower than boys in the national tests at both key stages in all tested subjects. The inspection found no significant differences in lessons and work examined. The significant number of pupils with special educational needs are well supported in all subjects and make good progress in relation to their prior attainment. Of particular note is the excellent integration of pupils with physical disability. Pupils who are from minority ethnic groups or speak English as an additional language achieve at a similar standard to their peers. Gifted and talented pupils are suitably challenged through the teachers' effectively planned lessons and good knowledge of their pupils. The school has set carefully analysed but challenging targets in English and mathematics in recent years. These have been achieved or exceeded on a regular basis.
12. In all other subjects across the school: history geography, religious education, physical education, art and design, design and technology and music, standards are broadly similar to those expected for pupils' age and progress is good across the school.

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

13. Pupils' attitudes to school are good and are improving. The large majority of pupils enjoy learning. Parents confirm that their children like school and think that they work hard.
14. Pupils aged four to seven years develop good working habits as a result of well established classroom routines and effective, consistent application of the school's policy for behaviour. The youngest pupils sustain their concentration well. For example, in a session investigating magnets, they were very interested in the activity and were amazed by some of the things magnets can do. They participated in a singing assembly with enthusiasm and clearly enjoyed joining in the songs, which they had learned well.
15. Older pupils respond well to opportunities for active learning and work hard when they carry out their own research on topics in history and geography. They are fully engaged in the task and collaborate well within their groups. A small number of pupils have difficulty maintaining their concentration when lessons require more sustained intellectual effort. Their attitudes becomes negative and their behaviour disrupts their own learning and the learning of other pupils in the class. This behaviour is generally managed well by class teachers but interrupts the flow of the lessons.
16. The behaviour of the majority of pupils is good in and around the school. The school places an emphasis on the inclusion of pupils and works hard to support the small minority pupils who have little interest in what is offered and whose behaviour is inappropriate and disruptive. Three pupils have been excluded since September 1999 and these exclusions have been for fixed periods of less than five days each.

17. Pupils aged eight to eleven years develop mature attitudes and these are evident in lessons of personal, social and health education. Year 4 pupils responded with interest to a lesson on growing and changing and asked very sensible questions about changes to their bodies during puberty. Year 6 pupils were also very interested to discuss their feelings about the transfer into Year 7 and their hopes and concerns about beginning their education at secondary school.
18. Pupils are enthusiastic about the range of activities provided by the school outside lessons. Recent visitors to the school have contributed to a topic on the ancient Greeks that the pupils enjoyed enormously. Pupils in Year 5 were very keen to recall recent visits from *Circus Mania* and from a Caribbean musician. These visits contribute very well to pupils' experience of a variety of different cultures.
19. The large majority of pupils are friendly and polite. They have good relationships with each other and with their teachers. There are very good relationships between pupils with special educational needs and the learning support assistants who work with them, which enables these pupils to make good progress. Pupils take good care of the new *trim track* and other outdoor play equipment.
20. Pupils respond well to opportunities to consider the needs of others and to value each other as individuals. The inclusion of pupils with physical disabilities and pupils who learn English as an additional language is very good in the school. They are very much part of the school community and their particular needs are recognised and understood by other pupils. Pupils with mobility limitations are included fully in sports and play activities and other pupils respond to their needs instinctively and spontaneously. Pupils in Years 5 and 6 have some good opportunities to develop skills as citizens in the school community and they take their responsibilities seriously.
21. The school is very aware of the need to prevent any aggressive or oppressive behaviour and acts quickly to stop bullying. Although there was some boisterous play during break times and lunchtime no seriously inappropriate or bullying behaviour was seen.
22. Pupils' attendance is well below the national average but is improving as a result of strategies by the school to encourage parents to ensure their children attend regularly and on time. Unauthorised absences have reduced over the last two years but are still above the national average.

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

23. The quality of teaching is good throughout the school. During the inspection 61 lessons were observed. The quality of teaching was graded as follows: 15 per cent satisfactory, 67 per cent good, 15 per cent very good and three per cent excellent. There was no unsatisfactory teaching, and the proportion of very good and excellent lessons has increased significantly since the previous inspection.
24. Teachers have good subject knowledge and understanding. They have a secure appreciation of the principles of the National Strategies for Literacy and Numeracy. As a result, the key skills of literacy and numeracy are taught well. However, pupils have a limited range of vocabulary and make simple grammatical errors in written work. The school is aware of the need to continue to develop pupils' language skills and teachers take every opportunity when teaching all subjects to develop pupils'

vocabulary and the correct use of language. Now that the technology suite is fully in use, the teaching of information and communication technology is good. Teachers are using this important resource in other subjects and have plans to develop this subject further.

25. Teachers throughout the school ensure that pupils are aware of the learning that is to be achieved in each lesson. Good opportunities are taken at the end of lessons to discuss with pupils whether the objectives have been achieved. This gives pupils a clear understanding of what they are learning and why.
26. The school's teaching and learning policy ensures that all teachers work to the same pattern and know what is expected of them. Teachers' planning for lessons is very good. In each key stage, teachers support each other in planning so that there is continuity in learning, and pupils build on previous learning. There is a good mix of whole class, group and individual work. Homework is set according to the pupils' ability and interest. For example, homework in mathematics is given once every two weeks. A practical investigation is provided for pupils in the hope that parents will take an interest in their child's education and offer help and support. Information about the task is displayed on the windows of Key Stage 1 so that when parents collect their children they can find out what is expected. Reading practice is encouraged but many pupils are not motivated take books home on a regular basis.
27. In the best lessons, teachers have high expectations for pupils' concentration and conduct. This results in effective learning. For example, in a very good mathematics lesson in Year 6 the teacher set pupils calculations about buying a second hand car, taking into account the age and condition of the vehicle. Using calculators, pupils had to work out the repayments over twelve months. This captured the pupils' interest and they worked well on the activity. Similarly, in an excellent literacy lesson in Year 4, the teacher's calm manner and good subject knowledge created a very good learning atmosphere. The teacher's use of a piece of work completed at home by one of the pupils set a very good example to the whole class and helped raise the self esteem of the pupil. In this lesson pupils worked very well together, respected each other's contributions, and concentrated well for the whole lesson. As a result, their learning was of a very good quality.
28. The variety of strategies used by teachers in the management of pupils is strength of teaching. It is the teachers' very good skills in managing behaviour, which minimises the impact that the disruptive behaviour of a small but significant number of pupils has on learning. Some teachers have to spend a disproportionate amount of their time managing the behaviour of a few pupils, so that the flow of lessons is disrupted. This has an adverse effect on the learning of the majority of pupils who are keen to concentrate and make progress. In lessons that were satisfactory, poor behaviour meant that the teacher's careful planning did always not have its full impact on learning. It also means that opportunities are missed to challenge pupils to achieve their potential. This was more noticeable in lessons that required pupils' to use intellectual effort rather than lessons in which activities were more practical.
29. Teachers use time, learning resources, and learning support assistants well. The best lessons have a good but realistic pace, so that the lesson moves forward, but pupils have time to understand what they are learning. This learning is reinforced by skilful questioning. Good resources for learning are readily available, although teachers exert tight control over how they are used. A few opportunities are taken to



let pupils organise their own work, so that they can develop skills as independent learners. Learning support assistants are well briefed, and are used effectively to support learning. The school has worked well to provide more opportunities for speaking and listening. However, pupils still find it difficult to speak at any length and to use a range of vocabulary. This difficulty with the use of spoken language affects writing, which tends to lack variety and adventure in sentence structure.

30. Teaching has improved markedly since the last inspection. It is more sharply focused, and as a result, attainment is beginning to improve. The school is in a secure position to go on to improve further.
31. Pupils with special educational needs are taught very well when they work with specialist staff. These pupils enjoy the additional help they receive, and this has a positive effect on their learning. Pupils with special educational needs spend most of their time in class. Work is carefully targeted to their needs, and they make good progress in their learning. Where adult support is available, pupils respond well, and this has a positive impact on their learning. Details of all pupils with special educational needs are kept on the school's file. Information in great detail is available to all staff. Pupils are identified as soon as possible. Teachers work towards the clear targets that are set. Pupils on Stage 2 of the special educational needs register are assessed by the special educational needs co-ordinator. She decides what assistance is required for example, during sessions:
- to improve letter formation;
  - for speech therapy;
  - for occupational therapy;
  - for colour recognition development;
  - and for identification of shapes.

The special educational needs co-ordinator, teacher and the learning support assistant write the individual education plans based on the detailed assessment of pupils. Long term individual education plans and shorter term targets are shared with pupils. The shorter steps essential to help pupils realise that progress is being made are not always included in individual education plans. Class teachers work very hard and receive good help from support staff. The extra support given by adults to pupils with special physical needs is excellent. Pupils with special educational needs and those with English as an additional language achieve well and make good progress.

32. Teachers know their pupils well. They make good use of assessment to monitor pupils' progress, and to plan their future learning. Information from a range of assessment is used well to set targets for individual pupils and groups. The careful monitoring of these systems is beginning to have a positive effect on progress and attainment. The use of assessment has improved significantly since the last inspection. Pupils' work is marked carefully and regularly, and supportive comments are often added to help pupils make further progress.

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

33. The curriculum provides the pupils with a good range of broad, balanced and relevant activities. It is constructed well to meet the diverse needs of the pupils and is a strength of the school. The provision is in distinct allocations of time with clear

learning objectives and expected outcomes, which is a significant improvement since the previous inspection. Part of the school's aim, *'the promotion of learning and achievement for all pupils'*, is supported well by its work. The positive working atmosphere within the school provides a good basis for pupils to become life-long learners and caring members of society. Very good planning and effective use of resources enable pupils to work successfully towards their identified targets. The curriculum is especially effective when lessons planned are practically based and relevant to pupils' needs.

