

INSPECTION REPORT

HASLINGFIELD ENDOWED PRIMARY SCHOOL

Haslingfield, Cambridge

LEA area: Cambridgeshire

Unique reference number: 110796

Headteacher: Mr David Meechan

Reporting inspector: Mr Colin Henderson
23742

Dates of inspection: 22nd – 24th April 2002

Inspection number: 195260

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Aided
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	High Street Haslingfield Cambridge
Postcode:	CB3 7JW
Telephone number:	01223 870457
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Theresa Chapman
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Colin Henderson 23742	Registered inspector	Mathematics Information and communication technology Geography Physical education Equal opportunities	How high are standards? Pupils' results and achievements How well are pupils taught? How well is the school led and managed?
Jenny Mynett 9334	Lay inspector		How high are standards? Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Paul Stevens 28200	Team inspector	English Science History Music	How good are the curricular and other opportunities?
Ken Hobday 21372	Team inspector	Foundation Stage Art and design Design and technology Religious education Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Haslingfield Endowed Primary School is situated in an attractive rural setting in the village of Haslingfield, west of Cambridge. It is a small village school that currently has 119 pupils on roll (63 boys and 56 girls). This is smaller than at the last inspection. Pupils come from the local village and from nearby Harlton village. The school benefits from educational funds from the Haslingfield United Charities. Most pupils live in a mixture of private and rented housing and come from a wide range of socio-economic backgrounds. They are mainly of white, United Kingdom ethnic background. There are no pupils for whom English is an additional language. Eighteen per cent of pupils are on the school's register of special educational needs, most of whom have moderate learning difficulties. This is broadly in line with the national average, although higher than similar schools locally. One pupil has a specific statement of need. No pupils are entitled to free school meals. Children enter reception with a broad range of attainment. Standards on entry vary considerably from year to year and are broadly average overall.

HOW GOOD THE SCHOOL IS

Haslingfield Endowed School is a good and effective primary school with some very good features. It is a friendly, well-behaved and harmonious school community. Pupils clearly enjoy school and have very good attitudes to their work. Teaching is good overall. It is very good in the juniors and enables pupils to achieve above average standards at the end of Year 6. An analysis of pupils' work from earlier in the school year shows that teaching of Year 2 and older Year 1 pupils was unsatisfactory. Teaching in the Foundation Stage is good. The leadership of the headteacher, supported well by key staff and a supportive and influential governing body, is focused increasingly effectively on school improvement. The school makes good use of resources and gives good value for money.

What the school does well

- Pupils attain above average standards in English, mathematics, science and information and communication technology at the end of Year 6.
- Pupils have very good attitudes to learning. They are enthusiastic and keen to learn.
- Pupils behave very well in lessons and around the school.
- Teaching is very good in the juniors. It is good in the Foundation Stage.
- The leadership and management are good. The headteacher has successfully involved staff and governors in creating a strong team approach and a commitment to succeed.
- The arrangements for supporting pupils' personal development are good. They promote very good relationships and a sense of community throughout the school.
- Excellent extra-curricular activities enhance the good quality and range of learning opportunities.

What could be improved

- Teaching in the infants, especially teachers' expectations for Year 2 and older Year 1 pupils.
- The school's links with parents.
- The monitoring and evaluation of teaching and learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in June 1997. It has improved on all the issues reported previously, especially in curriculum schemes of work, staff development, school improvement planning and the quality of teaching and learning in the juniors. Pupils attain higher standards at the end of Year 6. They attain lower standards in mathematics and science at the end of Year 2, due mainly to teachers not having consistently high enough expectations. Pupils continue to behave well and have positive attitudes to work. The leadership and management have improved. The headteacher, supported very effectively by governors, has used opportunities provided by a high level of staff changes to create a strong staff team. The school is increasingly focused on improvement. The partnership between school and parents is not as strong as reported previously.

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	A*	A	B	D
Mathematics	A	A	B	D
Science	A	A	A	B

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

A indicates that the school's standards are in the highest 5 per cent nationally.*

Pupils attain higher standards at the end of Year 6 than at the time of the last inspection. Year 2 pupils attain standards that are lower than those previously reported. There is some yearly variation due to differences in the small number of pupils taking the tests and their range of ability. The results of national tests for pupils at the end of Year 6 show that standards are well above average in English and science. They are above average in mathematics. There was no significant difference between the attainment of boys and girls. The school exceeded its challenging target of 86 per cent in 2001 for the proportion of pupils to achieve the nationally expected Level 4 or above in English. It was just below its target of 81 per cent in mathematics. Inspection evidence shows that the school is likely to meet its 2002 targets of 81 per cent in English and 76 per cent in mathematics. Pupils attain standards at the end of Year 6 that are above the national average in English, mathematics and science. Good and often very good teaching for pupils aged 7 to 11, together with pupils' very positive attitudes, promote above average standards.

Inspection evidence shows that Year 2 pupils attain standards that are below average in English, mathematics and science. These standards reflect the school's results in the national tests for pupils at the end of Year 2, which have fallen over the last two years. Inspectors' analysis of Year 2 pupils' work since the start of the school year shows that teachers do not have high enough expectations of what pupils can achieve. Year 2 pupils attain standards in information and communication technology that are below national expectations. Standards are above average by the end of Year 6, promoted by consistently high quality specialist teaching and improved resources. Pupils attain standards that are above expectations at the end of Year 2 in music and at the end of Year 6 in music and history. Pupils at the end of Year 2 and Year 6 attain standards that are in line with national expectations in geography and physical education. Year 6 pupils attain standards in design and technology and art and design that meet national expectations. They are below expectations in art and design and history at the end of Year 2. There was insufficient evidence to give a judgement on standards in design and technology at the end of Year 2. Infant pupils with special educational needs make sound progress, overall, in meeting their learning targets. Junior pupils make good progress. Teachers have a good awareness of individual pupils' needs. They plan in detail to improve pupils' skills and pupils respond well to meet the high expectations of teaching and support staff.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic and clearly enjoy school. They are keen to learn and to succeed, especially in the juniors.
Behaviour, in and out of classrooms	Behaviour is very good in lessons and around the school. Pupils are friendly, confident and get on well together.
Personal development and relationships	Relationships are very good. Pupils respond well to opportunities to take responsibility and show respect for each other.
Attendance	Attendance is well above the national average. There is a prompt and orderly start to the day.

