

INSPECTION REPORT

GLEBELANDS PRIMARY SCHOOL

Chatteris, Cambridgeshire

LEA area: Cambridgeshire

Unique reference number: 110777

Headteacher: Mr Patrick Shevlin

Reporting inspector: Ms Ruth Frith
Rgl's OIN: 2490

Dates of inspection: 17 – 20 June 2002

Inspection number: 195250

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

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: New Road
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Cambridgeshire
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Postcode:

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Appropriate authority: The governing body

Name of chair of governors: Mr Tony Elliott

Date of previous inspection: 9 – 13 June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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2490	Ruth Frith	Registered inspector	Foundation Stage English as an additional language Geography	What sort of school is it? How high are standards? a) The school's results and achievements? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
14214	Gillian Smith	Lay inspector		How high are standards? b) 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?
20142	Malcolm Childs	Team inspector	Information and communication technology Religious education Special educational needs	
13805	Lynn Lowery	Team inspector	Science Design and technology	How good are the curricular and other opportunities offered to pupils?
24097	Grant Pedrick	Team inspector	Mathematics History Physical education	
31421	Susan Rogers	Team inspector	English Art Music Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Glebelands Primary School is a community school for boys and girls aged 4 to 11 years. There are 340 pupils on roll who come from the surrounding, mainly rural, area. They live in either local authority or private housing. The percentage of pupils receiving free school meals is below the national average and this indicates that most families have wage-earners, though many receive low incomes. On entry to the school's reception classes, children display below average levels of attainment, particularly in the areas of communication, language and literacy and personal, social and emotional development. Few pupils come from ethnic minority backgrounds and currently only one pupil speaks English as an additional language. The school has grown substantially over the last few years and a high number of pupils have not received all their primary education at the school. The percentage of pupils with special educational needs is above the national average. Most pupils who require regular additional support have moderate learning difficulties or emotional and behavioural difficulties. Eight pupils have a formal statement of special educational need. This is higher than usual. The turnover of staff has been relatively high, partly due to the expansion of the school. The current headteacher and deputy headteacher have been in post since September 2000 following a period of instability when the school had five headteachers or acting headteachers within a period of two years. Similar to other schools, Glebelands Primary is beginning to find it difficult to recruit teachers but is developing its recruitment practice accordingly.

HOW GOOD THE SCHOOL IS

Glebelands Primary is a good school which is showing signs of rapid improvement since the appointment of the current headteacher. There is greater stability in relation to staffing and this is helping to ensure that the quality of education is good. The excellent leadership and management by the headteacher have resulted in a team of hard-working staff who have developed good teaching skills. Pupils are encouraged to work hard and enjoy their learning. Levels of pastoral care are also good. Standards are improving throughout the school but pupils in Year 6 experienced inconsistency in their learning prior to the headteacher's appointment. This affected their ability to reach the levels of attainment expected nationally for their age. Although teachers have worked hard to address this, standards of work in English still remain below average. Glebelands Primary has adapted well to an increase in size and is popular in the local community. The school provides good value for money.

What the school does well

- Children settle well in the reception classes and make good progress.
- By the end of Year 2, pupils reach good standards in English and mathematics.
- Across the school teaching is good and this is helping to raise standards.
- Teachers manage pupils well and this results in the vast majority of pupils displaying good behaviour.
- Pupils have good attitudes to school and are interested and involved in their learning.
- Very good relationships are evident throughout the school.
- Teachers provide an interesting curriculum and provision for personal, social, health education and extra-curricular activities is very good.
- Provision for pupils' spiritual, moral and social development is very good.
- Staff know their pupils well and make good provision for their welfare.
- The excellent management and leadership skills of the headteacher and the very good support offered by the deputy headteacher and governors results in a school that is eager to improve.

What could be improved

- Continue to raise standards in English in Years 3 to 6.
- Improve the quality of the marking of pupils' work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has successfully addressed the issues identified in the report following the last inspection in

June 1997. The headteacher and governors now meet statutory requirements in relation to the information provided for parents and have provided sufficient outdoor play equipment for children under five. However, comparisons with the school at the time of the last inspection should be treated with caution. The school has doubled in size and staff have had to accommodate changes in the school building and an increase in their numbers. Perhaps the most significant change since the last inspection was the period of instability that affected staffing and management. This limited the development of the school and pupils' attainment declined. Staff and governors have made significant improvements since this time and demonstrate a clear commitment to further improvement.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	C	E	E
mathematics	E	E	E	E
science	C	B	E	E

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

Children make good progress in the reception classes and by the time they start Year 1 are likely to reach above average standards in creative, physical, personal, social and emotional development. Generally, standards in the other areas of learning are average although they are likely to remain slightly below average in communication, language and literacy. Results of the 2001 national tests and assessments for pupils at the end of Year 2 showed that standards in reading, writing and mathematics were above average. This is an overall improvement on previous years and these standards are likely to be sustained by the current Year 2 pupils. Results of the 2001 national tests for pupils at the end of Year 6 were well below average in English, mathematics and science. These results reflect the instability that pupils experienced during Years 3 and 4. During their last two years in the school, they made at least satisfactory and often good progress. This wasn't enough, however, for them to raise their standards from the low levels indicated when they were in Year 4. Pupils currently in Year 6 are working at average standards in all subjects, except English where they are below average, and music where they are higher than usual. In 2001, the school did not achieve the unrealistic targets in English and mathematics set by the school and local education authority. Over the last five years, the school's rate of improvement overall in these subjects has been below the national trend. Currently, pupils with special educational needs make good progress. Higher attaining pupils are sufficiently challenged and consequently also make good progress. The pupil who speaks English as an additional language has made good progress in English language acquisition and in adapting to school life. No significant difference was noted in the progress and attainment of boys and girls during the inspection. However, in the 2001 national tests girls did better than boys in English and boys did better than girls in science.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. Most enjoy their work and demonstrate interest and enthusiasm in their learning.
Behaviour, in and out of classrooms	Behaviour is good. Most pupils are polite and courteous to each other and towards adults. There is a handful of pupils who need additional

	support in order to encourage them to behave well.
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Personal development and relationships	Pupils' personal development is good and relationships between all members of the school community are very good.
Attendance	Attendance is broadly satisfactory and most pupils regularly arrive at school on time.

The pupils' very good relationships, good attitudes, behaviour and personal development provide a good basis for their learning and help them to make good progress.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 has improved since the last inspection and is consistently good throughout the school. This reflects the importance placed on monitoring teaching so that teachers' strengths and areas for improvement are identified and supported, for example, through a good programme of professional development. Senior managers have been successful in building a good team and staff are valued and encouraged to give of their best. The teaching of children in the reception classes is particularly effective in developing their communication, personal and social skills, independence and attitudes to learning. These strengths are built upon successfully in the rest of the school. Teachers have adopted the National Literacy and National Numeracy Strategies well over the last couple of years and this has helped to improve the quality of teaching and raise standards. The quality of teaching and learning in English and mathematics is good. The school allocates valuable additional support for pupils with special educational needs and consequently they make good progress towards the targets set for them. Support staff generally make a valuable contribution to pupils' learning. The needs of the pupil who speaks English as an additional language are well met. Higher attaining pupils are appropriately challenged.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities presented to pupils are good. They stimulate their interests and help to maintain their concentration. Provision for extra-curricular activities and for personal, social and health education is very good.
Provision for pupils with special educational needs	Pupils with special educational needs receive effective support and make good progress towards the targets set in their individual education plans.
Provision for pupils with English as an additional language	Good support is provided within class for the pupil who speaks English as an additional language to enable her to study the full curriculum. Additional sessions after school are also helping her to succeed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development through the promotion of spiritual awareness and knowledge of social and moral responsibilities is very good. Provision to develop their cultural awareness is good.
How well the school cares	Staff have good knowledge and understanding of their pupils and make

for its pupils	good provision for their welfare, health and safety.
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The school's partnership with parents is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has excellent leadership and management qualities, which have been used effectively to create structures to support school improvement. He has a clear vision for the school, central to which is the aim to raise standards. The deputy headteacher and other senior staff assist him well.
How well the governors fulfil their responsibilities	The governors are very effective in fulfilling their responsibilities and all statutory requirements are met. They are fully involved in the school development planning process and have a clear understanding of the school's strengths and priorities for improvement.
The school's evaluation of its performance	Very good systems are used to monitor and evaluate the school's performance. Staff and governors have established a culture of monitoring and target setting that keeps the school moving forward towards achieving its aims.
The strategic use of resources	Financial planning is very good and takes full account of the cost of implementing the school's plan for development. Correct financial procedures are followed and staff and governors seek to obtain the best value for their spending.

Currently, there are sufficient, suitably qualified teachers to ensure that class sizes are not too large. Support staff are generally effective and the good support they provide is a contributory factor in the pupils' learning. The accommodation is very good. Resources are satisfactory overall and used well to support learning throughout the school. However, the school recognises that more reading books are needed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils enjoy school and make good progress. • Teaching is good and pupils are encouraged to work hard. • Pupils are helped to become mature and responsible. • The school is welcoming and parents are pleased to see the headteacher in the playground at the start of the day. • Parents are pleased with the number of staff members who regularly support the school's social events. 	<ul style="list-style-type: none"> • The provision of homework. • The school's procedures and practices when dealing with accidents. • More stability in staffing. • The provision of activities outside formal lessons. • More information about how their child is getting on.

Inspectors endorse the positive views held by parents and the regard they have for the school overall. Inspectors understand the views of a minority of parents who would like more activities outside lessons but judge the school to be providing a very good range of activities. They do acknowledge, however, that most of these are for pupils in Years 3 to 6. Inspectors believe that the current provision of homework is satisfactory and supports the work which pupils do in class. Those children spoken with feel that it is appropriate. Inspectors also acknowledge the views of a minority of parents who would like more