34. Judgements in the previous inspection identified a number of areas for improvement, including limited provision for ICT. All these issues have been addressed thoroughly and successfully. A vigorous review of the curriculum led to the preparation of a framework that contains guidance and structure, and has helped to raise the aspirations and expectations of the school community. Extensive staff training in literacy, numeracy and ICT has ensured effective implementation of these strategies. The curriculum for children in the Foundation Stage is good and planned well within the areas of learning for this age group. The constant review of the curriculum to ensure that good provision is being maintained and targets met is very effective.
35. Personal, social and health education is promoted well throughout the school and is a considerable strength. Regular opportunities for discussion during assemblies and in lessons are used effectively to promote pupils' self-esteem. The sensitive issues of sex education and drugs awareness are dealt with well at Key Stage 2. These issues are addressed during science and religious education lessons, in specific health lessons, and on a regular basis by the school nurse and police respectively. The school has recently introduced an appropriate sex education programme for pupils at Key Stage 1. Parental approval is sought prior to some of the specific programmes. Good independent learning opportunities are offered to pupils throughout the school, especially in history and geography. Statutory requirements are met in all subjects. Pupils, including those with special educational needs and for whom English is an additional language, have equal access to all areas of the curriculum which includes extra-curricular activities. The requirement for the daily act of collective worship is met.
36. There are policies and schemes of work in place for all subjects and the school follows an Agreed Syllabus for religious education. It has adopted the framework of the National Numeracy and Literacy strategies. The schemes of work for each subject, set out clearly the attainment pupils need to reach at staged intervals in order to meet the expected standards by the ages of seven and 11. The school is effective in fostering pupils' intellectual, spiritual and physical development, preparing them well for secondary education. Good links have been established with the local nursery and secondary schools, which ensure smooth transition between the sectors.
37. The school provides a satisfactory range of extra-curricular activities including football, choir, netball, badminton and short tennis. Plans are in place to re-establish the recorder club. Planned educational events include residential visits to Kingswood in Norfolk, and day trips to other places of note. Younger pupils visit the local shops and farm as part of their educational research and study the village of Houghton to compare with their own locality.

38. Sound links within the community have been established. The school takes every opportunity to involve its parents in the education of their children. It is used as a base for community activities such as swimming, judo and breakfast clubs. There are regular visits from local religious groups, visiting artists and senior citizens to develop pupils' learning.
39. The school's overall provision for spiritual, moral, social and cultural development is good, which is similar to that reported in the previous inspection. The life of the school reflects all aspects of Christian values well, with respect for other faiths, and these are reinforced strongly through the effective balance of daily teacher-directed activities and opportunities for independent learning.
40. Provision for pupils' spiritual development is effective. From entry into school, they are given a very good range of opportunities to develop insights into the needs and feelings of others. This was amply demonstrated during a school assembly when an example of the domino effect raised pupils' awareness about the difficulty of undoing unkind remarks or untruths. Pupils understood that actions once done or falsehoods once said spoils relationships in the end and that being open and honest is the best policy. They are encouraged to reflect sensitively, are taught about the beauty of art, music and the natural world, and have many opportunities to express their thoughts and feelings. Such an example was noted in a Year 6 science lesson on life cycles of flowers when pupils opened a sepal to reveal seeds. Other examples included reflection and meditation during assemblies that also include prayers.
41. The provision for pupils' moral development is good. It involves all aspects of school life, fully reflects its aims and is supported well by all members of the school community. All adults work hard at achieving the overall satisfactory standard of behaviour observed throughout the school. This strong sense of morality ensures that pupils distinguish readily between right and wrong. The importance of honesty and truthfulness is established from an early age and is enshrined in the school's code of conduct to which they have contributed. Pupils are well aware of the responsibility they have for their own actions and show concern for the well-being of others. Effective opportunities are provided in lessons and assemblies to discuss moral issues. Such examples were observed in Year 4 and 5 lessons where a couple of pupils behaved inappropriately. The teachers carefully explained to pupils why such behaviour was unacceptable. Pupils have a strong sense of protection for the environment and are aware of the importance of recycling used materials.
42. Provision for pupils' social development is good. All adults provide good role models and pupils are treated with unfailing courtesy. From an early age they are given some responsibilities, for example, clearing tables and monitoring the dining hall and cloakrooms. Older pupils frequently speak with younger ones about simple problems that they might have experienced and how they overcame them. Social development is also enhanced by educational trips, including residential ones. Initiatives have included fund-raising events by Year 6 for the victims of the Indian

earthquake disaster. In many subjects, pupils have the opportunity to work collaboratively and develop good inter-personal skills, for instance in design and technology, science, history, geography and physical education.

43. The provision for pupils' cultural development is satisfactory. Pupils have ample opportunities to appreciate their local heritage by exploring the area in which they live. In their study of history they consider life-styles and cultures. For example, younger pupils learn about life now and in the time when their grandparents were young. Older pupils study the Ancient Greeks and how their architecture influenced other civilisations. Classroom displays include texts and symbols from different world cultures, including artefacts from Islamic, Sikh and Jewish faiths. Multi-cultural experiences have included Grenadan and African musicians performing at the school. Celebrations such as the Chinese New Year, Hanukkah and Diwali are annual events. Such celebrations based on other subjects help to raise pupils' awareness of other prevailing cultures in Britain.
44. All pupils with special educational needs are given the same opportunities as other pupils in every aspect of school life. This is particularly noticeable with pupils with physical disability who are fully integrated in lessons. The school is committed to include all pupils in all activities.

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

45. The school cares well for its pupils and provision for pupils' welfare is good. Support for individual pupils is very good and the good relationships between teachers, learning support assistants and pupils contribute significantly to pupils' learning. The friendly and welcoming attention to pupils by other members of staff, for example, at the Breakfast Club and in the school office, reinforce the school's approach and ensure that pupils feel valued.
46. Good arrangements are in place for the entry of pupils into the Reception year. The induction programme, which includes visits to pupils' homes, ensures that they settle well into school life and make a good start to their education. The close links with local nurseries also contribute to a smooth transfer from nursery to school. Pupils who enter the Reception year with no pre-school experience and Reception pupils who learn English as an additional language are very well supported.
47. The school works closely with other agencies to support pupils and is part of a local initiative, the *Red Hen Project*, which supports individual children and their families very well. The school places a strong emphasis on the inclusion of all pupils and the project helps to achieve this aim.
48. Pupils are safe and secure at school and attention to aspects of health and safety are satisfactory. Improvement is needed in the number of staff qualified to give first aid to ensure that the treatment of accidental injuries is appropriate. The school is aware of this problem and has plans to improve training for first aid. There is a good programme of health education throughout the school, including personal safety, sex education and awareness of helpful and harmful drugs. This programme helps pupils to learn how to protect themselves, to understand aspects of healthy living and to make decisions about their own lives.
49. Procedures for child protection are good and comply with local requirements. There are good arrangements for staff to record and monitor concerns. There is

provision for staff to share training on child protection issues to ensure that all members of staff are aware of the signs and symptoms of abuse and know how to respond to any disclosures pupils may make. A few newly appointed support staff this year await training.

50. The school's policy for behaviour is effective and is used consistently throughout the school. As a result the large majority of pupils behave well. Most class teachers manage the challenging behaviour presented by a small number of pupils well most of the time. There are good procedures for recording and monitoring incidents of disruptive behaviour and the school works hard to give pupils strategies for managing their own behaviour. The response to incidents of bullying and racism is swift and effective. Pupils know precisely what the school's expectations are and this has had a significant impact on reducing incidents of such behaviour.
51. There are good procedures for monitoring attendance and for identifying pupils who are frequently absent or late. All pupils whose attendance is less than 85 per cent are monitored and the impact of repeated absence on their learning is assessed.
52. Pupils' personal and social development is monitored well throughout the school. The school cares for all pupils with special educational needs very well. Difficulties are identified and targets set. The school has good working relationships with all outside agencies.
53. Since the previous inspection report there has been a significant improvement in the assessment of pupils' attainment and progress. Formal tests include two baseline assessments, when children enter the Reception class and just before they are admitted into the infant department. The information gained is used effectively to plan appropriate work to ensure that pupils achieve well constantly. A further screening test is carried out at the end of Year 1. At Key Stage 2 the results of all the National Curriculum tests and optional National Curriculum tests for Years 3, 4 and 5 are analysed carefully to diagnose strengths and areas for improvement. This determines the targets and review dates to be set for each pupil. It has therefore ensured the development of individual pupil profiles and a secure tracking system that evaluates pupils' progress on a regular basis. In addition, the overall good quality of questioning and appropriate intervention in lessons helps teachers to evaluate the levels of pupils' understanding on a daily basis. Assessment is a strength of the school.

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

54. The school's partnership with parents is satisfactory but improvement is needed, especially in the involvement of parents in their children's learning. The school struggles to involve parents but finds that a significant number of parents in the school's community are unwilling to contribute to school life or to their children's learning. The school is aware of the need to improve links between home and school and has made some provision for this in the school improvement plan.
55. The number of parents who contributed their views to the inspection was small. Thirty-five parents returned questionnaires and six parents attended the pre-inspection meeting. The views of these parents were supportive of the school. They say their children enjoy school and are expected to work hard. They think the teaching is good and that their children make good progress. They think the school helps their children to become mature in their attitudes. Inspectors confirm these

positive views. A few parents have concerns about homework and the activities the school provides outside lessons. Some parents also feel that they are not well informed about their child's progress and that the school does not work closely with them. Inspectors consider that the school's provision for these aspects of its work are satisfactory but that further efforts are needed to encourage parents to be more active partners in their children's education.