Pupils' enthusiastic attitudes and very good behaviour are strengths of the school and support their learning. Very good relationships contribute to a caring and harmonious ethos and pupils' enjoyment of school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception / Year 1	Years 1 – 2	Years 3 – 6
Quality of teaching	good	unsatisfactory	very good

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

Teaching is very good in the juniors and enables pupils to achieve above average standards. Teaching is good in the Foundation Stage and for the younger Year 1 pupils. Teaching was very good in 10 out of the 26 lessons observed. It was excellent in three lessons and good in a further eight lessons. There was no unsatisfactory teaching observed during the inspection. Teaching for Year 2 and older Year 1 pupils was satisfactory during the inspection. However, an analysis of these pupils' work shows that teaching was unsatisfactory in the earlier part of the school year. Teachers' expectations were not high enough to enable pupils to achieve the standards of which they were capable. Recent improvements are beginning to raise standards, although they are still below average at the end of Year 2. The teaching of English and mathematics reflects the overall range in the school. Teachers develop pupils' literacy and numeracy skills very effectively in the juniors. Teachers enable pupils to extend these skills successfully by requiring them to use their skills to support work in a good range of other subjects. Teachers use their very good subject knowledge excellently to enable junior pupils to achieve above average standards in music and information and communication technology. Teaching is good for junior pupils in science and geography. There was insufficient evidence to give an overall teaching judgement in art and design, design and technology, history and religious education. The good quality teaching in the reception class enables children to settle well and to make good progress, especially in language skills and personal, social and emotional development. Teaching and support staff work very well together and focus strongly on improving children's basic skills, especially in communication, language and literacy and mathematical development.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The good curriculum is enhanced by excellent extra-curricular activities. The school enables all pupils to be fully included. The school gives a strong focus to promoting literacy and numeracy skills. This limits the consistent development of pupils' skills in some subjects and children's choice in the range of Foundation Stage activities.
Provision for pupils with special educational needs	Sound. The school identifies clear targets in pupils' individual action plans, particularly in literacy and numeracy. It does not use these consistently to ensure that work meets their needs in other subjects.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Strengths in moral and social development promote very good relationships and a clear understanding of right and wrong. Provision is sound for spiritual and cultural development. The school promotes tolerance and respect well, but does not fully develop pupils' knowledge of a broad range of cultures.
How well the school cares for its pupils	Good. Staff know their pupils well and provide good care and guidance. Procedures for assessing pupils' work are good, although they are not used consistently to target improvement.
How well the school works in partnership with parents	Unsatisfactory overall. The school works hard to keep parents informed. Many do not feel that they are working closely with the school to contribute to their child's learning.

An excellent range of extra-curricular activities enhances the curriculum, especially sport and music. The good provision for pupils' personal development typifies the school's ethos. The school's two-way partnership with parents is not developed enough to contribute significantly to standards.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has created a strong staff team. They work closely together to give good direction to the school's work and contribute successfully to improvement. Subject leadership in literacy, numeracy and information and communication technology is good.
How well the governors fulfil their responsibilities	Good. The governing body meets its statutory responsibilities. Governors have a good understanding of the school's strengths and weaknesses. They work in an active and effective partnership with the staff in shaping the direction of the school.
The school's evaluation of its performance	Sound. The school uses an increasing range of attainment information to identify areas for improvement, although these are not consistently detailed to target resources. Procedures to evaluate the impact of teaching on pupils' learning are not yet sufficiently rigorous.
The strategic use of resources	Good. The school uses its finances efficiently to support improvement priorities. Governors closely monitor spending levels and apply the principles of best value effectively. They are improving strategic planning to focus on school development.

The school has a good number of teaching and support staff who work closely together to ensure that all pupils are fully involved. Learning resources are good and have improved considerably since the last inspection. The accommodation is good and is currently being extended. Classrooms, except that for the reception class, are spacious. The school makes good use of very good outdoor facilities to enhance learning opportunities. The governors make good use of the best value principles and the school gives good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour is good. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • Information about how well their children are doing. • The school's partnership with parents. • The consistent use of homework.

Parental responses came from 53 per cent of parents who returned the questionnaire and from the 31 parents who attended the meeting. Inspectors confirm the parents' positive views. Inspectors found that most teachers use homework well, in line with the school policy, especially in literacy and numeracy. The school keeps parents informed soundly about pupils' progress. Annual pupil reports are adequate and the school is planning to improve their quality. The school holds consultation evenings each term, which are well attended. Inspectors confirm that the school does not communicate effectively enough with parents to enable them to contribute fully to pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the reception class with varied levels of skills and knowledge. Their attainment on entry is wide and varies considerably from year to year. It is average overall. Teaching and support staff work closely together and establish excellent relationships with the children. They provide excellent role models and encourage children to settle quickly and develop an enthusiastic and attentive approach to their learning. Good and often very good teaching helps children make good progress in their learning. By the end of the reception year, all children are on track to meet or exceed the early learning goals¹ set for children aged five in all the areas of learning. Most children exceed the goals in personal, social and emotional development, mathematical development and aspects of communication, language and literacy, especially in reading and writing.
2. The last four years of national tests for pupils at the end of Year 2 show that standards have been above average overall, especially in writing and mathematics. However, standards have fallen over the last two years and the school has not maintained the well above average standards achieved in 1998 and 1999. The 2001 test results were average in reading, below average in mathematics and well below average in writing. They were well below the average of similar schools in all three areas. There is some year on year variation in results due to changes in the small size and range of ability in the different year groups. Inspection evidence confirms that standards are falling at the end of Year 2 and are below the national average. Too few pupils are achieving above expected levels of attainment. An analysis of pupils' work from earlier in the school year shows that teachers did not match learning activities closely to the full range of pupils' needs. Teachers' expectations of pupils' work, especially in the challenge to more able pupils and the amount achieved, were not consistently high enough. During the inspection, there was evidence of improvement with more being expected of pupils, particularly in the amount achieved and the accuracy of its presentation. Although boys have been achieving higher than girls in the most recent tests, inspectors found no significant difference between their levels of attainment.
3. Pupils attain standards at the end of Year 2 that are lower than those reported in the last inspection in reading and mathematics. They are similar to those reported in writing. Year 2 and the older Year 1 pupils have not made enough progress in their learning since the start of this school year. Teachers have not consistently expected pupils to apply and extend their literacy and numeracy skills in a broad range of subjects. Pupils with special educational needs have benefited from good guidance and support from learning support staff. They have made sound progress, overall, towards their learning targets, although it has been inconsistent in the infants.
4. The results of national tests for pupils at the end of Year 6 over the last four years show that pupils have attained above average standards overall. They were well above average in English and science. The results of the 2001 tests were above the national average in English and mathematics. They were well above average in science. Compared with similar schools, standards were above average in science and below average in English and mathematics. The proportion of pupils achieving above the nationally expected Level 4 was well above the national average in science, in line with the national average in mathematics and below average in English. There are some yearly variation in test results due mainly to the different sizes of year groups, differences in the range of ability and