information about how their children are getting on. However, they believe that the school offers appropriate opportunities for parents to talk to staff, as well as providing good quality written information. During the inspection, inspectors observed appropriate actions being taken following an accident and judge that procedures are appropriate. Inspectors support the school's practices in relation to the recruitment and retention of teachers.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter school with a wide range of abilities and experiences and a small number are identified as having special educational needs. Assessments made by the school within the first few weeks of entering the reception class indicate that their attainment overall is below average. Older pupils have not benefited from attending the relatively new nursery, which shares the same site as the school, but currently most children entering the reception classes have had some pre-school experience. Children make good progress in the reception classes, particularly in the areas of personal, social and emotional development due to the good quality and breadth of the curriculum and good teaching. By the time they are ready to leave the reception classes, most children reach the nationally expected standards in mathematical development and knowledge and understanding of the world. Standards in communication, language and literacy are likely to be slightly below average. Children make good progress in developing their creative, physical, personal, social and emotional skills and a significant number attain standards in these areas above those expected for children of the same age nationally.
2. Results of the 2001 standard assessment tests for seven-year-olds indicate that in comparison with all schools, pupils' attainment was above average in reading, writing and mathematics. When compared with pupils in schools with a similar take up of free school meals they attained well above average standards in reading and above average standards in writing and mathematics. Results of the 2001 standard teacher assessments in science indicate that the number of pupils reaching the expected level for their age was average. Overall, pupils make good progress in Years 1 and 2, particularly in reading and writing.
3. By the end of Year 6, pupils' attainment in the 2001 tests was well below the national average in English, mathematics and science. When these results are compared with those of pupils in schools with a similar take up of free school meals, standards were well below average. Information provided by the school indicates that these pupils had made at least satisfactory, and often good progress, when they were in Years 5 and 6 but this was from a lower than average starting point. Consequently, they were unable to catch up and reach the standard appropriate for their age. Several factors accounted for their slower progress during Years 3 and 4, but perhaps the most significant was the frequent change in teachers during a period of instability of staffing. In addition, a significant number of pupils had identified special educational needs and over a third had joined the school sometime during the juniors. Also, the frequent changes of headteachers and acting headteachers had an adverse effect on the school's leadership and management. Pupils' progress was not checked and recorded as securely as it is now. In 2001, the school did not reach the unrealistic targets set for pupils' test results in Year 6 but evidence indicates that targets are more likely to be achieved in 2002.
4. Evidence from this inspection indicates that the standards achieved by pupils in the current Year 2 are average in speaking and listening and well above average in reading and writing. Pupils in the current Year 6 are making good progress and are expected to reach standards above those achieved in 2001. These pupils are reaching standards which are below average in English. Staff have focused on raising standards and improved some aspects of the quality of teaching by introducing the National Literacy Strategy. This has been done later than in most schools. Pupils in Years 3 to 6 could achieve more if increased opportunities were provided for them to develop their speaking, listening and reading and to practise their writing skills across the curriculum. Currently, standards in literacy are improving throughout the school.
5. Standards in mathematics are above average for the pupils in the current Year 2 and average for pupils in Year 6. Improvements in standards reflect the successful introduction of the National Numeracy Strategy, good quality teaching and the effective setting arrangements. Grouping pupils by ability helps teachers to match activities to their learning needs more easily. Currently,

standards in numeracy are improving throughout the school.

6. Standards for science in the current Year 2 and Year 6 are average. Pupils in Year 6 have covered a lot this year and the work has been carefully planned to ensure that it provided appropriate challenge. There has been a rise in the percentage of eleven-year-old pupils reaching the standard expected for their age, and the number of pupils achieving a higher level. The current rate of good teaching and learning indicates that standards should continue to improve.
7. Pupils in Year 2 are currently reaching average levels of attainment in design and technology, history, information and communication technology and physical education. Standards are above average in art and design, geography and music. Pupils in Year 6 are currently reaching average standards in art and design, design and technology, geography, history, information and communication technology and physical education. Standards are above average in music. Pupils in Years 2 and 6 are also reaching the expectations for religious education as outlined in the programme of work for Cambridgeshire schools.
8. The pupil learning English as an additional language makes similar progress to her peers and has full access to a broad curriculum. No significant difference was noted in the progress of boys and girls during the inspection but in the 2001 national tests for eleven-year-olds, girls did better than boys in English and boys did better than girls in science. More able pupils are appropriately challenged and reach standards in line with their abilities.
9. Pupils with special educational needs make good progress in their learning. Individual education plans generally contain appropriate and manageable targets for pupils. These are usually met because the learning opportunities planned by class teachers are appropriate and the support given by learning support assistants and general assistants is good. By the time they leave school, most pupils on the special educational needs register reach standards that are in line with their abilities.

Pupils' attitudes, values and personal development

10. The previous inspection found that pupils had good attitudes to their work and were very well behaved. Pupils continue to have positive attitudes to school and they say that they really enjoy taking part in the wide range of opportunities that are available. The school has grown considerably over the intervening five years, and the number of pupils with emotional and behavioural difficulties has increased. Pupils' behaviour is now good overall. Relationships between the pupils and with adults are very good. Overall, attendance is satisfactory. The level of unauthorised absences is just over half the national average but authorised absence is higher than usual.
11. Almost all parents responding to the pre-inspection questionnaire agree that their children like coming to school and that they work hard during the school day. Parents' confidence is very well placed. Although most of the pupils of all ages settle down quickly and work hard, the attitudes of the children in the reception classes are particularly good. Teachers are very consistent in their expectations of behaviour and address the pupils with respect and consideration. Pupils respond warmly and their positive approach to learning helps to create a lively and vibrant atmosphere. The standard of teaching is above average and, by presenting well-organised and interesting lessons, teachers create a purposeful atmosphere that is very conducive to learning. Pupils concentrate well and make thoughtful comments during class discussions. For example, pupils in Years 5 and 6 were considering a story that dealt with the dangers of putting out to sea during a storm. They made sensible suggestions as to the most constructive way to deal with such a dangerous situation. Pupils enjoy the many extra-curricular clubs that are held during lunchtime and after school; the chess and board games clubs are particularly popular.
12. Pupils behave well during the school day. They are confident, out-going and very friendly towards visitors. Relationships between pupils and with adults are very good. Pupils sense that their teachers genuinely want them to do well and each is comfortable in the other's company. Pupils of all ages mix freely and the majority are well mannered and polite. Some parents have voiced concerns about the allegedly rough behaviour of some of the pupils. Although a small number do

have emotional and behavioural problems, inspectors could not find any undue cause for concern. The level of supervision in the playground is very good and, although injuries do occur, they appear to be genuine accidents and are not caused by the behaviour of others. The two playgrounds are of a good size and behaviour during lunchtime and playtimes is good. A very wide range of play equipment is provided and this ensures that pupils are able to use their free time constructively. Pupils are very good at considering each other's needs. For example, as part of the 'Helping Hands' scheme, the oldest pupils volunteer to help the younger reception children during lunchtime. Pupils say that there are few incidents of bullying or any other anti-social behaviour. There were no exclusions during the school year prior to the inspection. The school has a very successful policy of social and educational inclusion. Pupils from all ethnic groups get along well together and play a full part in the day-to-day life of the school. The school has effective systems in place for promoting race equality and monitors its practice. Staff have recently developed a race equality policy which reflects their practice and recent national guidance.

13. Pupils respond very well to the school's provision for spiritual, moral, social and cultural development and their personal development is good. As they move through the school, pupils become increasingly mature and perceptive. A school council has recently been established and pupils thoroughly enjoy being given a 'voice' in the running of the school. They make very sensible and pragmatic suggestions. For example, they would like to redecorate their cloakrooms and have taken votes upon the individual colour schemes. In order to raise the funds, they would like to organise a raffle. Pupils visit nearby places of interest and Year 5 and 6 pupils make a residential visit to Scarborough and Osmington Bay respectively. These trips enable pupils to experience new and unfamiliar activities and encourage them to use their initiative and to become increasingly independent. Pupils of all ages relish responsibilities and are very good at using their initiative. They frequently offer to help their teachers and willingly tidy away equipment at the end of lessons.
14. A misunderstanding in the way absence is recorded was dealt with during the inspection and showed that attendance was better than first thought. Overall attendance continues to be very similar to other schools and the number of unauthorised absences is nearly half the national average. Pupils arrive in good time for the start of the school day and lessons get off to a prompt start.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching has improved since the last inspection in relation to the increase in good, very good and excellent teaching. There is a strong team spirit throughout the school and staff work hard to support each other and the children in their care. Similar to the last inspection, no unsatisfactory teaching was observed. A key factor in this improvement is the development and implementation of a comprehensive teaching and learning policy which outlines good practice. This is particularly important in a school such as Glebelands Primary which has experienced an increase in its teaching staff and where new members of staff need to understand what is expected of them. Teachers are also supported well through a good programme of professional development which helps to identify their areas of strength, and those areas which they need to develop further. Also, a more efficient use of teaching time has resulted from a change in the pattern of the school day.
16. Teaching is good overall with a third of the lessons observed during the inspection being very good or better. The good quality of teaching in the reception classes is an important factor in the way children develop good personal, emotional and social skills, attitudes to learning and behaviour. Lesson planning is good and reflects the national guidance for teaching children of this age. Appropriate attention has been placed on settling children into school and a good range of activities is provided which maintains the children's interest and supports their learning. Teachers' expectations are high. The children's knowledge, skills and understanding are successfully developed and they are well prepared to start work in the National Curriculum, when appropriate.

The support staff give valuable help to the children and this is a key feature in making children feel secure in their learning.

17. Throughout the school, teachers' knowledge and understanding are generally good and they use these to plan work which is usually well matched to the pupils' needs. Planning is based on schemes of work taken from published materials and national guidance, including that in the National Literacy and National Numeracy Strategies. Teachers have used these strategies well to improve their teaching and this has helped to raise standards. The school is still at quite an early stage in developing the strategies to meet their pupils' needs but is ready to review its practice, for example, in relation to the teaching of English in Years 3 to 6. Staff have done well to adapt their practice in a relatively short time. Staff have also developed their knowledge and expertise in relation to information and communication technology. This, together with improvements in resources, is helping to raise standards.
18. In the best lessons, teachers have a clear idea of what they want pupils to learn and share that with them. They provide appropriate support and challenge which ensure that pupils of all abilities maintain a good pace in their learning and build systematically on their previous learning. A key feature of raising pupils' attainment is to highlight clearly the next stages in learning through effective assessment and to use this information to plan a series of lessons. The best teachers do this well. In lessons that are generally satisfactory but fail to bring about good learning, there is a lack of pace, for example, when pupils spend too much time sitting on the carpet listening before they work on their individual activities.
19. Support staff work well and are instrumental in encouraging pupils' progress and the standards that they achieve. In some cases, they have been instrumental in keeping the continuity of teaching and learning when there has been a change in teachers and this helps to support the children's learning. Overall, teachers use time, resources and the expertise of support staff well.
20. The quality of relationships between staff and pupils is very good and has a significant influence on how staff successfully manage the pupils in their care. Teachers are encouraging and supportive, which results in most pupils becoming confident and well behaved. There are a few pupils who need additional support and guidance as they do not readily respond to the high expectations of staff. Teachers use their knowledge of pupils well in most lessons and encourage them to improve and work harder. In contrast, some do not comment enough on pupils' work through their marking and consequently, pupils are not always clear about how they can improve. Provision of homework is satisfactory overall and supports the work done in school, particularly in English and mathematics.
21. The quality of teaching and learning for pupils in Years 1 and 2 is good in English, mathematics, science, art and design, geography, history, information and communication technology, music and physical education. It is very good in religious education and satisfactory in design and technology. In Years 3 to 6, the quality of teaching and learning is good in English, mathematics, science, geography, history, information and communication technology, music, physical education and religious education. It is satisfactory in design and technology. Insufficient evidence was available to make a clear judgement in art and design.
22. The following comments reflect the school's commitment to inclusive education. The school has improved its work with higher attaining pupils who are being appropriately challenged. The teaching for these pupils is managed well and a variety of strategies adopted to ensure that they receive an appropriate curriculum and teaching. Some lessons are set so that groups of pupils with similar abilities can be taught together and some pupils receive additional opportunities to develop their talents and abilities. Teachers and support staff are aware of the specific needs of pupils learning English as an additional language and provide good support which encourages learning and participation in all aspects of school life. No significant differences were identified in the teaching of boys and girls during the inspection. All were offered equal access to a good curriculum and were encouraged to participate fully and do well.
23. The quality of teaching and learning for pupils with special educational needs is good overall. Teachers have a good understanding of how to set work to meet the needs of lower attaining pupils and to interest those who have emotional and behavioural difficulties. With the support and advice of the special needs co-ordinator, they have become effective teachers of pupils with

special educational needs and see the challenges presented as positive opportunities for learning, rather than problems to be dealt with. As a result, basic skills are taught well because teachers use a good range of approaches and resources in lessons. The support provided by learning support assistants and general assistants is of generally good quality and makes an important contribution to the good progress towards their individual targets being made by most of these pupils. Pupils with special educational needs feel valued and part of the school. They enjoy learning and make similarly good progress to their peers.