56. Parents receive good, well presented, information about the day to day life of the school and are invited to give their views, for example, in a questionnaire on arrangements for their children starting school. Good support is given to parents of children in the Reception class and parents of Key Stage 1. Pupils have good opportunities at the beginning and end of the school day to contact class teachers informally. Arrangements to inform parents about their children's progress are satisfactory but end of year written reports could be improved. Reports contain good information about pupils' personal development but information about their achievements, especially in English and Mathematics, are not always sufficiently detailed. National Curriculum levels attained are not reported. Information about what pupils need to do to improve is also too general.
57. A new strategy for homework has recently been introduced which aims to involve parents more actively with their children's learning at home. Mathematics activities for parents and children to share are set on a fortnightly basis and details are displayed on classroom windows for parents to see. This has encouraged some parents but the take up remains low. Arrangements for homework generally are under review and the school recognises that pupils in Years 5 and 6 need better preparation for the homework expected when they transfer to secondary school. There are also plans to improve the information parents receive about programmes of study.
58. As far as possible the school establishes close relationships with parents of pupils with special educational needs. Parents are invited to review meetings and the pupils' individual educational plans are shared with parents at consultation evenings.
59. The school has good procedures to ensure that parents provide information in writing about the reasons for pupils' absence and as a result levels of attendance have improved. Further improvement is needed in attendance and additional strategies are required to encourage all parents to ensure that their children do not miss valuable schooling through frequent absences or late arrival at school.
60. A small group of parents actively contribute to the life of the school. They help as volunteers, for example, with swimming, and organise a number of events through the Parent Teacher Association. This support is valued and pupils are looking forward to a disco run by parents at the end of term.

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

61. The headteacher is a very effective leader. He manages the school with a very clear and precise set of priorities aimed at improving standards in the school. He has a clear vision for the future of the school and is ably supported by the senior management team who fully share his ambitions for the school. In particular, he has built up the morale of the staff by introducing efficient and transparent whole

school systems and routines and developed strategies to significantly improve teaching and learning of pupils and their attitudes and behaviour.

62. The previous inspection, was carried out under Section 3 of the School Inspections Act 1996, by one of Her Majesty's Inspectors of Schools (HMI) and a team of inspectors in May 1999. This indicated that sufficient work had been done in terms of raising standards so that the school was no longer subject to special measures. The report found that the leadership and management of the school's work was secure and effective. There had been a rapid and substantial improvement in the ethos of the school as a result of recent changes. The headteacher had established a framework for detailed school development planning, though the current plan did not cover a sufficiently long period. The staff had high morale and the determination and the capacity to continue improving the school.
63. This situation has been maintained and standards continue to improve, although there has been a temporary dip in standards in the current Year 6 due to the exceptional number of pupils with special educational needs. Weaknesses identified across the school have been effectively addressed. The monitoring of teaching and learning is now well established and has improved teaching, which is now good across the school.
64. Statistical information available on the National Curriculum subjects tested indicate an improving situation and standards that are broadly in line with those expected for pupils' age by the time average or above average attaining pupils leave school at eleven. The three-year school improvement plan is effective. It prioritises raising standards and carefully costs any initiatives for implementation.
65. An important factor in school improvement is the sophisticated assessment and tracking system for pupils that has been introduced across the school. Using the detailed information gained, teachers set individual targets for pupils and plan in a more focused and effective way. This enables the school to follow closely the development of particular groups of pupils, such as those who are absent for long periods; have special educational needs, pupils who have English as an additional language or are from minority ethnic groups. It also enables the school to track the progress of pupils who may be having difficulties at home or who show challenging or disruptive behaviour class and more readily identify the reasons for lack of progress. Precise targets are set in English, mathematics and science and any pupil who does not progress sufficiently from the baseline assessment on entry to the school in September to another test in July is further assessed to determine whether he or she requires additional support. The school sets targets in the English, mathematics and science that are challenging but realistic and these are approved by the local education authority.
66. The school has a significant number of pupils with special educational needs and the school test results show that girls significantly under-perform in relation to boys. There has been a strong commitment to equal opportunities during the headteacher's stewardship of the school. Teacher questioning and allocation of jobs within the classroom showed no bias to ethnicity, gender or ability. Of particular note was the full integration of pupils with physical disability. Other pupils accept their participation in lessons without comment and are supportive when they are required to be so, helping to develop them socially and morally. For example, in athletics physically disabled pupils take part with support and in one Year 6 lesson

they raced like other pupils to record their best time but using a wheelchair or modified tricycle, instead of running.

67. Monitoring of teaching and learning by the headteacher and senior management team has been effective and the school is rapidly developing a culture, which enables senior staff to be critical friends to teachers and to advise on teaching techniques and lesson expectations in a non-threatening way. There are written observations of teachers' work and these are used to feedback on the effectiveness of lessons. Monitoring of the teaching and learning in the basic skills of literacy and numeracy is well developed, but this does not yet extend to all other subjects.
68. The management of special educational needs is very good. The school has a very good special needs policy, which is effective. Sometimes, progress of pupils is slow due to the very low level of attainment on entry to the school. The co-ordinator, who is also the deputy headteacher performs her administrative duties efficiently. She gives willingly of her own time to keep records up-to-date, write individual education plans, meet with teaching staff, support staff and parents. She keeps meticulous records of pupils' progress on the special educational needs register. She liaises well with support agencies to ensure that these pupils receive their full entitlement. The governing body is kept fully informed of the effectiveness of the provision. This is gained from the co-ordinator and the special educational needs governor, who visits the school regularly. All resources are readily available to all staff and pupils. The school has provided good resources for special educational needs. These are constantly being updated and renewed.
69. The governing body offers satisfactory support to the headteacher and uses the detailed information provided by the headteacher to keep informed of the progress in achieving the priorities in the school development plan. The close contact and the good relationship between the chair of governors and the headteacher is an important factor in effective management. The school has difficulty in recruiting parent governors which restricts their number and parents' direct involvement with the school. The governing body rely very heavily on the vision and foresight of the experienced headteacher, but realise that if it is to support future headteachers they need take a more active role in the management of the school and the monitoring of teaching and learning.
70. The school has good systems in place to induct new staff and students. The key stage co-ordinators act as mentors to newly qualified teachers and newly appointed teachers supported by the headteacher. During the inspection the school had two American trainee teachers working effectively at the school through a partnership scheme with Homerton College who provide the school with two student teachers a year.
71. The school has well qualified staff and a generous staffing ratio partly due to a declining pupil roll. Teachers have extended their skills and expertise through a range of courses and training that has been prioritised in the school development plan. Support staff are effective and have been fully trained and are well briefed by teaching staff. The school has adopted the performance management process effectively to monitor the development of teachers. The quality of resources is good overall with a good range of books in the library.
72. There has been much investment in new resources, which better serve the needs of teaching and learning and outdated and irrelevant resources have been discarded.



The setting up of a computer suite has improved the provision for ICT and the school is linked to the Internet. The school uses the principles of best value appropriately when purchasing goods or services. The spacious and attractive accommodation is excellent and makes a strong contribution to pupils' learning.

73. The administration effectively uses an internal computer network so that senior staff can access budget information and has access to the local education authority by e-mail. Financial controls are good and the day to day administration of the school is effective. All statutory requirements are met.
74. The cost per pupil is high, partly due to falling rolls and, partly due to the special financial provision for physically disabled pupils and other grants received. However, the good progress the school has made since the previous inspection, the rapidly improving standards from the very low attainment on entry and the improved attitudes and behaviour of pupils means the school offers good value for money.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

75. The governing body headteacher and staff should build on the improving situation in the school to:
- raise standards at Key Stage 2 in English, mathematics, science and information and communications technology by:
    - developing speaking and listening skills;
    - ensuring the use of numeracy across the curriculum;
    - ensuring that the range of activities offered are practical and relevant to pupils' needs in all subjects but especially in science and information and communication technology  
(paras:1, 4, 5, 6, 8,11, 62, 82, 87, 92, 93, 94, 98,100, 101, 108, 109 and 115);
    - ensuring greater involvement of parents in their children's learning both at home and in school  
(paras: 26, 38, 54, 55, 56, 57, 58, 59 and 69).

The governing body should take a more active role in the management of the school by:

- ensuring that governors have more first hand knowledge of teaching and learning within the school;
- developing further strategies to safeguard standards and hold the school to account (para: 69).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	71

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	15	67	15	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	190
Number of full-time pupils known to be eligible for free school meals	62

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	12
Number of pupils on the school's special educational needs register	69

English as an additional language	No of pupils
Number of pupils with English as an additional language	16

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	36
Pupils who left the school other than at the usual time of leaving	16

### Attendance

#### Authorised absence

	%
School data	6.7
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.8
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	11	15	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	11
	Girls	12	13	14
	Total	18	19	25
Percentage of pupils at NC level 2 or above	School	69 (65)	73 (70)	96 (75)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	7	8
	Girls	10	13	11
	Total	14	20	19
Percentage of pupils at NC level 2 or above	School	54 (70)	77 (75)	73 (78)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	23	18	41

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	17
	Girls	14	11	15
	Total	27	23	32
Percentage of pupils at NC level 4 or above	School	66 (46)	56 (41)	78 (46)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	9	11
	Girls	12	8	12
	Total	15	17	23
Percentage of pupils at NC level 4 or above	School	37 (27)	41 (32)	56 (27)
	National	70 (68)	72 (69)	79 (75)

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

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

	No of pupils
Black – Caribbean heritage	12
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	6
Chinese	2
White	139
Any other minority ethnic group	2

*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	2	0
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	9.0
Number of pupils per qualified teacher	21.1
Average class size	24.1

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

Total number of education support staff	10.0
Total aggregate hours worked per week	213

### ***Financial information***

Financial year	1999/2000
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	£
Total income	712,268
Total expenditure	710,894
Expenditure per pupil	3,322
Balance brought forward from previous year	32,628
Balance carried forward to next year	34,002

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	190
Number of questionnaires returned	35

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	40	11	3	3
My child is making good progress in school.	43	43	9	0	6
Behaviour in the school is good.	17	51	14	9	9
My child gets the right amount of work to do at home.	14	34	29	17	6
The teaching is good.	49	34	6	3	9
I am kept well informed about how my child is getting on.	31	40	20	9	0
I would feel comfortable about approaching the school with questions or a problem.	57	31	6	6	0
The school expects my child to work hard and achieve his or her best.	46	46	9	0	0
The school works closely with parents.	26	43	20	6	6
The school is well led and managed.	31	49	11	3	6
The school is helping my child become mature and responsible.	26	57	14	3	0
The school provides an interesting range of activities outside lessons.	0	40	34	6	20

### **Other issues raised by parents**

A few parents have concerns about the Parent Teacher Association having poor support from parents. Some parents were concerned about disruptive pupils at Key Stage 2.