¹ Early learning goals are expectations for most children to reach by the end of the Foundation Stage. They refer to achievements children make in the following six areas of learning; communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

some pupils starting and leaving the school in their later primary years. Boys and girls attain equally well. Inspection evidence confirms that pupils attain above average standards in English, mathematics and science at the end of Year 6. Standards have improved overall since the last inspection. The good and frequently very good or excellent teaching for pupils aged 7 to 11 encourages them to develop a very positive attitude to their work and promotes above average levels of attainment. High expectations, supported by very good relationships and very good subject knowledge, enable junior pupils to achieve very well.

5. The school exceeded its challenging 2001 target of 86 per cent of pupils to achieve Level 4 or above in English. It was just below its target of 81 per cent in mathematics. Inspection evidence indicates that the school is likely to achieve its slightly lower 2002 targets of 81 per cent in English and 76 per cent in mathematics, although the current Year 6 has a higher proportion of pupils with special educational needs and of lower attainment. However, the school is using its booster sessions effectively to promote standards. Year 6 pupils have above expected skills in speaking and listening. They listen carefully and confidently talk about their views and ideas. They read fluently, with good expression and talk with interest about their favourite stories and characters. Year 6 pupils write for a good range of purposes and use a very good range of language to develop their stories. They have above average number skills and knowledge and apply them effectively to solve some challenging problems. Year 6 pupils' scientific knowledge and skills, especially in carrying out science investigations, are above average levels.
6. Year 2 pupils and the older Year 1 pupils attain standards in geography, religious education and physical education which meet nationally expected levels. They achieve very well in music, especially in singing and playing musical instruments, and attain above expected standards. Their standards in art and design, information and communication technology, history and science are below expected levels. There was not sufficient evidence to give an overall judgement in design and technology. Year 2 pupils have not made satisfactory progress since the start of the school year, although evidence indicates that it has recently improved due to improvements in teaching. Year 6 pupils attain above average standards in history, information and communication technology and music. They attain standards in art and design, design and technology, religious education, physical education and geography which meet national expectations. Pupils make good and often very good progress throughout the juniors. They make good progress in extending their basic skills, particularly in literacy and numeracy, and applying them successfully to support standards in other subjects, for example history, science and information and communication technology. High quality, specialist teaching in music and information and communication technology promotes standards consistently above those expected.
7. Pupils with special educational needs do not make satisfactory progress, overall, in their learning in the infants. They make good progress in the juniors. Most have learning difficulties in the areas of literacy and numeracy, although a few have problems relating to behaviour. The better progress in the juniors is a result of teachers' better awareness of the needs of individual pupils and their detailed plans to improve skills. Pupils with behavioural problems make good progress because of the consistently high expectations of teachers and support staff. The school is beginning to identify pupils with particular gifts and talents. They are being challenged effectively in some subjects and in some classes, although this is not yet consistently developed throughout the school.

Pupils' attitudes, values and personal development

8. Pupils are happy and enjoy school. Their attitudes both to school and their learning are very good. Pupils are highly motivated, enthusiastic and keen to contribute in lessons and participate in the different tasks and activities. There are good levels of involvement in the various clubs and out of school activities. Parents are particularly pleased at the high expectations of staff. This encourages pupils' to work hard and achieve high standards and also helps their children to become mature and responsible.
9. The youngest children in the reception class are developing very confident attitudes to school and their learning. They show a very positive approach both to work and within their relationships with each other. They develop good social skills as they explore new learning opportunities and engage in their different lessons and games. Children work and play well together, sharing their resources such as the bicycles at lunchtime.
10. Pupils' behaviour in and around the school is very good and has been well maintained since the last inspection. Parents commented on the high standards set. The pupils help to devise the code of conduct in each class and, therefore, know what is expected of them. Any problems or difficulties are resolved sensitively. The merit reward system is highly valued by the pupils; they feel it acts as an incentive to improve or behave well. 'It makes you feel you have achieved something', '... personal targets are good for you'. Pupils are very friendly, happy to talk about what they are doing and eager to show their work to visitors. Pupils report that the school is a happy and secure place with no incidents of oppressive behaviour or bullying. There have been no exclusions in the school.
11. Relationships in the school are very good, both between staff and pupils and amongst the pupils themselves. Parents commented that there was a community spirit in the school and that pupils get on very well together. Some Year 6 pupils reported that, 'the teachers know you well and make lessons fun', which helps them to enjoy learning. The school works hard to promote tolerance and kindness and ensure that pupils feel included. The older pupils help look after the younger ones. Pupils with special educational needs are well integrated into school activities. There are frequent chances for pupils to work together in pairs and small groups. Pupils co-operate well and this promotes a good working environment making a positive impact on learning. For example, pupils worked well together in a science lesson as they analysed the properties of different bicycles and recommended the benefits to the rest of the class.
12. Opportunities to develop pupils' personal development are very good. The well-planned personal, social, health and citizenship education programme identifies many opportunities for pupils to talk about important issues. This promotes a good moral code, enabling pupils to share their views and feelings, values and beliefs. The school promotes value and respect for each other, which is reinforced by the good role models of the staff. Where pupils receive tasks that they can undertake independently, such as reading and following instructions or undertaking their own research and investigations, they respond well. This helps them to take responsibility for their own learning and develop their initiative. For instance, Year 6 pupils take turns to produce the weekly newsletter, which helps to develop their computer skills. However, the opportunities for independent learning are not consistently implemented across the school.
13. The provision for social development is very good and pupils willingly undertake roles of responsibility around the school, such as acting as class monitors or librarians. Some Year 6 pupils help manage the reception pupils by playing with them at lunchtime and others act as sports captains. The school council enables pupils to air their views and become involved in the decision-making processes of the school. Pupils are very enthusiastic and undertake their responsibilities seriously, debating issues in a mature manner and reporting back the results of these discussions to their classmates. They feel

that the school council has definitely given them a voice. 'It's run by the children for the children', 'it's the children's ideas not just the adults'. 'It's good for everyone ...we can raise money to make things better in the school'. A number of changes have been implemented as a result of the council's discussions, including the purchase of more play equipment for use in the playground.