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

24. The quality of the curriculum is good and relevant to pupils' needs. It meets the statutory requirements of the National Curriculum and reflects the Cambridgeshire programme of work for religious education. There has been satisfactory improvement since the last inspection. The content and organisation remain good despite the need for teachers to take on board the changes caused by the introduction of the new National Curriculum. The links between subjects and provision for religious education and personal, social and health education are good. Provision for pupils with special educational needs and the careful matching of the level of work to individual needs is also still good. Monitoring of the teaching and curriculum has improved. Maintaining the strengths mentioned last time has not been easy. The size of the school has increased dramatically, as has the number of new staff who required induction into these good procedures. A period of instability had a negative impact on the effectiveness of the curriculum. Since the appointment of the current headteacher, the curriculum provision has improved considerably. Appropriate priorities for curriculum development have been established and these include the updating of a significant number of policies which were out of date. The school has an effective long-term curriculum plan, which ensures there is appropriate coverage of subjects. Medium-term planning is detailed and ensures that lessons take into account the ability of different pupils in each class. Teachers plan together and this is successful in achieving consistency between parallel classes.
25. The current headteacher and staff have successfully implemented the National Literacy and Numeracy Strategies. These are having a positive effect upon the quality of teaching and the standards achieved by the pupils. In these lessons, work is closely matched to the individual needs of the pupils. The school has achieved an appropriate balance between teaching separate subjects and teaching through integrated topics. Where necessary, it teaches aspects of science separately as they do not easily or naturally fit into the topics taught. However, this still needs some refinement to ensure that skills and knowledge are acquired in a logical sequence, for example in design and technology and art and design. The school has improved the provision for teaching the investigative and practical aspects of subjects such as mathematics, science and design and technology. Co-ordinators are now monitoring the planning and learning in their subjects throughout the school. This has enabled them to identify any areas of weakness and to plan for their development.
26. The curriculum provided for pupils in the reception classes is good and is based upon recent national guidance. All the required areas of learning are taught and good attention is paid to developing pupils' literacy, numeracy and social skills.
27. The curriculum includes good provision for pupils with special educational needs and English as an additional language. They benefit from effective in-class support from learning support assistants. In addition, teachers provide work that is matched carefully to their individual learning needs. The school has identified a number of gifted and talented pupils. They also receive work that is designed to ensure they are appropriately challenged and able to achieve their full potential. In some cases, they have lessons such as mathematics with the year group above them and this has a positive impact on the standards they achieve.

28. There is very good provision for personal, social and health education, which includes sex and drugs education. The school has identified opportunities for some aspects of the subject to be taught through other subjects such as science, but most of it stands as an important subject in its own right. The school is actively involved in the 'Healthy Schools Initiative' and the 'Safe Routes to School Initiative'. Where appropriate, outside speakers teach specific lessons, for example the school nurse and the police. The strong emphasis on the 'Glebelands Code' has a positive impact on pupils' social development. Parents are also included and they were recently invited to a drugs' awareness evening. As a result of the school's comprehensive programme, pupils learn about life and choices they will have to make. This enables them to develop the social skills they need to make well-informed decisions about their personal and academic lives.
29. The provision for pupils with special educational needs is good. Well-directed support comes from teachers, support staff, outside specialists and voluntary helpers. Good use is made of the objectives set out in pupils' individual education plans when teachers plan lessons. As a result, pupils' needs are well met. The needs of the pupil learning English as an additional language are also well met through the provision of an appropriate formal curriculum and additional sessions after school.
30. A very good range of extra-curricular activities enhances the curriculum, particularly for the older pupils. Opportunities are provided for pupils to take part in competitive sports. A large number of pupils took part in netball and football training in the winter and the seven-a-side team reached the finals of the Railtrack football tournament. Currently, there are a lot of pupils involved in cricket coaching after school, which benefits from the tuition by a member of the local cricket club. Pupils can join the choir or learn to play musical instruments. Lunchtime clubs include puppet-making, drama and a homework club. Some parents felt the school did not provide enough extra-curricular clubs. However, inspectors find the range to be very good and large numbers of pupils are involved. All of the oldest pupils have the chance to go on residential visits to Scarborough and Osmington Bay. This enables them to take part in a range of outdoor and adventurous activities and develops their social skills and independence. The school also provides a very good range of visits to places of educational interest, including the National Space Centre, West Stow Anglo-Saxon Village, Ramsey Outdoor Classroom, Cambridge and the Chatteris museum. Visits by an interesting range of speakers also enhance the curriculum, for example, the Recycling Bus, a paramedic, puppeteers, a storyteller and a television astronomer.
31. The school has established good links with the local community and they make a positive contribution to pupils' learning. For example, pupils have visited a local travel agent's and the local church. A grandparent has come in to help with their history topic, a local resident has talked about life in India and members of the local community help in classrooms. The cricket club provides coaching and the pupils distribute harvest products to elderly people in Chatteris.
32. There are good links with the local primary and secondary schools who are working together to produce an education plan for Chatteris. The reception teachers have strong links with the local nursery and this helps to ensure a smooth transition into full-time education.
33. The previous inspection found that provision for the pupils' personal development, including their spiritual, moral, social and cultural development, was very good. While provision for pupils' spiritual, moral and social education continues to be very good, provision for pupils' cultural development is now good.
34. Assemblies are led sensitively and sympathetically, sometimes involving outside speakers or drama groups. The special character of an act of worship is emphasised by the playing of appropriate music as pupils enter and leave. Pupils are encouraged to reflect upon the day's assembly theme and to apply it to their own circumstances, for example through a period of silence or the saying of prayers. All these elements make the daily act of collective worship an important spiritual occasion. In religious education, pupils' work on Christianity, Hinduism, and Judaism gives them a good appreciation of the spiritual values and beliefs of other world faiths. During lessons, pupils are given regular opportunities for reflection and are encouraged to develop a sense of wonder. For example, in Years 1 and 2, pupils express their feelings about nature

through poetry and, in Years 5 and 6, they learn about the marvels of the universe, as part of their science topic, 'Our World and Beyond'.

35. The school has clear aims that include promoting values such as honesty, confidence and respect for others. Members of staff frequently refer to 'The Glebelands Code' and pupils try very hard to act like "a proper Glebelands pupil should". Especially noticeable is the consistency with which all the adults in the school community promote high moral values and the consistent and sensitive way in which pupils are managed. Pupils have a clear understanding of the difference between right and wrong. They are well aware of the system of rewards and sanctions and readily accept the school's code of values. Teachers are very consistent in their expectations of behaviour and pupils understand exactly what is, and what is not, acceptable. Members of staff also provide very good examples of how to behave and always praise pupils if they have done particularly good work or have put in exceptional effort.
36. Pupils are encouraged to take responsibility within the school community, for example as school council representatives or by volunteering to help the play leaders. Pupils are also regularly encouraged to work together in lessons and assume other responsibilities around the school, such as acting as librarians. Younger pupils go on day visits to local places of interest, such as Cambridge, and older pupils undertake residential visits to Scarborough and Osmington Bay. These visits encourage pupils to take responsibility for their own welfare and to use their initiative. Pupils visit other schools and take part in inter-school sports matches.
37. Pupils are made aware of their own culture and celebrate local events as well as the main Christian festivals. Pupils enjoy listening to a variety of recorded music and learn about different cultures and faiths. The school has a good collection of musical instruments from other countries, such as Africa.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The previous inspection found that this school looks after its pupils well and this continues to be the case. All members of staff share a wholehearted and sincere commitment to pupils' welfare. They work very closely as a team in order to ensure that the pupils are well looked after during the school day. Although some parents expressed concern about the school's welfare procedures and the level of supervision during playtimes, inspectors do not support their misgivings. The level of supervision in the playground is very good and the lunchtime play leaders keep a very close eye on the pupils. The standard of personal support and guidance provided is good and pupils say that the time they spend at school is happy and enjoyable. Children joining the reception classes are gradually and sensitively introduced to school routines and this helps them to settle in quickly. All members of staff are familiar with child protection procedures and arrangements are very good. Routine health and safety procedures are in place and they comply fully with current legislation and with local authority guidelines.
39. The previous inspection found assessment procedures to be effective and this continues to be the case. There are good procedures for assessing the standard of pupils' work and for monitoring the progress they are making. As pupils move through the school, teachers use a good range of assessment methods to check how well pupils are learning. This information is put to good use when teachers meet each week in order to review their lessons and plan what they will teach next. Procedures for monitoring and supporting pupils' academic progress are good. The school has introduced a system that provides a cumulative record of the level of each pupil's work in each subject, year by year. Over time, this provides a very clear overview of each pupil's progress and helps teachers to identify pupils who may be at risk of underachieving. Individual targets are also clearly recorded and the extent to which they have been addressed is monitored closely. This system of individual target setting is already being used to good effect. Pupils know exactly what their targets are and have a very good idea of what it is that they have to do in order to improve their work. This helps to keep them motivated and encourages them to work hard and to do their best.

40. Procedures for supporting pupils with special educational needs are well established. Their needs are carefully diagnosed and great care is taken to ensure that these pupils receive the additional support they need. Teachers have a good understanding of specific learning difficulties or disabilities and how to deal with them. A good induction programme has helped the pupil who is learning English as an additional language to quickly become aware of the expectations of the school and develop good relationships with pupils and adults.
41. Procedures for monitoring pupils' personal development are very good. The school has recently introduced a record sheet that is used to note pupils' various responses over the years and to note any particular problems they may be having. As time goes by, this record will build up into a cumulative overview of pupils' personal development and will help teachers to pinpoint any emerging problems. Relationships between pupils and members of staff are very good and teachers are sensitive to pupils' 'ups and downs'. During lessons, classroom assistants monitor the way in which pupils respond and teachers use this information to see how each individual is developing.
42. The school's procedures for monitoring and promoting behaviour are very good. During lessons, teachers manage their pupils very well and are very consistent in their expectations. Rewards vary from verbal praise to the award of various certificates and badges to those who work hard or behave particularly well. The 'Glebelands Code' permeates the life of the school and pupils constantly aspire to being a good 'Glebeland's pupil'. Procedures for eliminating bullying are good. Should any such incidents occur, they are dealt with in a constructive manner that helps to ensure that they do not recur. A very good range of play equipment is available during lunchtime and play leaders do their best to ensure that pupils use their free time constructively.
43. Procedures for monitoring and promoting attendance are good. Although the majority of parents provide reasons for their child's absence, the school is very prompt in following up any unexplained absences. The effectiveness of these procedures is reflected in a level of unauthorised absences that is around half the national average.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The previous inspection found the partnership between home and school to be good and this continues to be the case. Staff place great emphasis on working closely with parents. It works hard to ensure that parents are kept closely informed about the day-to-day life of the school, as well as the progress made by their children. Most of the parents respond positively and think that the school does a good job. They are especially pleased that their children enjoy attending and indicate that they would feel able to approach the school with a question or problem.
45. Parents are also pleased with the way in which the school is encouraging their children to become mature and responsible and feel that the school expects them to do their best. A minority of the parents who voiced an opinion, however, have expressed concerns about the following: the behaviour of some pupils, the range of activities provided outside lessons, the amount of homework set and the level of information about their child's progress. While inspectors agree that the behaviour of some pupils is demanding, teachers manage them very well and do not allow their outbursts to affect the learning of their classmates. Inspectors do not support parents' other concerns. The range of extra-curricular activities is very good compared to other schools. The amount of homework is appropriate for pupils of primary school age and parents are kept well informed about their children's progress. There are also many, regular opportunities for informal contact with school staff and the headteacher and the class teachers make themselves available at the start and end of the school day. Parents' attendance at information and consultation evenings, however, is very variable. Although the school provides an opportunity each term for parents to discuss their child's education with their class teacher, by the time pupils get to Years 5 and 6, only around half the parents turn up.