## **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**

76. Provision for children in the Foundation Stage is good. Children are admitted to the Reception class in the September following their fourth birthday. Younger children are admitted on a part-time basis for the first six weeks of school. Baseline assessment is carried out within the first half term. When children enter the Reception class their attainment is very low in comparison to national expectations. By the end of the Reception year many higher attaining pupils have reached all the early learning goals. However, the majority of children's numeracy, literacy and communication and personal and social development is below that expected for children of this age by the end of the Foundation Stage. This is due mainly to the high percentage of pupils with special educational needs and for whom English is an additional language. The majority of children achieve the remaining early learning goals by the end of the Foundation Stage (knowledge and understanding of the world, physical development and creative development). Overall, children's learning is good and they achieve well, due to good teaching and time invested wisely by the teacher and all other adults. Children with special educational needs are identified early and with effective support make good progress.
77. Assessment of standards and learning are undertaken on a regular basis and the information gained is used to set appropriate work. The induction arrangements are good. Positive links, including home visits, are established with parents who, in the majority of cases, support the work of the school. Good exchange of information between the Reception class teacher, the local nursery school and play groups ensures that she is aware of children's attainment prior to entry. These smooth transition arrangements are appreciated by parents.
78. The quality of teaching in the Reception class is never less than good and is sometimes very good. The teacher, nursery nurse and visiting student provide sufficient opportunities for children to develop socially through play, structured learning routines and making choices. The work is planned well, which also ensures that children have opportunities to develop language, literacy and mathematical skills through a good balance of well organised, teacher-directed and child-centred activities. Such good examples were noted when children role-played *'Bob the Builder'*. All members of staff have high expectations of children's behaviour and the manner in which they approach activities. This was demonstrated well in a lesson concentrating on the identification of sounds in words.
79. Adults listen to what children have to say and through careful questioning attempt to develop children's knowledge and understanding of the world. The teacher includes scientific and technological activities to stimulate curiosity and guide the children in the desired direction with her comments. This was seen to good effect in an ICT lesson where children could click on and drag shapes across the screen. Staff manage these young children well, making sure that they settle quickly and happily into the daily routines. Provision also includes appropriate activities through which children can develop their creative talent. For example, during a group notation children excitedly chose paint or chalk to portray a colourful picture of *'Elmer the Elephant'*.

## Personal, social and emotional development

80. Children's personal and social development is given a high priority and to good effect with learning in this area generally good. The good teaching encourages children to be independent and make choices about their activities, such as role-playing with the puppet stage or investigating objects that float or sink. They know what is expected of them and behave well. Nearly all are interested and enjoy all the activities provided for them. All adults act as very good role models for the children, helping them to form positive relationships and to care about others. As a result, children become more confident and feel secure. During many activities such as in the sand or play corner areas children have opportunities to co-operate and collaborate, learning therefore to take turns. The majority of average and high attaining children reach the expected goals by the end of the Reception year but a significant number of lower attainers are still working towards them.

## Communication, language and literacy

81. In communication, language and literacy the children make good progress in relation to their overall low base on entry. The good teaching ensures the effective dialogue between children and adults during the beginning and end of lessons and group activities. Children are provided with a wide range of activities to promote speaking, listening and an interest in books and the written word. Most children listen attentively and higher-attainers are becoming confident speakers, using appropriate vocabulary, and constructing sentences well. Such an example was noted during a shared reading session using the text of *'Elmer the Elephant'*. A significant number, mostly those with special educational needs and for whom English is an additional language, are still in the early developmental stages but are improving as a result of the enriched learning atmosphere. They all know that print carries meaning, can read simple key words and recognise their own names. The best readers have reached Level 1 in the English National Curriculum programme of study. During lessons they enjoy listening to stories and sharing and handling books. They learn letters, sounds and words in a range of purposeful activities, such as using a commercial phonics scheme and word banks to construct sentences about *'Elmer the Elephant'*. All are aware of the purposes of writing and write their own names, simple words, with higher-attainers writing simple sentences. By the time they complete the Reception year a significant number have reached the early learning goals, but overall attainment is below that expected for this age range nationally.

## Mathematical development

82. Although attainment for many children is close to national expectations, standards overall are below what they are expected to reach by the end of the Foundation Stage. Suitable activities are provided for the development of their mathematical skills and learning for all children is good. This is as a result the good teaching of well-planned lessons and high but realistic teacher expectations. Children recognise colours, two and three dimensional shapes, and sort objects into correct categories using appropriate mathematical vocabulary. For example, in a mathematics lesson children were able to identify and name correctly two and three dimensional objects in a *'feely bag'*. They know the terms *'longer'*, *'shorter'* and count to 10 by rote with higher-attainers counting beyond. They count on and back correctly from given

numbers up to forty. A good foundation is being laid for future mathematics work through organised play activities and games with apparatus involving counting, sorting and matching.

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

83. Children make good progress in learning about the world in which they live and the majority have reached the early learning goals by the time they leave the Reception class. The good teaching ensures the outside school environment, including a wild-life area, provides very good opportunities for scientific work. For example, children observe the seasons through the changing colours of foliage and weather patterns, and investigate the habitats of mini-beasts and birds. Children begin to understand how a computer works and many use the mouse accurately to move pictures around the screen, as was observed in a lesson on click and drag while identifying mathematical shapes. They talk about their route to school and identify some of the main features. Water activities arouse curiosity about why certain objects float and others do not. These are important concepts, which will be developed during later work in science, geography and technology.

### **Physical Development**

84. Children's physical development is in line with what is expected from this age nationally. The good teaching ensures suitable opportunities for children to use a good range of indoor and outdoor equipment and other resources for control and balance. In the playground they respond well to instructions and are developing an awareness of space and consideration for others while moving around. In physical education lessons they interpret music well to execute simple dances. Resources, such as large wheeled vehicles, the outdoor swings and climbing facilities on the adventure trail, help to develop gross motor skills and balance as well as establishing confidence. They use small equipment with increasing accuracy to develop co-ordination during throwing and catching activities. Through play with table-top games, modelling materials, for example, a commercially made dough, pencils and brushes they are beginning to improve their control while manipulating small items. All children, including those with special educational needs, make good progress in movement and co-ordination skills during their time in the Reception class.

### **Creative development**

85. Attainment is sound in all areas of the creative aspects of learning, and children, including those with special educational needs and for whom English is an additional language, make good progress. Children are presented with interesting creative activities each day and there is a good balance between free choice and more structured work. The good teaching ensures children have opportunities to use different media and are developing skills in handling paint brushes, threads, scissors, glue-sticks and collage materials. They paint pictures of themselves, their families, objects from everyday life, such as fruit and flowers, and characters from stories, using paint and chalk. They use modelling materials to press, pull and manipulate, and play imaginatively with resources and equipment, as was observed in *Bob the Builder's* corner. In music, for example, they follow instructions well, joining in simple action songs which they sing in tune. A good example was observed in a lesson where children kept to a steady beat using hand-dancing, claps and percussion instruments while responding to taped and live music.



86. This age group is ably managed by a very knowledgeable and enthusiastic co-ordinator who has successfully implemented the recently introduced Foundation Stage and early learning goals this year.

## **ENGLISH**

87. The National Curriculum tests in 2000 showed that by the end of Key Stage 1 pupils achieved standards in reading and writing that were well below the national average and below average when compared with schools which draw their pupils from similar backgrounds. Eleven-year-olds achieved standards that were close to the national average and above average when compared with schools which draw their pupils from similar backgrounds.
88. Inspection evidence indicates that by the end of Key Stage 1 pupils are achieving in line with the national average. This represents a significant improvement since the previous inspection and indicates these pupils are well set to continue to improve as they move through the school into Key Stage 2. There have been particular advances in the development of reading and writing across the school since the previous inspection.
89. By the end of Key Stage 2 pupils are achieving below the national average. This is due to the very high number of pupils with special educational needs in Year 6 and the difficulties this class experienced with staffing problems in the years prior to September 2000. Since then these pupils have benefited from very good teaching and although they have made good progress, it was from a very low base. Many pupils start school with very poor literacy skills and a significant minority also have learning and behavioural difficulties. As a consequence more than 50 per cent of pupils are on the special educational needs register. In this context, and when improvements over time are taken into consideration, their progress has been good. The rate of improvement in English of pupils in the school over the last three years has been similar to that experienced nationally. This upward trend has been achieved as a result of good quality teaching, the successful implementation of the National Literacy Strategy, the effective support of classroom assistants, and a good foundation in the Reception class. Pupils, including those with special educational needs and with English as a second language, are beginning to make good progress in their knowledge and understanding of English and their acquisition of literacy skills.
90. Attainment in speaking and listening is below the standard expected nationally at the end of both key stages. Although it is improving it remains the single most important reason for standards being below average in other subjects. The majority of pupils listen attentively both to their teacher and to each other and their listening in assemblies is good. A minority of pupils have short concentration spans and grow restless over quite short periods of time. Effective management of their behaviour by teachers and classroom support assistants ensures that most pupils work steadily throughout the lesson.
91. Many pupils enter the school with poorly developed speaking and listening skills. By the time they begin their work on the National Curriculum they have developed many of the essential skills of listening. Much of their speech is characterised by short, clipped phrases and their basic vocabulary is limited. Their speaking skills improve as they move through the school. Their vocabulary is extended through the

National Literacy Strategy and across many other areas of the curriculum. Pupils provide spoken reports for their summing up sessions at the end of lessons. At the end of a Year 2 lesson, all groups were given the opportunity to read one of the sentences they had written. In a Year 1 lesson, pupils were discussing a topic on fruit though nearly all the pupils had difficulty expressing their ideas clearly. In a Year 4 lesson, the teacher challenged the pupils to work together in pairs and discuss how to change statements into questions. This gave all pupils opportunities to improve their speaking skills. When a pupil with special educational needs was given an opportunity to join in the lesson, all other pupils listened respectfully while the pupil spoke very slowly. Her contribution was valued and appreciated. Teachers insist that pupils develop their answers, and use additional questions well to ensure that pupils are more rigorous in their responses. However, the quality of speaking and the range of vocabulary are below the standard found in most primary schools by the end of both key stages.