14. Attendance levels in the school are excellent and well above the national average, with most pupils prompt into school in the mornings. The school is generally effective in following up the small minority of pupils who are persistently late. Registers are kept correctly and the registration process offers an orderly start to the day.

HOW WELL ARE PUPILS TAUGHT?

15. Teaching is good overall. It is very good in the juniors. Teaching is good in the reception class and enables children in the Foundation Stage to make good progress in their learning. It has improved since the last inspection, especially in the juniors. The very high quality teaching for junior pupils helps them to make rapid progress and to achieve above average standards. Teaching was very good in 10 out of the 26 lessons observed. It was excellent in three lessons and good in a further eight lessons. There was no unsatisfactory teaching observed during the inspection. Teaching was sound during the inspection for Year 2 and the older Year 1 pupils. However, an analysis of these pupils' work from the start of the school year shows that teaching was unsatisfactory overall. The teacher did not match learning activities closely to pupils' needs. The teacher's expectations were not high enough to enable Year 2 pupils to achieve the standards of which they were capable. Most Year 2 pupils and the older Year 1 pupils did not make satisfactory progress in their learning. There was evidence in their most recent work that these pupils are now making satisfactory progress with sound support being given by the temporary class teacher and by the support staff.
16. The teaching of English and mathematics reflects the overall range of teaching in the school. It is good and frequently very good, especially in the juniors. It is unsatisfactory, overall, for Year 2 and the older Year 1 pupils. The school has implemented well its strategies for literacy and numeracy. Good teaching enables pupils in Years 3 to 6 to make very good progress in developing their skills. Teachers help pupils to extend these skills further by challenging them to use them to support work in a broad range of subjects, for example history, geography, science and information and communication technology. Teaching is very good and occasionally excellent in music and in information and communication technology for juniors, where teachers' specialist subject knowledge enables pupils to attain above expected standards. Teaching is good for junior pupils in science and geography. Teaching was unsatisfactory, overall, for Year 2 pupils and the older Year 1 pupils in information and communication technology, although it was sound during the inspection. There was not sufficient evidence to give an overall teaching judgement in art and design, design and technology, history and religious education.
17. Teaching and learning in the reception class are good. They are often very good, especially in promoting children's language and personal, social and emotional development. Teaching and support staff work very successfully together. They have excellent relationships with the children and manage them very well to encourage a very enthusiastic and attentive approach to their learning. Teaching and support staff focus strongly on developing children's basic skills, especially those in communication, language and literacy and mathematical development. On occasions, teachers do not provide enough opportunities for children to initiate their own ideas and investigations. This limits the development of a more independent approach to learning.
18. Teachers have very good relationships with their classes. They know and manage their pupils very successfully. Teachers plan in detail with clearly identified learning objectives.

They share the lesson objectives with their pupils to give a clear focus to their learning and to encourage them to concentrate on their tasks and achieve the objectives. Teachers use a very good range of methods, particularly in the junior classes, to gain pupils' interest and stimulate their desire to learn. For example, in an excellent Year 6 design and technology lesson, the teacher put up a tent just outside the classroom. She used this as a focus for pupils to discuss the use of different materials for shelters before designing their own. Pupils worked together very sensibly and purposefully and concentrated very well until they had completed the task. Teachers use questions very effectively to encourage pupils to contribute their ideas and to extend their knowledge and understanding. For example, in a good Year 4 literacy lesson, the teacher asked pupils to work in pairs to discuss ideas for story characters with unusual characteristics. She then moved around the groups and questioned them about how they would develop their characters. This helped pupils to give careful thought to their stories and how they could use their main characters. It led to some very interesting and unusual ideas, for example a shark who was scared of other fish. The good questioning skills clarified and then extended pupils' ideas and resulted in some high quality work.

19. Teachers have high expectations of junior pupils' work and behaviour. Pupils respond enthusiastically and achieve well. For example, in an excellent information and communication technology lesson, the teacher asked pupils to work with a partner of similar ability and one with whom they could co-operate. Pupils very quickly organised themselves into pairs and started on their task of creating a sound page. They took turns in using the different sources for their sounds, including music from a CD ROM to create their own noises. All groups achieved a sound page of their own and many were keen to demonstrate their success to the rest of the class. Samples of infant pupils' work from earlier in the school year and discussions with some Year 2 pupils showed that the teacher's expectations were poor. The work was below expected levels in both quantity and quality. Pupils completed too many worksheets which did not require them to use their literacy skills in any meaningful way. The teacher did not challenge more able pupils enough, for example in mathematics. Pupils were required to complete 'extension' activities which were mainly reinforcement of what they had already done rather than to apply their skills and knowledge in a more challenging way. This did not enable them to achieve the above average standards of which they were capable.
20. Many teachers have good subject knowledge, for example in music and information and communication technology. They use it well to raise standards. For example, in an excellent Year 6 music lesson, the teacher's excellent subject expertise allowed her to use a very wide range of methods to maintain a very brisk pace and include and challenge all pupils. All pupils made excellent progress in their first lesson on the musical topic. This was enhanced when, in the final activity, the teacher required pupils to extend their skills and knowledge by playing their rhythmic sentence backwards. Most teachers use homework well, in line with the school's policy, to reinforce and extend pupils' skills and knowledge. This is mainly in literacy and numeracy, although not exclusively. For example, in a geography lesson on the theme of water, the teacher had set homework the previous week by asking pupils to find out from their parents where the main stop-cock was in the house and what was its purpose.
21. The quality of teaching for pupils with special educational needs is sound overall. It is often good for pupils in the junior classes. Teachers plan with the needs of pupils with special educational needs in mind. They use pupils' individual education plans to adapt tasks in English and mathematics in order to meet their learning needs. However, this is not consistently done in other subjects and in each class. For example, the reading material that pupils use to gain information in some subjects, for example science, is less often simplified for those with difficulties in reading. This does not ensure that they fully understand what they are reading. Teachers use classroom assistants well to provide

additional support. This enables pupils with special educational needs to be involved effectively and to get good guidance and support in working towards their learning targets.