46. Links between home and school are good and parents' involvement has a positive impact upon their children's education and the day-to-day life of the school. Parents ensure that their children attend regularly and complete their homework on time. The 'Friends of Glebelands School Association' is well supported and organises a wide range of social and fundraising events. The money raised has recently been used to help to pay for school visits and has contributed towards the purchase of the external play equipment.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The success of the school stems from the excellent leadership and management of the headteacher and the effective work of staff and governors. The headteacher has a clear vision for the school and central to this is the provision of high quality teaching to ensure good standards. He has been successful in uniting a team of professionals who are well motivated and display a determined will to succeed. An important feature of management is his high expectations linked to the provision of appropriate procedures and structures, which support the good quality of teaching and learning. His vision and drive have proved to be significant factors in how the school community has continued to develop the quality of provision and brought about recent improvements in what is a popular, expanding school.
48. There is a strong senior management team and the skills, expertise and experiences of the headteacher and deputy headteacher are complemented well. Both recognised the need for the deputy to support the teaching and learning of the older pupils, so for the last two years she has been class-based. Plans have been made to extend her management and leadership roles in the coming academic year. The senior managers have a clear view of the school's strengths and priorities for development and ably assist the headteacher. Co-ordinators are well informed and effective in promoting their subjects and in monitoring standards. They share a clear understanding of what should be achieved.
49. The headteacher and deputy headteacher have a good understanding of the pupils' needs and how they learn. This is reflected in the school's practice, which encourages learning through a range of activities. These features are well demonstrated in the school where an ethos of care and concern, together with high expectations, are encouraged. By the time pupils leave school, most show positive attitudes and are sensitive to the needs of others. There is a good degree of mutual tolerance and respect. Staff and governors display a clear commitment to inclusive education which underpins the school's work.
50. The school's aims of raising standards and improving the quality of education are increasingly reflected in its work. The school development plan indicates priorities which are clearly matched to the needs of the school and sets a clear agenda for improvement. The school has successfully addressed the issues resulting from the previous inspection. Governors give full support to the school and are well informed and involved in school development. They have good levels of knowledge and this helps them to be fully involved in discussions and developments. They undertake their duties diligently and have trust in the headteacher and staff. The governors, headteacher and staff continue to show a clear commitment to maintaining the pace of improvement and have developed a system of monitoring and setting targets that keeps the school moving forward towards achieving its aims. Targets are now realistic and reviewed appropriately. Improvements in the systems for monitoring and evaluating teaching and learning have resulted in staff having a clearer understanding of pupils' progress and what they can do. Governors fulfil their statutory responsibilities very well.
51. The major barrier to school improvement since the last inspection was the number of headteachers and acting headteachers within a two year period, five in all, and also instability of staffing. The current headteacher and deputy headteacher quickly assessed the situation on appointment and identified appropriate priorities for development. Since that time, key improvements have been made and they are now beginning to have a positive impact on the raising of standards.

52. The management of provision for pupils with special educational needs is effective. The co-ordinator provides good leadership and is supported by an enthusiastic governor responsible for this area, who also has considerable knowledge and understanding of this aspect. The school is also well supported by a range of outside agencies. The special educational needs governor and the co-ordinator maintain good contact, and the responsible governor keeps the governing body well informed. The requirements of the new Code of Practice have been effectively implemented and targets for the further development of provision (in particular, further release time for the co-ordinator) are identified within the school improvement plan. The governing body monitors the effectiveness of spending on special educational needs, to make sure that it is benefiting pupils' learning.
53. Over the two years preceding the inspection, there has been a high turnover of teachers and this has caused some lack of continuity in some areas. At the time of the inspection, however, the school is adequately staffed with a sufficient number of teachers who share an appropriate range of skills and experience. Members of staff who are new to the school, including newly qualified teachers, are very well supported. The induction programme and the support provided by senior staff are very good and much appreciated by new entrants to the profession. The school's strategy for appraisal and performance management is good. Targets are agreed and opportunities for personal development are linked appropriately to the needs of the whole school identified in the school development plan. Staff who attend courses, subsequently share the knowledge and skills gained with their colleagues. There is a good number of learning support and general assistants and they provide teachers and pupils with very good support during lessons. The secretarial and clerical staff contribute very effectively to the administration and organisation of the school. A good feature of staffing is the strength of united teamwork that is noticeable in school.
54. The overall quality of the accommodation is very good. The school is a modern, purpose built, single storey building. It has already been extended since the school opened and a further extension is planned in order to accommodate the steadily increasing number of pupils. Classrooms are of a good size and the whole building is light, bright and very well maintained. The school is very clean and the high standard of display creates a very attractive learning environment. The classrooms are built in pairs and the soundproofing screen between them is not usually used. Although each classroom is affected by noise coming from the other, pupils cope well and there are no signs that it affects learning. The school grounds are extensive and pupils benefit from having two playgrounds and spacious playing fields.
55. There is a satisfactory level of learning resources. Resources are good in science, information and communication technology and music. There are few shortages, except for the number and range of fiction reading books.
56. The school's financial planning is very good and all grants are used effectively to support pupils' learning. School developments are appropriately prioritised and carefully costed. Accounting is carefully carried out, with regular checks being made with the headteacher, financial consultant, finance officer and governors. Issues resulting from the last audit have been addressed. The school applies the principles of best value well. All interested parties, including governors, staff, parents and pupils, are consulted on school development; standards are compared with those of other schools and careful consideration given to required improvement. Office procedures are very efficient. New technology is well used, for example in accounting and keeping records of pupils' assessments and tracking their progress. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. Staff and governors should work together on the following areas to improve the quality of provision further and raise standards.

- Continue to raise standards in English in Years 3 to 6 by:
 - providing more opportunities for speaking, listening and reading;
 - raising teachers' expectations in relation to the pupils' extended writing;
 - specifically developing pupils' literacy skills across other areas of the curriculum;
 - improving resources in the library and fiction for pupils' individual reading.
(Paragraphs 4, 17, 71, 72, 74, 75, 77, 80)

- Improve the quality of the marking of pupils' work by;
 - agreeing a consistent approach throughout the school;
 - ensuring that pupils are clear how they can improve their work.
(Paragraphs 20, 77, 96, 100)

Staff have already identified in the school development plan the need to raise standards in English.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	85
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	23	39	17	0	0	0
Percentage	7	27	46	20	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		340
Number of full-time pupils known to be eligible for free school meals		31

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		8
Number of pupils on the school's special educational needs register		84

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	53
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	6.6

Unauthorised absence

	%
School data	0.3

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	25	30	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	23	24
	Girls	28	28	27
	Total	51	51	51
Percentage of pupils at NC level 2 or above	School	93 (80)	93 (85)	93 (87)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	24	23
	Girls	28	30	29
	Total	51	54	52
Percentage of pupils at NC level 2 or above	School	93 (87)	98 (91)	95 (93)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	15	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	13
	Girls	11	7	13
	Total	18	13	26
Percentage of pupils at NC level 4 or above	School	60 (71)	43 (61)	87 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	11
	Girls	9	11	12
	Total	15	18	23
Percentage of pupils at NC level 4 or above	School	50 (74)	60 (70)	77 (97)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	293
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.2
Number of pupils per qualified teacher	23.9
Average class size	26.2

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	245

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5.4
Number of teachers appointed to the school during the last two years	7.0
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2001/2002
	£
Total income	641,996
Total expenditure	655,903
Expenditure per pupil	1,924
Balance brought forward from previous year	37,230
Balance carried forward to next year	23,323

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	340
Number of questionnaires returned	108

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	39	3	0	0
My child is making good progress in school.	44	50	6	0	0
Behaviour in the school is good.	33	53	11	0	3
My child gets the right amount of work to do at home.	31	54	12	1	3
The teaching is good.	55	38	7	0	0
I am kept well informed about how my child is getting on.	44	42	11	2	2
I would feel comfortable about approaching the school with questions or a problem.	70	25	4	1	0
The school expects my child to work hard and achieve his or her best.	69	27	3	1	1
The school works closely with parents.	33	56	7	1	2
The school is well led and managed.	44	44	6	3	4
The school is helping my child become mature and responsible.	43	52	4	1	1
The school provides an interesting range of activities outside lessons.	31	43	16	4	6

Other issues raised by parents

Parents were generally positive about the school and identified recent improvements. They stated that Glebelands was now a much more 'open school' and were pleased to see the headteacher in the playground at the start of the school day. They felt that staff welcomed both pupils and parents. There was some concern voiced at the parents' meeting about the school's procedures and practices for dealing with accidents. A few parents stated that there were an increasing number of pupils with behaviour problems attending the school. Parents were generally worried about the high turnover of staff and the effect this had on their children's learning. They were particularly impressed with the number of members of staff who attended social events in the school.

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

58. The school has maintained the good practice identified in the last inspection and made significant improvements in its provision for outdoor play. Teaching is never less than good and was very good or excellent in half the lesson observed. Teaching is good for communication, language and literacy, knowledge and understanding of the world, mathematical and physical development. Teaching is very good for creative, personal, social and emotional development. Staff have good understanding of how young children learn and recognise the need to focus on developing their communication, language and literacy skills when they start school. Staff also have high expectations, and are successful in developing the children's good attitudes to learning and good behaviour. Children are helped to settle into school life through participating in a range of interesting activities. All staff work well together and this results in a consistent approach to teaching and learning. Support staff play an important role in developing the children's learning and supporting their achievements. The curriculum takes into consideration the national guidance for the Foundation Stage and staff adapt it to meet the needs of the children. They have the confidence to try new strategies and ways of working and are consequently building up a repertoire of good practice. Staff plan work appropriately and use assessments of the children's attainment to inform their planning. Good records are kept to monitor the progress that children make in all areas of learning. By the end of their time in reception, children are well prepared for their work in the National Curriculum.
59. Children, including those with special educational needs, make good progress. Children are well supported and the work for those that need additional help is well focused and relates to their individual education plans. By the time they start in Year 1, children currently in the reception classes are likely to reach above average standards in creative, physical, personal, social and emotional development. Generally, standards in the other areas of learning are average, except in communication, language and literacy where they are slightly below average.