92. By the end of Key Stage 1, pupils' attainment in reading is broadly in line with national expectations. This reflects an improvement in standards made since the previous inspection. All pupils in Year 1 and Year 2 make good progress, and the more able read aloud confidently and have understood what they have read. The reading of higher attaining pupils is lively and they use good expression to interest the listener. They read unknown words like *spectacular*, *connections*, and *swallow* and are beginning to make predictions about what might happen next. Most pupils by the age of seven are developing an enjoyment of a range of books. Average and low attaining pupils demonstrate secure skills of working out more difficult words and meanings. Most pupils retell stories and say which stories they enjoyed.
93. Pupils by the end of Key Stage 2 attain standards below national expectations in reading. Over 50 per cent of the pupils in the current Year 6 class have special educational needs and, although pupils continue to make good progress, by the age of eleven many pupils are not reading at the expected Level 4 or higher. Higher attaining pupils at Key Stage 2 read confidently and accurately. They talk about books they have read, naming favourite authors and describing characters. A few talk confidently about the catalogue system in the library and most explain the difference between fiction and non-fiction successfully. Lower attaining pupils enjoy stories. They read hesitantly but clearly, and use several strategies to try to read unknown words, such as letter sounds and picture clues.
94. Overall standards of writing at Key Stage 1 are in line with national expectations. Written work is often lively and thoughtful. Discussion with pupils and completed work in books indicate a secure understanding and use of the more formal aspects of grammar, punctuation and spelling. During the inspection there were many instances of writing being used in other areas of the curriculum. For example, in a geography lesson, Year 2 pupils compared where they live in Arbury with the village of Houghton near Cambridge. Handwriting skills are carefully taught throughout the school and improvement can be seen in all classes.
95. By the end of Key Stage 2, attainment in writing is below average. The quality of writing varies across classes and with the ability of the pupils. To improve writing is a priority in the school improvement plan. Pupils attain well when they are expected to focus on one element of punctuation, grammar or spelling, but, when they attempt to combine these elements into a piece of independent writing, they frequently repeat basic errors. The correct use of elements of clear writing have to be continually re-enforced by teachers. Teachers make every effort to include

writing in other subjects. A very good example of this was seen when the whole of Key Stage 2 made a study of the Ancient Greeks. The more able pupils produced work of a very good standard and pupils of all abilities were proud of their written work. Pupils write for a range of purposes, for example, Year 6 pupils write a letter of thanks to the manager of Sainsbury's for the gift of the food used in their Greek meal which formed part of their history project. Year 3 pupils write stories about Palm Sunday in their religious education lessons.

96. The standard of majority of teaching is good and never less than satisfactory. In seven out of ten lessons observed it was good and in one lesson it was excellent. Teachers' planning is thorough. Objectives are clearly stated and understood by pupils; assessment opportunities are taken as the lesson proceeds. Lesson plans recognise the differing needs of the pupils and appropriate activities are organised to develop pupils' learning. Teachers take account of the attainment of pupils in previous lessons and their plans reflect their needs. Pupils, including those with special educational needs and English as an additional language make good progress in their understanding of the lesson through both a clear focus in activities and through discussion. They are supported well, but poor concentration, and poor recall of what has been learned from one day to the next, slows their rate of progress. Pupils are beginning to use computers to present their work. The school intends to extend this as pupils become more confident in their use of ICT. Teachers' assessment procedures are accurate and are used well to set targets for pupils and track progress. This is a significant improvement since the previous inspection.
97. Resources for literacy are good. The co-ordinator has worked well to introduce the National Literacy Strategy. Some observation of teaching and analysis of pupils' work takes place, which are used well to inform future planning for lessons.

## **MATHEMATICS**

98. The inspection found that pupils by the end of Key Stage 1 are attaining standards that are in line with national expectations in numeracy and other areas of mathematics. This is an improvement since the previous inspection. In the national tests in year 2000, results were below average compared nationally to all schools and in relation to similar schools results were in line with those nationally.
99. By the end of Key Stage 2 standards are below those expected for pupils age. This is due to more than half of those pupils in Year 6 having special educational needs. Standards achieved by pupils of average and above average attainment are in line with standards expected for their age. This is confirmed by the year 2000 national tests. Pupils results were in line with the national average and when compared to similar schools.
100. Pupils make good progress from a very low base on entry to the school. The effective introduction of the numeracy strategy and the continuing development of the subject means that standards have improved. The majority of pupils of average attainment or above are now working at the standard expected for their age by the end of both key stages.

101. National test results indicate that girls achieve standards that are significantly lower than boys in the national tests at both key stages. The inspection found no significant differences in attainment by girls and boys in lessons and work examined. The significant number of pupils with special educational needs are well supported and make good progress in relation to their prior attainment. Of particular note is the excellent integration of pupils with physical disability. Pupils who are from minority ethnic groups or speak English as an additional language achieve at a similar standard to their peers.
102. By the end of Key Stage 1 pupils are ordering whole numbers to 100. They are working out mentally 14 more than and 14 less than a number. In Year 2 one pupil knows that 2 less than 100 is 98. Pupils identify numbers that come between a pair of numbers, that five comes between four and six and 31 comes between 30 and 32. Pupils show a good understanding of place value and know that 84 is made up of 80 and 4. In Year 1 pupils recognise and use the language of movement, they take two steps forward or back and to the right or left developing a sense of space and shape from the movements.
103. By the end of Key Stage 2 pupils improve their mental agility with quick-fire questions and all pupils, including those with special educational needs, take part writing their answers to questions on small white boards and showing them to the teacher. Sometimes the pupils with special educational needs are supported if appropriate in this activity. Pupils work out short problems such as  $28+5=11x?$   $40x2=10x?$  and  $200x2=3996+?$  These are presented verbally by the teacher. In the majority of instances pupils answered correctly. Later in the lesson the pupils work on a real life situation calculating the amount of money needed to be borrowed in addition to a deposit and the repayments over 12 months with no interest. Pupils work well on this multi-faceted problem as it is a practical activity and many pupils have an interest in cars. They used car magazines with prices in to identify a purchase price the age and mileage of a vehicle. Many pupils discussed and understood the value for money of a potential purchase. One pupil said *'this is a cheap car for its type'*. In another equally relevant practical exercise pupils located and priced the various options from holiday brochures.
104. The quality of teaching and learning is good overall. Across the school at Key Stage 1 and Key Stage 2 the quality of teaching ranges from satisfactory to very good, the majority of the teaching being good or very good. Due to rigorous monitoring and development of teaching there is a consistency of approach that is noticeable during all lessons. For example, the teachers put the learning objectives on the board and refer to them during the lesson. Teachers effectively use the final collective or plenary session of the lesson to determine the rate of learning, they will also bring pupils together earlier if the learning objectives appear not to be clear to pupils and clarify them. Teachers also have a wide range of strategies to deal with a small group of pupils towards the end of Key Stage 2, who are disaffected and show challenging or inappropriate behaviour. The management of such pupils is effective and teachers are unfailingly polite but firm and do not tolerate behaviour that might impact on the learning of others. The strong structure of the National Numeracy Strategy, on which most lessons are based, helps in the maintenance of discipline in the classroom. On a few occasions mostly towards the end of Key Stage 2 a small number of pupils are not fully engaged in lessons and are not learning effectively.

This usually happens when they have not listened carefully to the teacher and do not understand the learning objectives of the lesson or the relevance of what they are asked to learn.

105. In the best lessons the work is carefully pitched to pupils' attainment levels and is relevant to their experiences such as problem solving when buying a car or booking a holiday. The development of mental agility is also particularly effective during the quick-fire oral sessions used at the beginning of the lesson to gain pupils' attention and motivate them to the lesson.
106. Teachers are confident in using the National Numeracy Strategy. Planning is clear and effective and follows a consistent pattern throughout the school. A particular strength is the individual tracking of pupils that ensures that teachers know their pupils well. The quality of written work is variable in some year groups it does not always reflect the quality of learning that is taking place. Many pupils find it difficult to record their work effectively especially those with special educational needs. However, the marking of written work is evaluative and helps take pupils forward. ICT is used to a satisfactory extent at Key Stage 1. However, by the end of Key Stage 2, pupils' skills are not sufficiently developed for them to make the best use of the technology to help develop their mathematical skills. There was little evidence during the inspection that numeracy is used in other subjects.
107. The co-ordinator is very effective and has been heavily involved in the good development of the subject. She has a full monitoring programme observing lessons and feeding back to teachers and is beginning to establish her role as a critical friend in teaching and learning. She has also been closely associated with the very effective development of whole school systems in mathematics including the effective implementation of the National Numeracy Strategy.