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

22. The quality and range of the learning opportunities provided by the school are good, particularly for literacy, numeracy and personal, social, health and citizenship education. They have improved since the last inspection. The school promotes equal opportunities successfully for all pupils. Teaching and support staff provide good support to encourage all pupils to become fully involved in the full range of curriculum activities. The contributions of the local community, including educational institutions such as the nearby village college, are good. An excellent range of extra-curricular activities enhances the school's curriculum.
23. Every subject has a sound policy and scheme of work. These are linked closely to an overall plan which ensures that the school meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. School planning is inclusive by attending to the needs of all pupils. However, some lesson plans do not fully take these into account. The school makes good use of the specialist knowledge of its staff, for example for personal, social, health and citizenship education. It organises well to meet specific curriculum requirements of mixed-age classes in science by rearranging pupils in year groups.
24. The school places good emphasis on developing literacy and numeracy skills. This has promoted above average standards, especially in junior classes. However, the curriculum organisation for some other subjects, for example history and geography, does not ensure that their skills and knowledge always build effectively on prior learning. Lengthy gaps between some topics and a lack of detail of which skills and knowledge are to be taught, does not ensure that pupils make good progress in extending and applying their skills.
25. The school aims to provide an appropriate programme for all its pupils, whatever their needs or abilities. It is working to identify pupils with particular talents to enhance their experiences so that they make good progress. The school has not yet clearly identified the gifts and talents of individual pupils in some subjects. This does not ensure that these pupils are always extended sufficiently by a challenging programme of study. Pupils with special educational needs have appropriate individual education plans with clear and realistic targets. Most teachers use these well to provide appropriate activities, especially in junior classes, to enable pupils to make good progress. A pupil with a Statement of Special Educational Need is particularly well supported and has made very good progress because of the detailed daily targets the teacher has devised.
26. There are some weaknesses in the curriculum for children in the Foundation Stage. This does not yet reflect fully the recent national guidance. Each day, children experience a literacy hour and a numeracy lesson, emphasising appropriately the primary importance of communication, language and literacy and mathematical development. Other lessons are based on National Curriculum subjects rather than the areas of learning for the Foundation Stage. They do not enable all children to make sufficient progress towards all the early learning goals.
27. The school's use of the National Literacy Strategy is good and extends pupils' skills successfully. Lessons are mostly, but not always, well balanced, with a mixture of teacher input and pupil activity. They begin with revision leading to carefully planned introductions to group activities. These include a number of strategies involving pupils in speaking and listening as well as in developing their reading and writing through shared activities. Pupils look at examples of literature and appraise good models of work. Teachers consolidate

- pupils' learning well with final discussion sessions. The result has been improvements in pupils' reading and writing by the age of 11 years. The school has developed its numeracy strategy effectively. Teachers make good use of national guidance to ensure that they teach all aspects. They make good use of opportunities to promote literacy and numeracy through a broad range of other subjects, for example science and information and communication technology.
28. Pupils take full advantage of the excellent range of extra-curricular activities. There is a very wide range of clubs, including foreign languages, chess, study support, computers, drama, art and craft and different sports. There is also an outstanding range of opportunities to sing and perform on different musical instruments. Teachers enrich pupils' learning by taking them on visits relevant to their studies. Many older pupils attend a residential course where they learn to live together and enjoy a variety of outdoor pursuits as well as computer and environmental work.
 29. Provision for personal, social, health and citizenship education is good. The school makes good use of a teacher with specialist knowledge. It meets requirements for education about health and safety, sex and relationships, drugs and alcohol. The school prepares pupils well for being active citizens. There is a sound programme of lessons built into the school's overall curriculum plan. However, topics are not revisited sufficiently frequently to ensure that pupils always build their skills effectively on prior learning. The school takes every opportunity to use social situations to put across important points about living together. The school encourages pupils to be self-reliant and responsible for their own behaviour. This is backed up by an appropriate system of sanctions and rewards. A powerful role model has been established in the form of the school mascot called Harold, who is associated with school's challenging targets for personal development.
 30. The community makes a good contribution to pupils' learning. Several of the clubs are run by outside members of the public, including parents. Ipswich Town and Cambridge United help with coaching football. The police regularly visit the school to make pupils aware of dangers. The school nurse supports education about sex and relationships, as well as providing bereavement counselling. The school has not made any consistent links with local businesses, although some pupils have received help in running a mini-enterprise scheme.
 31. Local educational institutions contribute well to pupils' learning, especially Comberton Village College, the main feeder secondary school. The teachers here suggest ideas for science and physical education and provide technical support for computer technology. The two schools have established good links in science and computers, so that pupils' work progresses well when they transfer at the age of 11.
 32. Provision for spiritual, moral, social and cultural development is good. However, the school does not have an overall policy and teachers do not consistently promote spiritual and cultural aspects.
 33. Provision for spiritual development is satisfactory. In religious education and personal, social, health and citizenship education, pupils have the opportunity to explore values and beliefs and the way they affect people's lives. The school has a climate of care and respect. Teachers are good role models in encouraging pupils to ask questions and have their own ideas. Pupils show empathy for others. This was shown in a younger junior's imaginary letter about 'The Fire of London': *'I've had a terrible experience these last four days. First the whole city was enveloped in flames. We could see them for miles around. Then the master died! I cried and cried the night of it'*. Pupils develop a feeling for lives and times in history in other ways. This was shown in their 'atmospheric' musical compositions about the Vikings. However, the school does not make sufficient use of the

opportunities in religious education and assemblies to contribute fully to pupils' spiritual development.