Personal, social and emotional development

60. Staff have developed good relationships with parents and implemented a good induction programme which helps to settle children quickly into school routines. A caring and stimulating learning environment is created in the reception classes where children quickly understand the structure of the day and develop very good attitudes to learning. Children also develop very good relationships with each other and adults as a result of taking part in a good range of activities which encourage children to play together. They were observed playing well in the imaginative play areas and sharing resources, for example when playing outdoors. In response to the expectations of the teachers and support staff, who make appropriate comments to encourage co-operation, most children quickly learn how to share resources and take turns. Children recognise the importance of keeping healthy and are aware of personal hygiene issues.
61. Staff plan well to ensure a good balance is provided between teacher-directed activities and times when children are able to play without direct adult supervision. This develops the children's confidence and a growing independence and initiative when they are presented with choices. Children complete planning sheets which identify what they would like to do from a range of six different activities. Children are encouraged to be polite and sensible and most move easily from work undertaken as a whole class to group and individual activities. Staff act as good role models and the children's skills are continually developed through the positive interactions between staff and children. Consequently, children behave well. Girls and boys are encouraged to play together and take part in all activities so that they develop a good range of skills across all areas of learning.

Communication, language and literacy

62. Staff provide an environment which encourages children's speaking and listening and the development of a widening vocabulary. Good examples were observed when a member of the support staff worked very well with a group of children in the library. She encouraged development of their skills through taping their speaking and performances and their listening as they each heard a recording of themselves. This activity also developed the children's use of information and communication technology as was indicated when one of the younger children understood that "the voice goes down the microphone onto the tape and out through the machine". In another session, the class teacher encouraged pupils' speaking and listening as they investigated the smells of a range of foods. In both these examples, the children were encouraged to respond to the adult and each other and develop their use of vocabulary. Children's speaking skills are also systematically developed through the provision of specific activities, such as in the imaginative play areas when children pretend to be visit the travel agents or offer others a range of holidays. Pupils make good progress and have the confidence to speak with adults and each other.
63. Children like to choose books and sometimes settle down to read alone or with a friend. They handle books carefully and show enjoyment in a range of stories. Children receive regular opportunities to listen to stories and they respond very well. Most were able to clearly talk about the story of *O! Get Off My Train* and soon began to join in with repeating phrases. Regular sessions support children well in their recognition of letters and the sounds that they make. All children are encouraged to read regularly with their parents at home, which has a significant impact on the progress that they make and the standards that they achieve. Higher-attainers read fluently and with good understanding whilst lower-attainers retell stories in their own words and recognise names and key words.
64. On entry to school, children develop their writing skills by learning how to hold the pencil correctly and recognising and writing their own names. They become aware of writing for different purposes and are keen to display their work. These skills are quickly developed when children successfully write letters and postcards and develop their own books folded into a zig-zag shape. Children receive good support from staff, which encourages the development of their handwriting and use of vocabulary. Overall, a good range of resources to encourage writing and communication is available and results in the youngest children making marks on paper and the oldest writing sentences well.

Mathematical development

65. The children's skills and understanding are taught during specific sessions, and consolidated through daily play activities. During the inspection, the children were developing their knowledge and understanding of two-dimensional and three-dimensional shapes. Lessons prepared pupils well for their move to Year 1 as the work followed the structure of the National Numeracy Structure. In two very good sessions observed, children were encouraged to recognise shapes either through touch or sight. Their enthusiasm was maintained well as children were excited to identify shapes in a 'feely-bag' or cut their own shapes when making sandwiches. Both teachers used a good range of activities to develop and consolidate learning and set increasingly difficult challenges. The pace of learning was good for children of all abilities and by the end of the sessions average-attainers could identify cubes, cones and cylinders and lower-attainers circles, squares and triangles. The practical nature of many of the tasks supported learning well so, for example, one higher-attainer showed his model to the class saying that he had made a cuboid and put two spheres inside. A scrutiny of the children's work and discussions with them indicate that they understand concepts such as heavy and light and shorter and longer and were using a tally chart to count in fives. All can sequence and count numbers to 10 and many use larger numbers correctly. Work is generally well presented, reflecting the high expectations of staff.

Knowledge and understanding of the world

66. Children in the reception classes develop knowledge and understanding of the world through the

study of topics such as *Transport, Growth, Colour and Light*. Pupils show a good understanding of sources of light and know a range of objects which use electricity. They understand how a circuit works and record their findings through diagrams indicating bulbs, wires and a battery. They understand how things change over time through their study of *The Titanic* and draw and label a ship correctly. Following this, they develop their creative skills through making clay ships after looking at pictures. They develop an interest and understanding of growing things; for example, by studying tadpoles. Children's scientific skills are further developed as they investigate how cars move down a ramp and begin to understand the forces of 'push' and 'pull'. All these practical activities encourage the children's responses to learning and widen the range of their vocabulary. Children have a sound understanding of the uses of everyday technology. Opportunities are provided for children to assemble and take apart simple models, using a variety of construction kits. Their skills in using the computer are also developed well so that they can name parts of the computer and related equipment and enter a program unaided. In the good lessons observed, pupils made a choice from a variety of programs and worked through them independently. Mouse control was developed well as they clicked on an icon and dragged images around the screen. Children worked confidently and shared the resources well.

Physical development

67. Children get regular opportunities for physical education through playing outside where they learn to balance, climb and run. They also develop their skills through playing with balls and using wheeled toys. The outside area provides a full range of experiences. Staff plan the use of the outside area well and encourage all pupils to spend part of the day there. Children have regular formal physical education lessons and make good progress in them. In one very good lesson, they responded well to the teacher's instructions and thoroughly enjoyed the activities. The teacher started the session well with a warm-up activity and then developed the children's ball skills. Expectations were high and the pace of learning very good. The teacher clearly demonstrated what she wanted the children to do and health and safety issues were addressed appropriately. Both members of staff worked well together to encourage the children to do the best they could. This resulted in most pupils reaching standards above those expected for their age. The children's use of small objects, such as pencils, construction equipment and paintbrushes, is satisfactory, and they handle them safely and appropriately.

Creative development

68. The children's creative development is successfully fostered through a range of activities. In one excellent lesson, the teacher systematically built up the children's skills both in the use of clay and pattern making. She introduced the activities very well so all children were keen to take part and knew what they would learn. The children developed their use of pencils well after a demonstration by the teacher, and by the end of this session were aware of the different effects that could be made. They developed their responses well as the teacher gave them a range of words such as happy, angry, spotty and flowery and they were encouraged to make patterns in response to these words. Children were then encouraged to talk with a partner about their work and developed their ideas further about pattern making. The teacher developed their learning well by extending the children's ideas of pattern through the use of clay. By the end of the lesson, the children could work well with the clay, for example, knowing when to use water to stop the clay cracking and knowing how to vary their pattern making by using a variety of tools. The children's responses are also developed through specific music sessions and through singing rhymes and songs. In another excellent lesson, both classes worked together. They developed their appreciation of music, through listening to a compact disc brought in by a child, their understanding of pitch through doing warm-up activities with their voices, and their performance skills through playing a range of instruments and singing. Expectations throughout the session were high and the pace of learning very good. The role-play areas in both the reception classes provide opportunities for children to play co-operatively and develop their imagination. They extend their language skills by re-enacting familiar situations or making up their own.

ENGLISH

69. Overall provision for English is good. Results in national tests in reading and writing for Year 2 pupils have been gradually improving over the last three years. Last year they were above average in both reading and writing, and well above average in reading, when compared with similar schools. National results for Year 6 pupils, however, have followed a downward trend and last year, they were well below average. Boys do slightly less well than girls in both reading and writing although the difference in writing becomes greater as pupils progress through the school.
70. Inspection evidence based on lesson observations, discussions with staff and pupils and a scrutiny of work indicates that Year 2 pupils are likely to do even better this year. Standards are well above average in both reading and writing. Work in Year 6 shows that eleven-year-olds are still working below national expectations. This is because this year group has received some unsatisfactory teaching earlier on in the junior school. There has also been a high turnover of pupils. Over a third have joined over the last four years. Indications are that the teaching of juniors has now improved. Pupils in the current Year 5, for example, are attaining the expected levels in their work.
71. In the past few years, pupils have entered Year 1 with below average skills in speaking and listening. Their achievement is satisfactory as they move through the infant classes and leave Year 2 with skills that are just below average. They listen extremely well most of the time. Year 1 pupils, for example, were seen listening avidly to a very well performed storybook, read in a year group assembly. Pupils co-operate well. They answer politely when spoken to, but a large proportion lack confidence in speaking in whole class situations and their vocabulary is limited. Speaking and listening objectives are not built into the curriculum, so there are not enough structured opportunities for pupils to talk, role-play and present work.
72. Pupils leave the school with average attainment in speaking and continue to listen well. They have made good progress to achieve this level, but would do even better if the planned curriculum included more opportunities for oral communication.
73. Achievements in reading in the infant classes are very good. Pupils in all classes were enthusiastic about reading and were seen reading 'Big Books' with good expression and growing comprehension. Year 2 pupils were adept at explaining plot, characterisation and setting. They demonstrated their knowledge by explaining the difference between fiction and non-fiction books and most had good strategies for tackling new words. They found it harder to talk about favourite authors or books that they had read for personal pleasure, indicating that the school does not focus enough on this area.
74. Reading achievement by the end of Year 6 is satisfactory, considering the difficulties already described. It is clear that standards are improving as pupils move through the school. National initiatives in the teaching of literacy were adopted later than in other schools and these are only now beginning to benefit the pupils. Teaching of reading is becoming more efficient and whole class reading sessions are very worthwhile. Year 4 pupils, for example, were seen learning a great deal about puns and word play through an excellent whole class reading of Michael Rosen's poetry. Reading is now emphasised, but there is still not enough time spent on teaching to clear, specific reading objectives. In a number of classes, pupils only tackle reading work once a week. Pupils spoken to enjoy reading, but said they did not make use of the school library in lessons, or for personal reading.
75. Writing and spelling achievements mirror those of reading, being very good by the end of Year 2 and satisfactory by the end of Year 6. A good proportion of Year 2 pupils were writing well structured stories that demonstrated well above average achievement. Year 6 pupils had covered much of the expected work and had studied a number of styles of writing. There was not enough writing of length in the junior classes. This is partly because time has not been allowed for this until recently and partly because teachers' expectations are not high enough in this area. Pupils' handwriting is neat and well formed in most classes. However, in upper junior classes better

teaching has yet to pay off and pupils are struggling to write well in ink.