## **SCIENCE**

108. By the end of Key Stage 1 the 2000 National Curriculum teacher assessments were well below the national average for pupils gaining the expected Level 2 or above. In comparison to similar schools it was also well below. No pupils reached the higher Level 3. By the end of Key Stage 2 in the National Curriculum tests for the same year, 78 per cent of pupils reached Level 4 or above, which was well below the national average. Of these, 15 per cent reached the higher Level 5, which was also well below the national average. Compared with similar schools standards were in line with the national average. Since 1997 the trend has been slightly upwards with the greatest acceleration between 1999 and 2000. During this period boys have significantly outperformed girls in the national tests.
109. Lesson observations, discussion with pupils and an analysis of their past and present work indicate that attainment at the end of Key Stage 1 is close to the national average and well below average by the end of Key Stage 2. This is broadly in line with the judgement of the previous inspection. The main contributory factor to the low standards at Key Stage 2 is the high proportion of pupils with special educational needs in that age group. The school recognises the need to raise standards in science and especially in investigative work. It is determined to do so and has set challenging but realistic targets for each year group in the school. A thorough analysis of strengths and weaknesses has enabled the school to target appropriate resources and training. A good start has been made on improving pupils' skills in scientific enquiry and acquisition of specific technical vocabulary.

Inspection findings indicate an improving picture throughout the school and especially at Key Stage 1.

110. Overall pupils' learning, including for those with special educational needs and for whom English is an additional language, is good at Key Stage 1. All pupils achieve well over time due to consistently good teaching and willingness to learn. By the end of the key stage they know that light comes from a variety of sources including the sun. They explain in simple terms how force makes things slow down, speed up or change direction. Pupils recognise that creatures require a specific type of habitat and that they adapt to an environment. Many know the components of a balanced diet and understand about healthy eating. They learn about the conditions necessary to grow seeds and why magnets attract some materials. Investigations are carried out to a simple format. Pupils predict, test and record their findings, thus reinforcing literacy and numeracy skills. For example, during a Year 1 lesson on buoyancy pupils discovered that the shape of an object often determines whether it will float or sink. Tasks are well planned. In Year 2 pupils talk readily about how materials can be grouped and explain their properties.
111. Throughout Key Stage 2 all pupils' learn well, especially in Years 3 and 4. Despite the high proportion of pupils with special educational needs, by the end of the key stage, average and high attaining pupils have a satisfactory knowledge and understanding of scientific facts including the representation of series circuits in drawings and diagrams and balanced and unbalanced forces. Nearly all pupils use precise scientific names for the skeleton, body organs and the function of the solar system. In the study of materials and their properties they identify changes which take place when materials are heated or cooled, and suggest ways, for example, sieving, in which solids can be separated. They classify creatures such as carnivores, omnivores and herbivores while working on life processes and living things. Many recognise when a test is fair or unfair, and understand why, as was observed in an evaluation of Year 3 work on growing plants with reference to types of soil, drainage and sunlight. In such investigations they realise the need for accurate measurements and use their numeracy skills well in their calculations and interpretations of data. Pupils in Years 4 and 5 know about evaporation and condensation in the water cycle. In Year 6 higher attaining pupils understand the process of filtration and how pitch and resonance change by plucking guitar strings of varying lengths. They learn to record their work in different ways, including simple tables and graphs to represent their results.
112. Pupils enjoy lessons especially when challenging tasks are organised, exemplified well in a Year 1 lesson on magnetism. In lessons the majority of pupils listen well to the teacher and each other, and work both independently and collaboratively, as was observed in a Year 6 lesson on plant pollination. Many answer questions thoughtfully but only relatively few seek to extend their knowledge independently or show the curiosity needed to understand scientific processes more fully. Even by the end of Key Stage 2 many pupils find it difficult to put forward appropriate ideas, test and evaluate them. In the majority of lessons pupils are polite and respect adults and peers alike. On the odd occasions when too much time is allocated to over-demanding tasks are some pupils restless, boisterous and inattentive.
113. Teaching is good overall in both key stages. In the best lessons teachers' expectations are high but realistic. They display good scientific knowledge and plan well. There is a good balance between discussion, written and practical work, as witnessed in a Year 5 lesson on identifying parts of a flowering plant. Good use is

made of recapitulation to establish previous knowledge and understanding to highlight discoveries and reinforce key learning points, as illustrated in a Year 4 lesson using and devising classification keys to identify mini-beasts. In all classes lessons are planned well and pupils are managed effectively.

114. The co-ordinator ensures that the curriculum is well planned and that good balance, coverage and continuity ensue. She provides solid support for the staff and, together with the senior management team, has drawn up a policy and detailed schemes of work which cover all the programme of study of the National Curriculum. Very good assessment systems are in place. Weekly evaluations are built into the short-term plans, which are used to set work for pupils' next stage of learning. Targets are set for each pupil and are reviewed on a regular basis, thus ensuring a comprehensive tracking process. An analysis of pupils' work has been carried out across the school and strengths and areas for development reported back to teachers. The headteacher monitors plans and the work of the co-ordinator regularly, and therefore any problems arising are dealt with quickly. Teaching and learning has not yet been monitored by the co-ordinator but plans are in place to do so next term. Resources are adequate and easily accessible. Overall the subject is managed effectively and the co-ordinator, who has been in post for two terms, has a firm commitment to raising standards throughout the school.

## **ART AND DESIGN**

115. Evidence is taken from three lessons seen, the examination of teachers' planning, analysis of work in pupils' sketchbooks and work displayed in classrooms and corridors. The standards achieved by the end of Key Stage 1 and Key Stage 2 are broadly similar to that expected for pupils' age. Pupils with special educational needs achieve well but frequently have limited dexterity and skills in fine movements. This is particularly noticeable at the end of Key Stage 2. Those pupils who speak English as an additional language or are from minority ethnic groups are fully integrated and achieve at a similar level to their peers.
116. The provision for art is good and pupils have the opportunity to experience a good range of techniques. In Year 2 pupils use various materials of different textures to build up a collage picture. Pupils show good dexterity in cutting shapes and threading wool through needles. They show good skills when they sew various materials onto cloth using a running stitch. As pupils paint they mix colours carefully and use language skills well as they discuss what they are doing. One pupil says, *'look if I add more blue to the red it goes darker'*. A few pupils have skill levels that are below that expected for their age but the majority achieve appropriately.
117. In Year 6 pupils had the task of preparing a press print. Pupils drew a picture of plant in pencil. Many pupils showed good pencil control and drew good representations of flowers. During the lesson pupils refer to a portfolio of prints, and use prior knowledge gained from sketching and designing a pattern, to make their own printing block. There are a significant number of pupils with special educational needs in the class and frequently their work is less mature and their observational skills less well developed. However, all pupils made a good attempt and produced a picture suitable for transfer to a polystyrene tile which they used for printing. Pupils carefully traced their design onto the tile and rolled paint onto it to print the design. As pupils experimented they became more adept at printing and following a challenge by the teacher one pupil worked out after a time how to print using different colours on the same sheet. There is some evidence of pupils using the

computer to compose pictures but the use of ICT is under-developed in art and design.

118. Art is used in other subjects to illustrate work and there are good examples of this around the school. For example, in a Year 4 religious education lesson pupils illustrate the story of *'Mary Jones and her Bible'* with six pictures of the main event. Pupils enjoy this and show keen interest in illustrating the story. There is a good link with mathematics in a Year 3 art and design lesson when pupils learn how to make a repeating pattern in printing using a 'T' shape and moving it through 45 degrees each time they print.
119. The displays of pupils' work in the classroom and on the corridor walls are of high quality although sparse. Year 1 pupils display paintings and drawings using crayons of sections of fruit. Year 2 pupils show they mix paint effectively to paint patterns. They sketch self-portraits in pencil after the style of Frans Hals and the *Laughing Cavalier*. There are attractive collage designs using metals, buttons, wood and fabrics. In Year 3 and 4 with the help of a visiting artist pupils illustrated the story of the *Walnut Tree Man* modelling with plaster of Paris and showing tessellating designs with clay tiles. There is a good link with spiritual development, pupils showing the two sides of their feelings in self-portraits, how we see ourselves and how others perceive us. There are good examples of observational drawing of flowers, pupils sketching with chalk.
120. The quality of teaching ranges from very good to satisfactory. The high quality of work seen from average and high attainers indicates teaching is good overall. There is a consistent approach to the teaching, all teachers make certain that clear learning objectives are displayed for each lesson and that pupils are clear what these objectives are. This ensures that lessons are brisk and productive. Teachers are careful to make sure that pupils learn the basic skills necessary to execute the work they are doing. For example, ensuring that pupils do not press too hard when transferring their picture to a printing tile. The planning of lessons is skills based and practical and lessons are reinforced with clear description of tasks and ongoing intervention and explanation. Because of the practical nature of the lesson all pupils are keen to participate. Even those with the potential to be disruptive or challenging participate with enthusiasm and attitudes and behaviour in lessons are good.
121. The enthusiastic co-ordinator, who is also deputy headteacher, is fully aware of the importance of art and design in developing other skills such as handwriting, language and creative appreciation. She evaluates the teaching and learning through the work produced, although not by observation of lessons. The school places due emphasis on art and design as an important element in pupils' physical emotional developmental. The planning is thorough and follows closely the Curriculum 2000 guidelines from the Qualifications and Curriculum Authority. The extensive evaluation of pupils means that teachers know pupils well and are very aware of their strengths and weaknesses in basic skills this enables them to evaluate pupils' progress. The quality of provision in art and design has improved since the last inspection.