34. Provision for moral education is very good. There is a very good policy for behaviour which has had an evident effect on how pupils act towards each other and adults. Teachers provide pupils with opportunities to discuss moral dilemmas such as about whether corporal punishment should be used. Pupils hold discussions where they consider right and wrong actions and are free to express their own views. Pupils respond very well to the expectation that they care for each other and their school.
35. Provision for social education is very good. The many ways pupils work together in lessons as well as in clubs encourage a sense of community in which people learn to work and play together. There are many opportunities for them to work towards a common goal, such as school productions, team activities and choral and instrumental performances. The residential course enables pupils to think about others and to praise one another for facing challenges. Older pupils assist the younger with their learning, for example when playing musical instruments. Pupils respond to the provision very well by showing a strong sense of personal responsibility. The school council provides good opportunities for developing pupils' social awareness and learning what it means to be a good citizen.
36. Provision for cultural development is satisfactory. Tolerance is built into the programme for personal, social and cultural education. However, harmony and understanding between people of different cultures and faiths does not feature strongly. Resources are few, especially in the library. There is a good selection of music on compact disc and there has been an African workshop, where pupils played drums. There is scope for further first hand experiences of other cultures. Experiences of examples of art and literature are as many as would be expected, but the school misses opportunities to use art, in particular, to develop the pupils' own styles.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school's provision for pupils' health, welfare and guidance is good and makes a positive contribution to their personal and academic development. Most parents are supportive of the school and feel it provides a caring environment. Some Year 6 pupils reported that the teachers are very encouraging and they 'help you if you can't do your work'. The school has effectively focused on the issues of inclusion to ensure all pupils have equal opportunities. The procedures for monitoring and supporting pupils' personal development are satisfactory. Although there have been recent changes of teachers, staff generally know the pupils very well and meet their immediate needs. However, the assessment of pupils' personal development and use of personal targets remain under-developed. There are sound systems in place to support the academic and personal development of pupils with special educational needs.
38. The procedures for monitoring and promoting discipline and good behaviour and eliminating any oppressive behaviour are very effective. This is reflected in the good behaviour and orderly atmosphere in the school. The comprehensive policies on positive behaviour and anti-bullying provide clear guidelines and procedures for promoting good behaviour and dealing with any disruptive pupils or incidents of bullying. There is a good balance of rewards and sanctions. The pupils are involved in devising the rules and boundaries and know what is expected of them. They respond positively to the merit awards and the weekly achievement assembly where their successes are recognised and celebrated. Classes are enthusiastic about winning the opportunity to take care of 'Haslingfield Harold' for the week. This prompts a healthy competitive spirit amongst pupils.

39. The procedures for monitoring and improving attendance are good. Parents are clearly informed about their responsibilities regarding the need to ensure their children attend school regularly and promptly. Attendance registers are well monitored and appropriate links have been established with the education welfare officer who visits regularly. Although information regarding attendance is reported in the prospectus and governors' annual report to parents, the school is not currently reporting the actual figures correctly.
40. The school has satisfactory systems in place for child protection and ensuring pupils' health, safety and welfare. There are appropriate guidelines and procedures for child protection, with the headteacher having designated responsibility for this area. He has undertaken recent updating training. However, with the recent changes of staff, the school is aware that all members of staff now need to be similarly updated on changes to the legislation. The school plans appropriate in-service training for early in the next school year. Two members of staff are qualified to provide first aid treatment. Well-established systems are in place to take care of pupils who have minor accidents or fall ill during the day. There are effective procedures to meet the medical needs of pupils in the school.
41. There is a comprehensive health and safety policy and appropriate procedures are in place to address the issues of safety and security of pupils in and around the school or when they use the swimming pool. The headteacher has responsibility for health and safety. Both he and members of the health and safety sub-committee undertake regular health and safety checks and risk assessments around the school, reporting back to the governing body. The governors undertake their responsibilities for health and safety conscientiously and are very vigilant during the current new building work.
42. Procedures to assess pupils' attainment and progress in English and mathematics have improved since the previous inspection and are now good. There is appropriate assessment and recording of pupils' achievements in science and in information and communication technology. In the reception class, assessment is related appropriately to the early learning goals for Foundation Stage children. The school uses information provided by formal testing to track the progress of pupils and to set targets for the future. At present, these targets are relatively short term ones which are shared with parents at regular meetings. The information also indicates the National Curriculum levels that pupils should aim to achieve by the end of the academic year. It is not used to provide longer term targets, such as achievement by the age of 11. The school examines the results of testing in English, mathematics and science to judge the overall effectiveness of the school's programme and to identify any significant variations between the performance of boys and girls. However, the school does not carry out a detailed analysis of pupils' success in answering specific questions, so it cannot adjust its teaching and learning to effect specific improvements in particular aspects.
43. The programme of tests also helps the school to identify pupils with special educational needs and pupils who are likely to benefit particularly from its effective 'booster' programme of extra teaching. The school uses a suitable combination of test results and concern expressed by the class teacher to decide when pupils should be placed on the register of special educational needs. The criteria for doing this are not sufficiently clear. The school does not use diagnostic testing enough to determine the exact nature of some pupils' difficulties so that it can draw up a more precise programme to meet their needs.
44. Assessment in subjects other than English, mathematics and science is less developed, but the school is beginning to implement manageable procedures to record attainment in geography. It hopes to extend this system to all remaining subjects. At present, however, the skills pupils need to acquire are not identified. Consequently, teachers are unable to judge pupils' progress from year to year or to report that progress precisely to parents. Most teachers adapt their future planning according to pupils' success in achieving their targets. However, in some instances, notably in the infant class, attainment data has been

less well used to provide work at an appropriate level for each pupil. As a result, some pupils are given work which is too easy or too difficult for them.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The effectiveness of the schools links with parents is currently unsatisfactory. The school is not communicating as effectively with parents as it could. The school is aware of some of these problems and is working to foster stronger links with parents. This has been identified as an area of focus in the current school development plan. A governors' surgery has been successfully introduced arising out of the recent review. Parents have mixed views about the school. Most parents are generally quite supportive of the school, although a significant number expressed some concerns. For example, in relation to some questions, over 50 per cent of parents who responded to the questionnaire had some negative views. They are less supportive than at the last inspection. On the positive side, parents feel that teaching is good, standards are high and that their children are making good progress. They particularly highlighted the good range of after-school activities and the specialist music provision. On the negative side, over half the parents did not feel the school worked closely with the parents and many felt uncomfortable approaching the school with questions or problems. Over 50 per cent did not feel they were kept suitably informed about their child's progress and many expressed concerns regarding the amount of homework given. Parents are not always aware of the good range of policies in place relating to school procedures.
46. The school works hard to keep parents updated and the quality of information provided for parents is good. General information regarding the school and its activities is detailed in the school prospectus and governors' annual report to parents. There are weekly news-sheets produced by the pupils in Year 6, informing parents about what is being covered that week. Monthly newsletters keep parents updated about what is happening in the school and include details of forthcoming events and activities. The school circulates information regarding projects and topics to be covered each half term. The school holds curriculum workshops to keep parents updated and suitably informed about initiatives such as the National Literacy and Numeracy Strategies. It runs resuscitation classes for parents who are involved in swimming or want to hire the pool after school or in the holidays. The school's previous open door policy has been slightly restricted with the introduction of the new security systems and most recently by the building work. Although recognising the safety improvements a small number of parents expressed some concerns and felt they had less contact with teachers at the start and finish of each day. Consultation evenings held each term are well attended. This enables parents to review their child's progress and achievements with the class teacher. Although the previous annual reports to parents were adequate in providing details of pupils' attainment and progress, the school has now identified examples of good practice from other schools and is revising the reports from this year. Parents are consulted regarding issues such as the home/school agreement. There are good induction procedures. Parents of new pupils have good opportunities to visit the school and meet with staff before their children join the school.
47. Parents of pupils with special educational needs are generally kept effectively informed. They are involved as early as possible once the needs are identified and most are involved in the review processes. The individual education plans written for these pupils include specific mention of ways in which parents can help their children at home. Most parents are very appreciative of the school's provision for pupils in this area. However, it is evident that there are occasional breakdowns in communication, with parents uncertain about changes that occur in the support their children receive.
48. The contribution of parents to their children's learning at home and school and the impact of this involvement on the work of the school is satisfactory. A small number of parents