76. Teaching of English overall, in both infants and juniors is good. In all lessons seen it was at least good, in some it was very good and in two it was excellent. Good use is made of national guidance to produce well planned lessons, with clear learning objectives. Lessons are well prepared and good resources, such as word prompt sheets, to support spelling, are produced. Good use was made of team teaching in one Year 1 lesson seen. Relationships are very good and facilitate good listening by the pupils. In the best lessons, teachers made excellent teaching points, imparting knowledge through skilful questioning, linked to examples in the text.
77. In less successful lessons, teachers did not model writing enough before the pupils had their turn. In some lessons, teachers talked at length and did not build in enough opportunities for pupils to talk to each other and think about their answers. Support staff are well trained in working with groups of pupils. They do not always use their time effectively during whole class sessions. Marking of work is variable. Group targets are being introduced to help pupils understand what to do next. Marking does not often refer to these and so is not as helpful as it could be.
78. The introduction of National Literacy guidance has improved teaching. In the best lessons teachers used the week's text as a basis for teaching spelling and grammar. In others, links were not well made and lessons became dull. In one Year 4 lesson, for example, pupils were really excited by a poem about cats, but were then set a routine task, filling in commas in unrelated sentences and they lost their enthusiasm. A great deal of reading and writing is done in other subjects. This is a good reinforcement of basic skills. The time would be even more usefully spent if the lessons contained planned English objectives such as, for example, persuasive writing or skimming and scanning in history. Some word processing is done in the computer suite, but there is little evidence of word processing or other software being used to support English lessons.
79. Assessment procedures are good. Pupils are tracked through the school using cumulated test scores. Detailed records are kept of each child's progress. Targets are set, but assessment comments do not always relate specifically enough to the targets. The targets themselves do not relate to all aspects of the English curriculum, such as the range of reading. The school development plan indicates that more work will be done in these areas. For example, teachers will be receiving more training in assessing levels on pupils' work.
80. Class and school library books have been recently reviewed. As a result, the class libraries do not contain nearly enough books, especially in the junior classes. There are very attractive classroom displays and some useful English posters and reminders. However, books for personal reading are not sufficiently promoted in the school. The library is attractive and well organised, but there is no policy to ensure its use in developing reading skills and so it is under-utilised.
81. The subject co-ordinator is new in post. She is good at managing the subject and has made sensible use of local education authority guidance. She has monitored planning and observed lessons to check on standards. There are clear, appropriate priorities and differences in the attainment of girls and boys are being addressed. Taking into account the recent history of the school, the introduction of new national initiatives, and the very effective changes made by the new headteacher, there has been satisfactory improvement in English since the last inspection.

MATHEMATICS

82. Following the last inspection there was a period of instability when standards fell. Since the appointment of the current headteacher, standards have improved rapidly. Standards in mathematics, as demonstrated in the 2001 test results, were well above national expectations by the end of Year 2 and the results for the higher attaining pupils were close to the national average. The information supplied by the school indicates that this standard has at least been maintained

for pupils currently in Year 2, with a greater number of pupils achieving Level 2 or above.

83. By the end of Year 6, in the 2001 national test results, standards were well below the national average with less than half the pupils achieving Level 4 and above, with the higher attaining pupils achieving close to the national average. From the evidence gathered during the inspection, it is likely that approximately three-quarters of Year 6 pupils will achieve the expected Level 4 or above and approximately a fifth will achieve the higher Level 5. The setting of pupils in the juniors has certainly helped in the raising of standards as work can be more easily planned to meet the variety of needs within each set. There is a noticeable difference in attainment between boys and girls in Year 6, especially with the higher attaining pupils, with boys outperforming girls.
84. Mathematics is given great emphasis in the school's curriculum. There are good cross-curricular links with geography, history and physical education for example, with the use of co-ordinates, time and shape. Computer programs are used in most mathematics lessons to aid learning.
85. The majority of pupils achieve well. By the time pupils enter Year 1, most form numbers correctly, add units and sequence numbers to 10. At the end of Year 2, pupils know the difference between odd and even numbers, add and subtract with tens and units, know about halves and quarters, number sequence to 100, estimate, use graphs, experience three-dimensional shapes and carry out simple multiplication and division. By the end of Year 6, pupils work confidently with percentages, area, line graphs, perimeters, symmetry, angles and use their knowledge to problem solve.
86. Most pupils make at least good progress and in some cases, very good progress, as they move through the school. This is directly related to the generally good teaching that they are receiving. Most pupils work with good application, reflecting their teachers' expectations and challenge and therefore achieve well. Work is differentiated to meet the needs of all pupils and pupils with special educational needs receive appropriate support, enabling them to make at least satisfactory progress.
87. During the inspection, the quality of teaching seen ranged between good and very good and was judged to be good overall. In a very good lesson, planning was very good and questioning was used effectively to assess pupils' understanding and develop their mathematical thinking. Consequently, there was challenge throughout and pupils co-operated very well. The teacher had high expectations and gave clear explanations and demonstrations. This ensured that pupils were clear about what they should do. Assessment is being used throughout the school to inform future planning which enables teachers to build effectively upon previous learning. The work is well matched to the pupils' abilities
88. The subject is well led, and there are clear plans for its continued development. Staff have introduced the National Numeracy Strategy well. Displays help to motivate the pupils and place good emphasis on mathematical vocabulary. Targets are set for pupils and these are continually being reviewed. Resources are broadly satisfactory and are used effectively to support pupils' learning. The co-ordinator is involved in monitoring planning and giving feedback to staff and has begun to monitor the outcomes of pupils' learning. Her role in monitoring the quality of teaching and learning is due for development.

SCIENCE

89. Pupils attain standards at the end of Year 2 that meet the national average. They reflect the statutory teachers' assessments of science in 2001. The results are lower than at the last inspection, but they reflect the fact that attainment on entry to the school is now below the national expectation. Overall, pupils make good progress in Years 1 and 2. They do a lot of work in the time available and take care with its presentation.
90. By the end of Year 2, pupils follow instructions to carry out simple investigations and are beginning to understand that it is important to make tests fair. They make realistic predictions about what they think will happen and reach sensible conclusions. They take measurements in

centimetres and record them on charts, for example of the distances travelled by toy cars and lorries. Pupils have a good understanding of push and pull forces. They recognise a good range of materials and know that they can be classified according to whether they are natural or manufactured. They demonstrate a good understanding of the different properties of materials and know that this makes them suitable for different purposes. Pupils understand lifecycles and explain those of butterflies and humans. During the inspection, Year 1 and 2 pupils showed a very good understanding of what plants need to grow. They named the different parts of a plant and some knew how seeds were dispersed.

91. In the 2001 national tests for pupils in Year 6, the school's performance was below the national average. This is because those pupils who took the tests last year were adversely affected by the staffing changes in the previous two years. Inspection evidence indicates that the vast majority of pupils in Year 6 are now on target to attain standards similar to pupils of the same age nationally. They have done a lot of work this year and it has been carefully planned to ensure that all pupils are challenged to meet their full potential. As a result, an appropriate number of pupils will achieve above the national average. After last year's dip in standards, the school has improved its standards considerably and attainment is now similar to that at the last inspection.
92. By the end of Year 6, pupils have a good understanding of series and parallel electrical circuits. They can draw circuit diagrams using the appropriate symbols. They know how the thickness of the wire or the number of batteries affects the brightness of bulbs. They carry out investigations systematically and understand that they may need to repeat their work in order to check the validity of their results. Their investigations are set out well following the appropriate conventions. Pupils are now being encouraged to plan their own investigations and methods of recording results at an earlier age, for example in Year 4, to enable more of them to achieve standards above the national average. This strategy has not yet had time to impact fully on the standards achieved by the current Year 6 pupils. Pupils know a good range of facts about the earth, moon and sun. They understand why we have night and day and the four seasons. Pupils in Years 3 and 4 understand how shadows are formed and can explain how and why they are different at different times of the day. Year 6 pupils have a very good understanding of the factors affecting plant growth. They explain how photosynthesis works and describe the benefits of using plant fertilisers.
93. Pupils who have special educational needs and English as an additional language are well integrated into lessons. They receive effective help from learning support assistants and teachers generally adapt their work so that it is carefully matched to their stage of development. Consequently, they find the work challenging and are able to achieve standards that are appropriate for their ability.
94. The quality of teaching is at least satisfactory and most of the time it is good or better. Teachers plan their lessons carefully to ensure that the tasks are matched well to the needs of pupils of different abilities. Activities are generally interesting and as a result, pupils enjoy the subject and try hard to do well. Teachers place an appropriate emphasis on carrying out investigations. This enables pupils to learn through first-hand experience and to see the results for themselves. This work develops pupils' initiative and their ability to work as part of a group. All teachers use questioning well. This enables them to check that pupils have understood and encourages them to apply their knowledge to new situations.
95. Opportunities to develop pupils' literacy and numeracy skills are planned into most lessons. Teachers identify key words and ensure pupils can both use and spell them. Pupils often produce their own glossaries and contents pages as part of their topic work. From an early age, pupils begin to measure distances accurately and use timers. They regularly put their results onto charts or graphs.
96. Teachers organise their lessons well and make good use of the resources available to them. They are increasingly including opportunities for pupils to use computers to present their work or to research information. Whenever possible, teachers plan relevant visits and visitors to make the subject more interesting. For example, pupils in Years 1 and 2 visited Hinchbrook Country

Park, investigated mini-beasts and had the chance to do some pond dipping. Pupils in Years 5 and 6 visited the National Space Centre in Leicester and listened to a visiting astronomer who appears on television. Teachers have a secure understanding of the subject. This enables them to provide clear explanations and demonstrations and to answer unexpected questions with confidence. Work is marked regularly, but this aspect needs development. Teachers need to provide pupils with more advice about what they have done well and how they can improve. Regular assessment takes place and this enables teachers to track pupils' progress and to revisit work that pupils have not fully understood.

97. There has been satisfactory improvement since the last inspection. Resources and curriculum planning have improved. There is more systematic monitoring of teachers' planning and pupils' work by the co-ordinator. Teaching is now good throughout the school. Standards are improving after a dip and are now in line with the national average.

ART AND DESIGN

98. Overall provision for art and design is satisfactory. It was not possible to observe teaching of art and design in junior classes, as it is taught in blocks alternating with design and technology. Judgements are based on work seen, discussions with staff and pupils and on lessons seen in infant classes.
99. Standards at the end of Year 2 are above average and pupils have made good progress. This shows an improvement since the last inspection when standards were judged to be only satisfactory. All the infant classes had been working on the theme of plants at the time of the inspection. The work on display demonstrated that pupils are given a variety of opportunities to work with different media. Sketchbooks had been used well. Fabric painting, pastel work, tie and dye, pencil and paint were all on display. Year 1 pupils were engaged in some very high quality work, stitching flower pictures. Three-dimensional work is less well covered, but pupils had been exploring texture through making twig sculptures. At the same time, they had been learning about the work of famous sculptors, incorporating good links with spiritual and cultural development.
100. Useful links with other subjects are also made in junior work. Year 6 pupils had made alien sculptures based on Henry Moore's work. This related to their scientific space topic. Sketchbooks were also in use, but not as effectively as in the infants, and overall standards at the end of Year 6 were at the national average. Again, a range of media had been explored. Observational drawing, however, was too often rushed and inaccurate. Marking offered little guidance as to how to progress. This indicates a decline in standards since the last inspection when standards were judged to be good.
101. The teaching of art and design observed was good. The lessons were exciting and well prepared. Pupils were encouraged to explain their choice of colours and evaluate their choices. They were taught the use of words, such as harmony, and used tools and equipment carefully and sensibly. Displays of art and design and other work throughout the school are consistently attractive, providing a very motivating learning environment.
102. The art and design co-ordinator is still establishing her role, having only recently become a permanent member of staff. She is enthusiastic and well organised. She is very clear about priorities for the subject and is currently developing the curriculum and schemes of work. This will be completed, after staff training in drawing and painting takes place, next term. The subject is well managed.