## DESIGN AND TECHNOLOGY

122. Attainment in design and technology is satisfactory by the end of both key stages and is in line with national expectations. Comparison with the previous report cannot be made as design and technology was not reported. Only one lesson at each key stage was observed. However, discussion with teachers and pupils, and evidence from planning and displays show that pupils' skills in designing and making develop steadily as they move through the school. Pupils' learning, including for those with special educational needs and for whom English is an additional language, is good across the school.
123. In Year 1 pupils have designed and made pop-up Easter cards, '*Hen in a Basket*', using a variety of materials and techniques including card, paper, fasteners, and folding and joining respectively. In relation to personal and social education pupils in Year 2 have designed and made model cardboard cut-outs of their friends. Such activities develop their manipulation powers, as well as enhancing literacy and numeracy skills while selecting and measuring the appropriate materials.
124. Pupils in Years 3 and 4 have used a combination of cardboard, net, straw and fabric to construct model cottages. This was in conjunction with a geography educational trip to Wicken Fen. This topic involved developing their ideas and putting together a list of what they want their designs to achieve. In Years 5 and 6 pupils have evaluated the role of angles in the construction of stable structures prior to designing and making picture frames. Technical skills included measuring, marking out, and shaping card and wood and the choice of adhesives to combine the components for the finished product.
125. Overall pupils' attitudes are good and they work sensibly together, sharing equipment and tools. For example, in a Year 1 lesson on designing and making a fresh fruit salad, pupils could demonstrate how knives, potato peelers and slicers could be used safely. They also know about the importance of hygiene during food preparation. They are interested in their work and sustain concentration and strive to improve their work. Their behaviour is nearly always good and they show respect for their peers, adults and resources.
126. The quality of teaching observed was good at Key Stage 1 and satisfactory at Key Stage 2. Teachers have a sound knowledge of the subject and this allows them to plan work which builds sensibly on skills which have been already learnt. In a Year 5 lesson pupils were asked to test and evaluate prototype picture frames while designing their own products. The teacher introduced the work clearly and assessed pupils' understanding of the group task. High attaining pupils evaluated their work and made suggestions for improvement. In the lessons observed praise and encouragement were used effectively, helping to motivate pupils and sustain their interest. The Year 1 lesson on food technology was structured well with appropriate intervention to test pupils' understanding and progress.
127. The co-ordinator provides good leadership and is keen to promote the subject. A detailed policy and scheme of work are in place. Plans include assessment procedures which are used to inform the next stage of pupils' learning. A portfolio of pupils' completed work is in its initial stages. Teachers' plans are monitored on a weekly basis by the co-ordinator. Resources are adequate, used well and easily accessible.

## GEOGRAPHY

128. The previous inspection found that standards were below those expected for pupils' age by the end of Key Stage 1 and Key Stage 2. During the inspection evidence was gleaned from the observations of lessons, discussions with pupils and the co-ordinator and a scrutiny of books, displays and resources. Inspection evidence indicates that pupils' broadly achieve a standard similar to that expected for their age and pupils learn at an appropriate rate. This is an improvement on the previous inspection.
129. Year 1 investigate the local environment. They make a list of things they see from the notes made on their walk round the area the previous week. Excellent photographs are used to help them remember their visit. At the end of the lesson pupils are given the opportunity to tell the class what they enjoyed seeing. This makes a good link with their literacy work, encouraging speaking and listening. Year 2 draw comparisons between their own location of Arbury and Houghton another part of Cambridgeshire. Many pupils contribute to the discussion and show that they understand how to compare houses, shops, roads and other features. They presented their findings in the form of a Venn diagram, thus making a link between geography and mathematics. Pupils at Key Stage 1 make good use of their toy bear who travels with them on holiday and sends postcards back to the class. Cards had been received from London, New York, India and Glasgow. This gives pupils added interest in a wider world.
130. Year 3 improve their mapping skills. Working in pairs they use co-ordinates to guide their partner to identify features on a map. The class visit Wicken Fen and plot the route on a large map. Pupils in Year 4 expand their knowledge of ordnance survey signs and symbols. They too use grid references to plot the features on a map using the symbols to identify the exact positions. Year 5 study rivers. They identify the various stages of a river and use excellent photographs to help their studies. Year 6 pupils know the difference between physical and human features. They study aerial photographs helping the class teacher make a list of the features on the board and linking them to symbols on an ordnance survey map. They link their studies effectively to their forthcoming residential visit to Kingswood activity centre in Norfolk. In all classes pupils with special educational needs and English as a second language are well supported by learning support assistants and make good progress.
131. Pupils show good attitudes to geography and say they enjoy the lessons. The school is beginning to make more use of information and communication technology and this is adding interest to the lessons. Several groups of pupils were observed making their own maps on computers.
132. The teaching observed in lessons was always good with one third being very good. Teachers' planning is very good. Evidence of pupils' written work shows that activities are planned appropriately for the age and prior attainment of the pupils to allow them to make progress. Work is marked satisfactorily, good use is made of comments to praise and encourage pupils. Teachers make very good use of visits and visitors maps and books to stir up interest. For example, the school had enjoyed an exhibition of Indian dancing linked to their study of India, which had been very extensive, making many comparisons between Arbury and Chembacolli in India.

133. The subject is co-ordinated well. Resources are good and readily available. All staff and pupils use them carefully. Pupils are provided with an adequate supply of maps and there is an atlas in each classroom. Teachers assess pupils' attainment and progress at the end of each unit of work.

## HISTORY

134. During the inspection it was not possible to observe any history lessons being taught. Judgements are based on analysis of pupils' work in their books, teachers' planning, displays of work, policy documents, schemes of work, resources and discussions with pupils and teachers. Evidence from the inspection indicates that pupils are making good progress in their learning throughout both key stages. Standards of attainment have improved since the last inspection and are in line with those expected for this age group.
135. Pupils by the end of Key Stage 1 make good progress in their learning. They are introduced to the subject through stories that help them to develop concepts of time and space. They learn about significant characters and aspects of life in Britain and beyond, for example, Florence Nightingale and study the changes in peoples' lives since 1900.
136. During the autumn term, Key Stage 2 made a detailed study of ancient Greece. All classes took part in the study, which was very well planned according to the age and ability of the pupils. Year 6 produced work of a good standard covering many areas of life in ancient Greece and comparing them with our own. Throughout Key Stage 2 this was an excellent example of a mixture of skill development and gains in knowledge. Photographic evidence and the pupils' work in their special books showed that pupils were given very good opportunities to study independently. The study provided pupils with opportunities to make important links with other subjects such as timelines in mathematics, art and design, design technology and information and communication technology to make a front cover for their book depicting life in ancient Greece. Many extended writing opportunities were provided for pupils to practice their literacy skills. Although presentation of work was good in many books and many pupils took a pride in their work, some pupils' presentation was below standard.
137. Teachers' planning is very good. Work is well marked and good use is made of comments to praise and encourage pupils. Teachers present work in interesting ways. Year 5 visited the Fitzwilliam museum in Cambridge to watch Greek plays. The *Greek Day* was very well received by pupils of all ages and stimulated pupils' interest in history.
138. The subject is well led. The co-ordinator monitors teachers' planning and collects pupils' work to check curriculum coverage. Assessment opportunities are indicated in the scheme of work. A portfolio of pupils' work is being developed and is available to staff as a source of reference. A start has been made in the use of information and communication technology but the co-ordinator is aware of the need to develop this further now that the computer suite is fully operational.

## INFORMATION AND COMMUNICATION TECHNOLOGY

139. During the inspection five lessons were observed, all of which were at Key Stage 2. Other evidence included discussion with the subject co-ordinator, teachers and pupils, analysis of school documents and pupils' past and present work.
140. Attainment by the end of Key Stage 1 is broadly in line with the standard expected for pupils' age . By the end of Key Stage 2 they are below expectations, mainly due to a high proportion of pupils with special educational needs and low skill levels, a lack of resources in the past but now resolved and a restricted allocation of time to the subject. However, based on low prior attainment, pupils' progress, including those with special educational needs and for whom English is an additional language, is good, and they achieve well due to effective lesson planning. This is an improvement since the previous inspection. Considering the greater learning and teaching demands placed on this subject during the past four or five years, this is even more creditable. It reflects the vigour and enthusiasm with which the issue was tackled. A new suite has been installed recently, but is still awaiting a full networking system. Pupils have opportunities to develop further and practise their skills on other computers placed strategically throughout the school. These are particularly helpful for pupils with special educational needs and are adapted to include joy sticks and tracker balls.
141. Pupils begin to use the computer as soon as they start school. In Reception they begin to learn mouse control and to recognise letters on the keyboard. In Year 1 they know how to use the space bar, delete and arrow keys. Higher attainers use word-processing to write simple sentences such as '*I am six*', and in mathematics lessons control technology in the form of a programmable robotic toy is used to measure distances and degrees of turning. By the end of the key stage the majority can save, retrieve and print their work. They also use click and drag skills well enough to create pictures and patterns.
142. By the end of Key Stage 2 higher attaining pupils are competent in a range of skills and are familiar with a variety of programmes. They combine text and picture, working independently using help-sheets when necessary. They have sound experience of handling data and enhance their numeracy skills by doing so. Such examples were noted in Year 3 work where pupils produced graphs and pictograms to illustrate colour and food preferences. Pupils in Year 4 type, and many edit, save and retrieve text as well as changing font, colour and size. By the age of 11 they have a sound understanding of word-processing but not of spreadsheets. They use these programmes to write stories, labels, and slogans and in some cases do their homework. Higher attainers highlight, change text and import pictures. Many combine text with graphs, placing emphasis on layout, well exemplified in Year 6's work on the Ancient Greeks. There is little use of control or modelling. The school acknowledges this and plans are in place for its imminent introduction.
143. Pupils' attitude to information and communication technology is good. The majority talk enthusiastically about the subject and are proud to show their work. Many high attaining pupils use computers at home. These pupils are happy to help their peers during work carried out in pairs.
144. Teaching was good in all lessons seen. Teachers have good subject knowledge and lessons have a clear focus on a specific skill to be taught. In a Year 6 lesson on the use of *drag and drop*, pupils constructed a map of a localised area, placing

appropriate symbols in relevant positions, thus establishing links with other subjects. Teachers are gaining in confidence and are becoming more secure in the use of the new equipment. Classes are managed effectively, which ensures that pupils experience appropriate handling and communicating of data over a range of topics, for instance the composition and layout for slogan advertisements in a Year 4 lesson.