help out in the school with different groups and activities. Parents and an ex-pupil run some after-school sporting activities and others help out with swimming or on school visits. The parents', teachers' and friends' association is very active in the school with a new committee recently established. They run a number of social and fund-raising activities, which have helped raise significant amounts of money for the school. This has helped support the creation of the computer suite and music area. The current purchasing of a 'musical note' is helping to purchase a new piano. Parents also offer their valuable support around the school, helping with decorating, building the adventure play areas and maintaining the swimming pool and the environmental garden.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management are good. They have improved since the last inspection. The headteacher has established a strong team approach in which governors and staff, especially those with key subject responsibilities, contribute effectively to school improvement. They share a clear mission statement and school aims. These give good direction to the work of the school. Many are reflected soundly in its daily routines and practices, especially those relating to pupils' personal development. The headteacher has been effective in promoting very good relationships, maintaining high standards of behaviour and extending the school's supportive approach. These encourage pupils to adopt positive, enthusiastic attitudes to work that contribute significantly to standards attained. The headteacher has yet to establish a rigorous focus on ensuring a consistently high quality of teaching and learning and a close and effective partnership with parents. Most of the parents' questionnaires showed that they feel that the school is well led and managed, although it does not work closely with them. The school has made good improvement since the last inspection. It has improved on all the key issues reported previously. Pupils achieve higher standards of attainment promoted by an improved quality of teaching, especially for junior pupils.
50. The school has had many recent staff changes; none of the current teaching staff were in post at the last inspection. The headteacher has used good procedures to enable staff to settle quickly into the school. There is a strong team commitment. Staff work closely together on planning and use their knowledge and expertise to support each other effectively on raising standards. For example, teachers of the junior classes organised their timetables to enable the pupils to benefit from some specialist teaching. Teachers with subject responsibility, especially those for such key subjects as literacy, numeracy and information and communication technology, provide good leadership. They manage their subjects successfully, for example by providing good subject guidance and using assessment information to target areas of weakness. They have had some opportunities to monitor and evaluate teaching and learning. However, these have not been enough nor sufficiently rigorous to ensure that high standards are achieved consistently in each class.
51. The headteacher and assessment co-ordinator use assessment information, for example from national tests, to identify areas for improvement and 'points for action'. These are used soundly to inform issues for school improvement planning and to ensure that the school uses its support methods successfully, for example in the use of booster classes. Some aspects of the analysis of information and the evaluation of specific improvement priorities are not detailed enough to ensure that the school's action leads to improvement. For example, the school's priorities on improving attainment, such as reading, do not identify the specific aspects of pupils' skills and knowledge on which teachers should focus their teaching. The development plan does not clearly identify how this priority will be evaluated during the year to show if the action points are being effective. Although the school's self-evaluation procedures are developing soundly, they are not yet focused enough to inform teachers about specific strategies or improvement targets.

52. The role and contribution of the governing body have improved since the last inspection. Governors are increasingly involved in working in partnership with the school to target improvement and to plan strategically for its future development. Governors make a significant and valuable contribution to school effectiveness. They have a good knowledge of the school's strengths and areas for development. Each governor is linked to a school development priority, for example gifted and talented pupils or homework. They visit the school to monitor and evaluate the progress being made. They then report back to other members of the governing body to keep them informed. Some governors visit frequently to help out in some classes. Several governors have attended the local education authority's training courses, for example, on the new requirements for pupils with special educational needs. Regular meetings, termly written reports from the headteacher, visits to the school, together with surgeries for parents to discuss any concerns, enable governors to keep fully informed about the school's effectiveness. The governors fulfil their statutory responsibilities, although they do not fully meet some of the requirements over reporting attendance information.
53. The management and organisation of the provision for pupils with special educational needs are satisfactory. Two governors oversee the work in special needs. However, there are no arrangements to ensure effective and regular liaison with the special educational needs co-ordinator or to ensure that special educational needs are regularly discussed at meetings of the governing body. The teacher who co-ordinated special educational needs has recently left the school. Very good arrangements have been made pending the appointment of a new co-ordinator. The school has purchased additional time from the local education authority learning support teacher. This enables her to act as special educational needs co-ordinator, bringing her considerable expertise to the post. This is a very good use of the school's financial resources.
54. The school has established sound procedures to ensure that the finances are monitored and targeted on improvement priorities. Recent changes in staff and the development of new financial software have restricted the rigour of financial monitoring and evaluation. The school is now establishing improved procedures to ensure it targets finances closely on key priorities. Strategic financial planning, linked to likely staffing costs, has been improved to enable governors to plan for any changes in pupil numbers and the school's future development. The most recent auditor's report confirms the school's sound financial procedures. Most of its recommendations have been acted upon, although some have yet to be fully implemented due to staff changes. Governors have a good understanding of financial aspects and apply the principles of best value to good effect. The school makes good use of specific funds, for example the Standards Fund. This is very efficiently managed and ensures that the school uses its funds effectively, for example, to promote staff development linked closely to improvement priorities. The school benefits from significant funds raised by the parents', teachers' and friends' association. It uses these well to improve the range of learning resources, for example, in information and communication technology. It makes sound use of new technologies to ensure efficient general and financial administration, for example, to implement the school's financial monitoring procedures.
55. The school has a good number of staff. They are suitably qualified and experienced in the primary phase. Staff have worked hard to create a strong teaching team, especially in the juniors. The school has established performance management soundly. There is a clear process established by the team leader which is known by staff. It is being used to promote staff development soundly, with some aspects contributing to school development. Current staff vacancies have enabled the headteacher to increase the range of staff experience and expertise, for example, for Foundation Stage children and infant pupils. The school has good procedures to enable new staff to settle quickly into the school routines and practices. Learning support staff work closely with teachers. They ensure that all pupils are involved fully and supported soundly in their learning.