DESIGN AND TECHNOLOGY

103. Pupils attain standards at the end of Years 2 and 6 that are similar to those of pupils of the same

age nationally. Standards are similar to those attained in the last inspection. Pupils in Years 1 and 2 use the design process as soon as they enter the school. By the end of Year 2, they produce simple labelled drawings of what they intend to make. They make lists of the materials they will need to complete their work. Most can write a description of how they made their product. Pupils develop a suitable range of practical skills. They learn to work with an appropriate range of materials including, fabric, food, wood, clay and junk materials. During the inspection, pupils in Year 1 showed that they could mark out materials so that they were an appropriate size to make their houses. They were able to use scissors safely to cut most of the materials they required. Where this proved too difficult, they received appropriate help from a learning support assistant so they could use saws to achieve success. Year 2 pupils used fabrics and straight stitch to design and make a class patchwork quilt. They also showed appropriate skills when they designed and made finger puppets, selecting the materials and writing instructions so that someone else could do the same. They are developing evaluation skills, but the best of this work is done orally and pupils are more capable than their written work suggests.

104. Pupils develop their designing and making skills soundly as they move through the juniors. A good range of focused practical tasks is planned each year so that they learn a broad range of practical skills which they can then incorporate into their designing and making work. This strategy is having a positive impact on learning, but has not yet been in place long enough to raise the oldest pupils' attainment as much as it should. Pupils produce better designs and chose their materials and techniques more carefully. However, they are not yet producing alternative designs before deciding which to make. Their drawings are generally clear, but they do not show the design from different angles or include any measurements. The school realises this is a relative weakness and is aware of the need to systematically develop pupils' designing skills. Pupils' practical skills become more refined and the quality of their finished work is generally better. They benefit from more freedom to make decisions about their work, but this aspect still needs further development. Pupils' work is generally linked to work in other subjects and this usually works well. For example, in Year 4, pupils are studying the Anglo-Saxons. Their research on jewellery, ceramics and houses has enabled them to produce pots and necklaces out of clay in the traditional style and houses which represent the original materials used. In Year 6, pupils have designed and made aliens based upon their study on Henry Moore in art and design and their science visit to the National Space Centre.
105. Pupils with special educational needs and English as an additional language are fully integrated throughout the school. They regularly receive extra help from learning support assistants. This enables them to be included fully in all activities and to achieve success. Sometimes, teachers group pupils carefully so that they are able to help and learn from each other.
106. Teachers include opportunities for pupils to develop their numeracy and literacy skills. They use the key words for each topic frequently and are used to writing sets of instructions and evaluations of their finished work. Occasionally, their practical work is linked to literacy work, for example pupils performed plays with their shadow puppets. Computers are occasionally used to research information to enable pupils to plan more realistically.
107. Overall, the quality of teaching throughout the school is sound. Teachers clearly understand the design process and plan an interesting range of activities. They base their lessons on recent national guidance and this ensures all the requirements of the National Curriculum are met. Wherever possible, activities are linked to ongoing work in other subjects. This makes the work more relevant to the pupils. However, it does mean that pupils do not always acquire the necessary skills and knowledge in a logical sequence. When this happens, their finished results are not as good as they could be. Teachers manage pupils very well and consequently there is good behaviour in lessons. Teachers are well organised and they ensure that an appropriate range of materials is available for pupils to use. They provide competent demonstrations of new skills and as a result, pupils acquire them quickly. Relationships between teachers and pupils are good and this means that pupils generally try hard to please. When they work in small groups or pairs, they are quick to help each other or offer advice. An assessment procedure is implemented which records whether pupils have achieved the learning objective for each lesson.

However, this now needs further refinement as it does not indicate the true attainment of those who have achieved more than the teacher anticipated. This makes it difficult for teachers to build upon all pupils' achievements in the previous class and, consequently, opportunities to develop pupils' skills are sometimes missed.

108. The school has prioritised design and technology for development in the next academic year. In-service training for teachers is planned and time will be made available for the co-ordinator systematically to monitor teaching, learning and the curriculum provided. This should enable the school to refine its teaching to ensure that work in one year is built upon in the next. Satisfactory improvement has been made since the last inspection. Standards have been maintained throughout a period of considerable change. Resources, assessment and planning have all improved.

GEOGRAPHY

109. Pupils, including those with special educational needs, generally achieve well and by the end of Year 2, they reach above average standards of attainment. However, pupils' progress in the current Year 6 has been affected by changes in teachers in the past so, although they are currently making good progress, they are attaining average standards. Since the last inspection, standards have been maintained for those pupils in Year 2, but not in Year 6 where they have declined.
110. Most pupils talk enthusiastically about their work and those in Years 1 and 2 were very keen to describe their recent visit to Cambridge. Teaching for these pupils was good and developed their understanding of contrasting localities. The visit had obviously positively impacted on the pupils' learning as the youngest explained confidently where they had gone and what they had seen. Teachers encouraged the use of information and communication technology as pupils used a tape recorder when acting in role to interview each other about Cambridge. Pupils in Year 2 were very keen to answer questions and could identify key buildings and features from photographs. The good questioning by the teacher assessed their knowledge and understanding and also developed their thinking skills. Expectations were high and the good pace of learning ensured that no time was wasted. Appropriate support was provided so that pupils of different abilities were each appropriately challenged. By the end of the session, higher-attainers independently wrote about Chatteris and Cambridge and average-attainers identified differences in the shops in each locality and the impact of the university. Lower-attainers worked well to identify, for example, the use of the river for leisure purposes. A scrutiny of pupils' work indicates that they have good mapping skills.
111. Teaching and learning in Years 3 to 6 are also good. In Years 3 and 4, pupils increase their knowledge of locations and develop further their mapping skills. Holiday locations are clearly identified on a map of the British Isles, and continents and hot, cold and temperate areas on a world map. Some use of computers was evident in pupils' work when they produced graphs to compare temperatures in England and India. Some good and very good teaching was observed in Year 5 and 6 classes when pupils developed their understanding and use of grid references. The focus of their work was around the town of Scarborough which is where pupils have their residential visit. This choice ensured that the pupils' interest was maintained throughout as pupils had either visited the area or were going to do so. A good range of tasks and activities ensured that pupils' knowledge and understanding was built up systematically and by the end of the lessons, pupils could answer a range of questions by using four and six figure grid references. Teachers made references to the pupils' work on co-ordinates in mathematics so lower-attainers could use previously acquired skills confidently. Pupils with special educational needs were well supported by enthusiastic support staff who maintained their interest and helped to promote their learning in small steps. Consequently, progress was good.
112. These types of activities described above ensure that pupils are aware of contrasting localities and they understand how geographical evidence can be gained from a variety of sources such as visits and maps. Visits to places of geographical significance make the subject 'come alive' and

have a positive impact on the pupils' attitude to the subject and the progress which they make.

113. The school's commitment to inclusive education is reflected in its teaching of geography where all are encouraged to take part and achieve well. No differences were noted between the attainment and progress of boys and girls or in pupils from different ethnic groups. Overall, relationships are good and this helps teachers to manage the pupils well. Most pupils have good attitudes to their learning as work in geography provides interest and enjoyment for pupils of all abilities.
114. The teaching of geography has been maintained during a period in the school where other subjects such as literacy and numeracy have taken priority. Although in the best lessons, pupils are encouraged to develop their literacy and numeracy skills in geography, this is not identified in a planned way across the school. Also, teachers' plans do not always clearly indicate how the pupils' use of the computer will be systematically developed over time. The leadership and management of geography are good and the curriculum has been reviewed in line with national guidance. The school has identified the need to update the policy so that it reflects current practice. A clear action plan is in place which contains appropriate priorities for review and development.

HISTORY

115. All areas of the subject are well represented. Standards at the end of Years 2 and 6 are broadly average and overall pupils make good progress across the school. This shows a decline in standards since the last inspection but reflects a change of priorities in the school such as literacy and numeracy rather than any weaknesses in provision. Pupils acquire knowledge and understanding of events, people and changes. These are studied from a wide range of information sources, which helps to make the subject exciting and ensures good levels of motivation and interest. Teachers enrich the subject through visits, the use of information and communication technology, design and technology and through the study of artefacts. Pupils in Year 2 know and understand time lines, the main features and purposes of castles, the difference between past and present and aspects about the Victorians. Pupils in Year 6 have a good understanding of Invaders and Settlers, the Tudors and carry out their own research, through the study of artefacts and the use of information and communication technology. By the time the pupils leave the school, they communicate their developing knowledge and understanding of history through writing, presentations, discussions, art and drama. They draw conclusions and suggest consequences of events and changes.
116. The quality of teaching is good overall with over a quarter of the lessons observed being very good. In very good lessons, plans were very detailed with opportunities for assessing pupils' progress highlighted. Pupils were clear about what they would learn. Resources were readily to hand and information and communication technology was used well to support learning. The pace of learning was good and the work well matched to pupils' abilities. Consequently, pupils felt confident in what they were doing and were able to succeed. The relationships between adults and pupils were good and helped to provide an environment which was conducive to learning.
117. The subject is very well led. The co-ordinator is very keen and demonstrated considerable knowledge of the subject and further developments that are needed. Displays around the school contribute to the pupils' understanding of the subject. Resources are broadly satisfactory and used effectively to promote pupils' learning. The co-ordinator is involved in monitoring planning and has plans to develop this role further.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

118. This is an improving and developing subject throughout the school. Standards of pupils' work are in line with national expectations at the end of Years 2 and 6. This is a similar position to that found at the time of the last inspection, when expectations in relation to this subject were less

demanding. Pupils are provided with planned and increasing opportunities to use their ICT skills in all subjects of the curriculum, with the exception of physical education.

119. At the end of Year 2, most pupils use the keyboard and mouse confidently and understand how to access information, using icons, menus, directories and files. They competently access information from the Internet, word process successfully and are able to use programmable robotic devices. They use different fonts and change the size and style of word processed text. Printed evidence of the use of computers to support numeracy and literacy is widely available and nearly all pupils can present data in graphical form. The work provided makes a significant contribution to the consolidation of skills in literacy and numeracy. Pupils observed showed secure understanding of the need to carry out operations in a logical sequence in order to access the file required. They enjoyed accessing different programs and dragging and dropping text and pictures. No Year 1 lessons were observed, but the evidence made available confirms that pupils show sound levels of competency and progress.
120. The provision of a computer suite, and a broad range of software and classroom computers that are linked to the Internet, means that pupils are building a better range of skills at an earlier age. For example, they use key skills well in making pictograms to represent data collected in mathematics lessons. They use art programs to draw shapes and objects, and then use 'colour fill' techniques to complete their pictures. Increased teacher confidence, detailed planning using current national guidance and more 'hands on' time for pupils than had been possible in past years are all factors leading to the improved standards. Activities are well focused on developing key skills and teachers assess pupils' work on a regular basis. The subject knowledge of the teachers and support staff is also improving, thanks to good in-school support and their own interest and determination to learn more about the subject. The combined effect of better provision, more skilled staff and consistently sound teaching is helping the pupils, including those with special educational needs, to make good progress.
121. At the end of Year 6, pupils were observed refining their techniques for accessing information on the Internet using search engines. Whether seeking information relating to their work in history or science, for example, or the latest information about their favourite pop star, nearly all the pupils were able to refine their search using *key words*. Pupils in Years 5 and 6 search a large database, interpret information found, and present the information in a suitable form, for example when carrying out work connected to the Second World War. They word process their own poetry using an interesting and appropriate font size and style. Data from mathematics and science lessons, are handled well. Experiments are recorded accurately and in an appropriate format. In other year groups, pupils show a good range of skills and abilities, particularly in exchanging and sharing information activities. The scope of their work is growing as facilities within the school improve, and as the curriculum has become better organised. As a result, standards are improving over time. For example, Year 4 pupils are able to use *Microsoft Power Point* to present information about their work to their parents using text, pictures and sound, and some of these presentations are of a well above average standard. They show good ability to input a range of commands and to predict what the outcomes will be. Similarly, most Year 3 pupils understood the importance of presenting text in interesting ways (using font style, colour and size) in order to attract readers to the newspaper articles they were preparing. With staff's skills and confidence also increasing, pupils of all abilities are making good progress overall. A particular strength is the way in which the one pupil with English as an additional language and pupils with special educational needs, including those with statements of special educational need, are given full access to the curriculum.
122. Throughout the school, pupils have very positive attitudes to, and high levels of interest in, this subject. Lessons are characterised by pupils' intense concentration and great enjoyment. They work well together, share resources sensibly and behave well. This was particularly so in those lessons that contained good or very good teaching, for example in Years 4 and 6. These lessons were planned to build on what pupils already knew and could do. Explicit learning objectives were set, and the planned activities engaged the pupils' interest very well. Teachers had good subject knowledge and confidence. Pupils were appropriately challenged and supported so that work was productive and increased their skills, knowledge and understanding. Throughout the school,