145. The co-ordinator manages the subject well. She provides effective support for colleagues and helps to raise standards through in-service training and helpful documents. Assessment is on-going throughout lessons and a system is in place to assess each pupil against the attainment targets of the National Curriculum programmes of study. A policy and scheme of work are in place and detailed plans and curriculum map ensure that there is appropriate coverage and continuity. All teachers have been monitored by an external consultant who still works alongside class teachers on a regular basis. The co-ordinator together with the key stage managers reviews teachers' planning on which evaluations are made at the end of lessons. All these initiatives are having a positive impact on pupils' learning.

## MUSIC

146. By the end of both key stages pupils' attainment in music is in line with national expectations. Comparisons cannot be made with the previous report as standards in music were not reported. From the lessons observed and singing in assemblies, it is evident that pupils' learning is good, especially in singing. This includes pupils with special educational needs and those for whom English is an additional language.
147. The work observed by the end of Key Stage 1 related to pupils developing a sense of rhythm and to the introduction of recording music in different ways. They are beginning to handle and use percussion instruments effectively, and name many of them, including wood blocks, maracas and castanets. Pupils listen well and state why these instruments are appropriate for the sound of the road sweeper, which they have listened to on a music tape. Year 2 pupils compare simple rhythms with a repeated structure. They record these symbols so that they can play them back effectively as a group. In assemblies they sing with enthusiasm and in tune, for example, the lively hymn, *'Thank you Lord, for the sun'*.
148. At Key Stage 2 it is evident from singing in assemblies that pupils make good progress and reach sound standards by the time they leave the school at 11. They know how to use their tongues, lips and breathing to improve the quality of their singing. They echo accurately each line of a new song and keep in tune whether accompanied or unaccompanied. They use good diction and appropriate dynamics to tell the story of the song, as was observed during a Key Stage 2 music assembly where pupils learned the *'Rooster Rag'* cantata. They learn a range of songs and perform them from memory. Lessons continue to focus on developing pupils' sense of rhythm and help to enhance their listening and concentration skills. In Year 3 pupils are beginning to analyse and compare rhythmic patterns and use digits to count the number of beats in a phrase. During assemblies pupils listen quietly to a variety of music ranging from Louis Armstrong singing *'Oh, what a wonderful world'* to a rendition of Agnus Dei by the Cambridge University Choir. The subject makes a positive contribution to their spiritual, social and cultural development.

149. Pupils' attitudes to the subject are good overall. They listen carefully to pre-recorded music and to each other's work, as was observed in a Year 6 lesson where pupils kept a steady clapping rhythm to the strong beat of a Phil Collins song. The majority works productively together as witnessed in a Year 4 lesson linking rhythmic patterns and chanting names. Overall pupils enjoy music lessons.
150. The quality of teaching is mostly good and is never less than satisfactory. Teachers have sound subject knowledge and are skilled musicians in their own right. Lessons have a good pace, pupils are managed well and resources are used effectively. Learning objectives are clear and planning is coherent, as exemplified in all lessons.
151. The subject is very well led by an enthusiastic advocate. The co-ordinator is knowledgeable, an accomplished musician and keen to spread her skills through the school. Since her appointment, the subject's profile has been raised, and through school-based in-service training teachers have become more secure in teaching music. A detailed policy and scheme of work is in place. Plans that contain built-in assessment procedures are reviewed by the co-ordinator on a weekly basis with further discussion of evaluation undertaken at key stage meetings. Additional expertise is provided for one and a half hours per week at Key Stage 1 by a peripatetic music specialist. Recitals at the school have included performances by the University of Cambridge string quintet and a Grenadan percussionist. Such events enhance pupils' appreciation of music diversity.

## **PHYSICAL EDUCATION**

152. By the end of both key stages pupils' standards are broadly in line with those expected for their age and similar to those found in the last inspection. The majority of pupils learn well and make good progress. All pupils are fully integrated into all physical education lessons and achieve appropriately. This includes pupils with special educational needs and those with physical disability. Pupils who are from minority ethnic groups or who have English as an additional language achieve at a similar level to their peers.
153. Pupils participate in a full range of physical activities. During the inspection pupils were swimming and taking part in athletics and games activities. In a Year 2 lesson pupils swam in the school's own pool, which although designed for hydro-therapy for disabled pupils is an ideal pool for younger pupils to learn to swim. They moved about the water confidently and only in one instance was a pupil somewhat nervous. This was soon overcome through the teacher's encouragement and all pupils participated enthusiastically. They jumped down into the water and splashed their faces to gain confidence. Pupils held on to the side of the pool and moved their legs in the crawl stroke. They developed this and moved across the width of the pool holding a float and kicking their legs in the crawl stroke. Some found it difficult to move because they do not swivel their hips sufficiently to give forward movement others were much more effective and a few pupils were at the early stages of swimming. Pupils felt the drag of water as they moved through it and became aware of its resistance on their bodies. At the end of the lesson pupils played on a variety of floats and continued to gain confidence in the water.
154. In Year 6 pupils were practising for athletics they used the large and well marked out field. The running track is marked out for 300 metres and pupils took it in turns to time their running over a fixed distance attempting to improve their own times. Pupils also took it in turns to start and time the runner. This was effective as

pupils are at very different stages of physical development, whilst some pupils were agile and quick runners other were slow and ungainly. However, all tried hard and improved on their times. All pupils made an effort and were fully involved in the activities. In a Year 4 lesson pupils learned the skills for basketball or netball learning to move about the hall into position and learning to throw and catch, playing a small game of *bench-ball*.

155. Those with physical disability are fully integrated in activities, during the inspection pupils took part in races using their wheel chair and others used the pool to develop swimming skills. The provision for these pupils is excellent. They are fully included and totally integrated in all activities in an appropriate way and with suitable support.
156. The quality of teaching was good in all the lessons seen. Teachers have good subject knowledge. They use a full range of resources from the swimming pool to games equipment and larger apparatus in the hall and the marked out athletics track on the field. In the most effective lessons teachers explained clearly what pupils had to do and frequently demonstrated themselves. For example, one Year 3 teacher showed pupils how to jump from a standing and a running start and used pupils themselves to demonstrate how to develop their co-ordination in this activity. This eventually leads to pupils measuring jumps and recording their own performance.
157. A particular strength of the teaching is the clear learning objectives, which are communicated to the pupils both before and during the lesson. This keeps the lesson focused and clear to pupils and maintains their interest in the activity. Teachers' management of pupils is good and whilst in most instances during physical activities pupils have good attitudes and behave well, on the rare occasions when pupils behaviour is challenging or disruptive, teachers are careful to ensure that this does not have an impact on the learning of others. They invariably deal with these pupils in a calm a polite but firm manner.
158. The subject is well co-ordinated by an enthusiastic co-ordinator. Care is taken to ensure that all pupils have a full physical education entitlement. The scheme of work has been reviewed and uses much of the National recommendations in the Curriculum 2000 document. However, ICT to record pupils' performance in athletics, for example, is under-utilised. Assessment procedures are in place for this subject through the whole school system of assessment and means that teachers know their pupils' progress well in this subject. The range of resources for a school of this size is good for physical education with a range of small and large equipment. The accommodation with two halls, a large field and swimming pool is very good.

## **RELIGIOUS EDUCATION**

159. The observation of lessons, displays of work throughout the school and discussions with pupils and teachers indicate that pupils are attaining the standards expected in the Locally Agreed syllabus. Pupils' learning is satisfactory overall and pupils with special educational needs are well supported, so that they progress in their learning in line with their ability, either as a result of work which is adapted to suit their needs or by additional help from their teacher or support worker.
160. By the end of Key Stage 1, pupils reach the expected standards in their knowledge and understanding. They learn about the Christian festivals of Christmas and

Easter. They know stories from the bible such as the story of David and Goliath and Joseph and his coat of many colours. They compare a Jewish, a Christian and an Indian wedding. Year 2 visit a local church, writing an account of their visit on their return to school.

161. By the end of Key Stage 2 pupils gain a deeper knowledge and understanding of different faiths. Year 3 study the lives of famous people who have helped others such as mother Teresa. They write stories about Palm Sunday and learn the key events in the Christian calendar. Year 4 look at sacred texts connected with Buddhism and Hinduism. They write about the Bible under the headings, '*what I know and what I want to find out*', thus encouraging independent research. Year 5 know that the Bible contains many different types of literature and again carry out independent research using a good variety of different Bibles in the process. They also study the life story of Harriet Tubman.
162. Pupils in Year 6 present their work very well as they research sacred texts from different religions. They write about being a Muslim and look at differences between Christian churches and Muslim mosques.
163. The quality of teaching is good. In two out of five lessons observed it was very good. Teachers have good subject knowledge and understanding of the subject. They use precise, structured language in their discussions with pupils in order to increase their vocabulary in a structured way. Pupils are later questioned and encouraged to respond. Teachers make very good use of photographs. At Key Stage 1 pupils enjoyed seeing the photographs of their visit to the local church, which helped them to remember what they had seen. Pupils are managed well and have very good relationships with their teachers. In the five lessons observed, behaviour was at least satisfactory and in two lessons it was good and in two others very good. This indicates that the pupils are interested in religious education and enjoy the lessons.
164. The co-ordination of the subject is good. The co-ordinator is very knowledgeable and enthusiastic. She had worked hard to implement the new policy and scheme of work has been introduced. Assessment takes place after each unit of work and the results are used to inform future plans.