pupils' work is assessed informally as the lesson develops and this information is used to help plan future learning. When all the evidence available is taken into account, the overall quality of teaching is good, with some very good features observed in Years 4, 5 and 6. All eligible staff will have completed their nationally funded training shortly.

123. Teaching and learning are increasingly well supported by the medium-term subject plans and scheme of work. These are based on the National Curriculum programmes, national subject guidance and good support from the local education authority. A particular strength is the setting out of learning objectives. These establish the expectations for what should be achieved, for example in a series of lessons. These expectations provide teachers with sufficient guidance on which to base their lessons. The assessment of pupils' work is developing well across the school. A very positive feature of current practice is involving the pupils in the evaluation of their own work. However, the school has identified the further refinement of assessment in ICT as one of its targets, in order to provide better information for teachers' planning.
124. The subject is managed very well by the deputy headteacher and ably supported by the good work and enthusiasm of a Year 4 teacher. They collaborate well and have been instrumental in the positive way that the subject is developing and improving. Colleagues are offered support and advice, when needed, and both provide good role models for other staff. The co-ordinator has conducted a rigorous audit of available resources and prepared a strategic plan in association with the local education authority. In addition, effective use has been made of a report on the school's ICT provision, prepared by an independent consultant. A comprehensive, medium-term development plan is in place and represents a well considered agenda to improve standards and provision further. The use of ICT in other subjects is progressing very well. There was evidence from pupils' computer files of work in English, mathematics, science, art, geography, history and music. Pupils used their ICT skills to write and edit work, to collect and interpret data, to use spreadsheets, to draw pictures and objects, and to access the Internet for information. In addition, pupils in Year 4 were observed using a video camera to record the information that they had gathered about a replica Anglo-Saxon fork. Pupils across the school have access to a digital camera and tape recorders and these are used well to increase their understanding and to provide records of their work and progress.
125. Computer facilities have been improved significantly to include the provision of a suite and networked machines in classrooms. This investment has been an integral part of the actions that are leading to rising standards. Success can be measured by the fact that the suite is fully utilised and classroom computers are used well. Overall, the provision of computers, software and other electronic devices is good and it is shortly to be improved even further. Parents offer good support, and they have been able to provide one additional computer through a commercial voucher scheme.

MUSIC

126. Overall provision for music is good. Lessons were observed in every year group and standards are above average at the end of Years 2 and 6. Pupils' singing in lessons sometimes lacked confidence but in whole school practices and assembly, it was good. The choice of material and the pupils' response meant that singing in assemblies contributed a strong spiritual element. In lessons, good emphasis is placed on the exploration of music as well as on performance. Pupils in Year 1 were seen working to a very high standard as they used non-tuned instruments to create effects. Two pupils acting as conductors did very well to control the dynamics of half the class simultaneously. Year 6 pupils were seen discussing and creating a fanfare effect, again reaching very high standards of performance and making good use of tuned instruments, as well as percussion.
127. The teaching of music varied, depending on the confidence and knowledge of individuals, but it was never less than satisfactory and sometimes better. In very good lessons seen, teachers had high expectations and were very well organised. They made good use of recorded music to

explain objectives to pupils. Teaching is also supplemented through the use of a very well qualified parent. She takes whole school singing, in addition to extra-curricular sessions with the choir and orchestra. Some pupils learn stringed and brass playing via the visits of peripatetic instructors. These activities all make a very useful contribution to the standards of music in the school. Overall, pupils' achievement in music is good. Pupils clearly thoroughly enjoy their lessons and behave well.

128. A music scheme of work is in place, but it relies heavily on musical knowledge and alternatives are being investigated. The music co-ordinator is a temporary teacher who has done well to reorganise resources and make them accessible. The headteacher is in the process of finding a replacement. There is a good stock of instruments and recorded music and an attractive activity room in which to practise.

PHYSICAL EDUCATION

129. All areas of the subject are planned for over the whole academic year. However, this report can not comment on dance or swimming, as they were not seen during the period of the inspection. Standards in gymnastics and games were broadly in line with national expectations for pupils at the end of Years 2 and 6. Overall, pupils make good progress across the school.
130. Pupils in Year 2 dribble and pass a ball using a unihock stick. They run and dodge around safely, building on past experiences and skills. The pupils also make up a sequence of movements using different parts of the body. Pupils know and understand the need for health and safety in their lessons and understand the need for warm-up and cool-down sessions. Pupils in Year 6 safely move around the hall using different parts of their bodies. They take off and land safely, handle apparatus sensibly and use it carefully. Pupils demonstrate the skills acquired during the lesson confidently.
131. During the inspection, the quality of teaching was judge to be good overall, with a high percentage of very good teaching. In very good lessons, good links were made with skills being taught in other subjects, such as sequencing. Teachers had very good subject knowledge and planned the lessons well with activities which were well matched to pupils' abilities and built well on their previous learning. Teachers demonstrated the major teaching points to the pupils and moved around the groups quickly and purposefully giving support to individual pupils. This encouraged a good pace of learning and maintained the pupils' interests. Pupils worked well together, enjoyed their learning and behaved well.
132. Pupils enjoy their physical education lessons and they work well together and co-operate well in their tasks and in teamwork. Behaviour is generally very good. Pupils show a good awareness of each other and the space others need, and take turns well. There are a number of extra-curricular activities which are well attended by the pupils, cricket (supported by Chatteris Cricket Club), netball and ballet were all seen during the inspection.
133. The co-ordinator, who is new in post this year, is very enthusiastic and leads the subject very well. Resources are broadly satisfactory for the delivery of the whole curriculum. The co-ordinator is fully aware of the developments needed to strengthen the subject across the school. She is involved in monitoring planning but has not yet had the opportunity to work alongside less confident staff. Consequently, some teachers are over reliant on a commercially produced scheme of work.

RELIGIOUS EDUCATION

134. Standards are in line with the expectations of the Cambridgeshire religious education programme of work for pupils at the end of Years 2 and 6, and are rising because of the increasingly practical approach to the teaching of the subject. Pupils, including those with special educational needs, are now making good progress across the school. At the time of the last inspection, attainment exceeded expectations. However, since then, the school has undergone a period of considerable instability, which only came to an end with the appointment of the present headteacher.
135. By the end of Year 2, pupils know and have an understanding of stories from the Christian tradition. They recall the stories of Christmas and Easter, and begin to apply their knowledge to their own experience in considering the parables, such as the story of *The Lost Sheep*. They are provided with frequent opportunities for reflection, as they consider the impact of their actions and words on others. As they gain increasing knowledge of other faiths, pupils learn about the customs, practices and festivals of Christian, Hindu, Muslim, Buddhist and Sikh religions. Work matches the prior attainment of pupils well. While attainment overall is average, high quality discussion was observed in both Years 1 and 2. For example, pupils in Year 1 acted out and discussed the parable of *The Two Sons* in a sensitive and mature fashion. A particular strength was the way in which pupils with special educational needs were fully engaged by the story – one

playing the part of the first son with much enthusiasm and picking great quantities of apples. Similarly, in Year 2, pupils discussed the character of Jesus, having heard the story of his visit to the Temple when he was 12, and, working in pairs, were able to give reasons to support what they were saying about him.

136. By the end of Year 6, pupils have a deeper understanding of the importance of religion in the lives of many people. They become increasingly sensitive and reflective about their own behaviour and feelings and those of others. This was well illustrated in a lesson in which pupils in Years 5 and 6 explored how the experiences of Prince Siddhartha had led him to the *Four Noble Truths* and the *Eightfold Path* of Buddhism. They related his experiences to their own lives, and his teachings to the Glebeland Code. The good provision includes opportunities for pupils to visit a variety of places of worship used by different faiths, either directly or using virtual websites, such as the *Virtual Synagogue*. Pupils in Year 4 studying Judaism and the festival of *Simchat Torah* explored this on the Internet. The meanings of Christmas and the Easter story are studied. Teachers use innovative ways to explain ideas to the pupils: for example, when they asked pupils to consider how the good news of Jesus was spread and how we share good news today, through visits, letters, telephone calls and the Internet. Pupils recognise the significance of special books, such as the Holy Bible, the Holy Koran and the Granth Sahib.
137. Taking all the evidence available into account, teaching is good across the school: examples of very good teaching were observed in the infants, and of good teaching in the juniors. In these lessons, the teachers maintained a good pace of learning, were constantly assessing pupils' progress and made very good use of discussion to consolidate and extend their knowledge and understanding. A particular strength was the sensitive way in which teachers addressed the spiritual, moral, social and cultural issues raised by the content of these lessons. Teachers' high expectations resulted in a positive response from pupils, who generally behaved well, were sensitive to the contributions of others and worked hard. Teachers have secure knowledge and share their ideas with colleagues so that there is now a 'buzz' about the subject that permeates the daily life of the school. Teachers develop good relationships in the classrooms and, as a result, pupils make comments with confidence and often with insight. Teachers plan work well, in line with the school's scheme of work. The themes and ideas are stimulating, and lead to good levels of learning. In the small number of no more than satisfactory lessons seen, the pace of learning was slower and there was less intense engagement of pupils' interest.
138. Pupils enjoy the subject and are open and thoughtful in expressing their ideas. Most importantly they, and their teachers, take the key moral teachings of the world's great faiths and genuinely try to interpret them in terms of how they should behave and respond to others. As a result, the subject makes a strong contribution to the school's very good provision for spiritual, moral, social and cultural development. Religious education also plays an important part in the consolidation of literacy skills. Pupils with special educational needs benefit from the teachers' practical approach and the use of discussion.
139. The subject co-ordinator provides effective leadership and a clear sense of direction. After an audit of resources and planning, priorities for further development have been correctly identified in the school's development plan. Resources are satisfactory: the books, artefacts, posters, videos and CD ROMS available are of generally good quality, are easily accessible and are used well by teachers in lessons.