56. The accommodation is good and currently being enhanced. It enables the school to meet the teaching requirements of all subjects of the curriculum. The grounds are spacious and are used well to enhance learning opportunities, particularly in physical education and science. The school makes good use of its swimming pool to extend pupils' skills and to enhance its community links. Classrooms are generally of good size, although the area for the reception class is too small. This restricts the range of Foundation Stage indoor and outdoor learning activities. The refurbished library is situated well to allow pupils to make good use of its resources. The toilet facilities for staff and for any disabled pupils or visitors are not adequate.
57. Learning resources are good, especially in literacy, numeracy, physical education, music and information and communication technology. The school has considerably improved these resources since the last inspection. They are being used well, especially in the juniors, to promote above average standards. Resources in design and technology, especially the range of construction equipment, are limited and do not enable pupils to extend their skills fully in these aspects. The library resources are good and used well to promote pupils' reading and research skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In the context of its many strengths, the headteacher, staff and governors should:
- (1) raise teachers' expectations of Year 2 and older Year 1 pupils to the consistently high level achieved in other years and ensure that learning activities closely match pupils' needs;
(paragraphs 2, 15, 19, 81, 85-87, 92 and 94)
 - (2) improve the two-way partnership with parents to ensure that they are fully informed about their children's progress and contribute more consistently to the standards attained;
(paragraphs 45 and 46)
 - (3) establish rigorous procedures for monitoring and evaluating teaching and learning.
(paragraphs 49-51, 93 and 121)

In addition to the key issues listed above, the following less important issue should be considered for inclusion in the action plan:

- ensure that pupils' skills in history, geography, art and design and design and technology build successfully on prior learning.
(paragraphs 24, 98, 106 and 107)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	26
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	10	9	4	0	0	0
Percentage	12	38	35	15	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 three percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	125
Number of full-time pupils known to be eligible for free school meals	0
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	21
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	1.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	7	6	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total	12	10	11
Percentage of pupils at NC Level 2 or above	School	92 (80)	77 (100)	85 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
	Total	11	11	12
Percentage of pupils at NC Level 2 or above	School	85 (95)	85 (95)	92 (100)
	National	85 (84)	89 (88)	89 (88)

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	8	15	23

National Curriculum Test/Task Results		English	Mathematics	Science
	Total	22	18	23
Percentage of pupils at NC Level 4 or above	School	96 (95)	78 (86)	100 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
	Total	20	18	23
Percentage of pupils at NC Level 4 or above	School	87 (86)	78 (81)	100 (90)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year. As the school has fewer than 11 boys or girls in both year groups, the tables omit totals for boys and girls.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	101
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.1
Number of pupils per qualified teacher	20
Average class size	23.8

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	81

FTE means full-time equivalent.

Financial information

Financial year	2000 / 01
	£
Total income	269,694
Total expenditure	239,259
Expenditure per pupil	17,772
Balance brought forward from previous year	17,000
Balance carried forward to next year	check

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5.1
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 52.3%

Number of questionnaires sent out	128
Number of questionnaires returned	67

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	47	8	3	0
My child is making good progress in school.	33	43	16	4	4
Behaviour in the school is good.	33	58	3	4	2
My child gets the right amount of work to do at home.	18	45	30	6	1
The teaching is good.	31	41	16	7	5
I am kept well informed about how my child is getting on.	14	31	32	23	0
I would feel comfortable about approaching the school with questions or a problem.	33	37	16	12	2
The school expects my child to work hard and achieve his or her best.	36	42	18	3	1
The school works closely with parents.	9	38	33	18	2
The school is well led and managed.	16	55	14	10	5
The school is helping my child become mature and responsible.	33	58	7	1	1
The school provides an interesting range of activities outside lessons.	45	42	13	0	0

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

59. Children enter the reception class on a part-time basis at the beginning of the autumn term and progress to full-time education by their sixth week. Most children have previously attended the local playgroup. There is a good programme to ensure they are well prepared for entry. On entry to the school, most children attain average or above average levels in the six different areas of learning. The range of attainment is very wide. Assessments carried out in the first term indicate average attainment in most elements of communication, language and literacy, but above average attainment in mathematics and in personal, social and emotional development. The range of attainment varies from year to year.
60. At the time of the previous inspection, attainment on entry was judged to be above the national average. Standards of attainment by the end of the reception year were above average in all areas of learning except in mathematical development. Inspection evidence shows that current standards in personal, social and emotional development, in most aspects of communication, language and literacy and in mathematical development remain above expectations. The good achievement of children in these important areas of learning results from excellent management by staff and a strong emphasis upon work in literacy and numeracy. In the other three areas of learning and in speaking and listening, children achieve average levels.
61. Teaching in the Foundation Stage is consistently good and much is very good. It is strongest in the teaching of basic skills and in developing children's personal, social and emotional development. Children have some opportunities each week to plan their own activities from a limited range. However, the majority of lessons are closely directed by the teacher and leave less scope for independent or imaginative response. Consequently, standards of attainment in speaking and in creative development are not as high as they might otherwise be. There are good systems for the assessment of children's achievements, based directly on the national guidance leading towards each of the early learning goals.

Personal, social and emotional development

62. Most children entering the reception class have average or above average levels of skill in this area. All make good progress throughout the year, promoted by good teaching. Staff have built excellent relationships with the children and provide exemplary role models for them. They have clear and consistent expectations of good behaviour. As a result, children feel secure. They understand what is right and wrong and express disappointment when their behaviour falls short of expectations. There is a lively pace to the learning process that retains children's interest well. This makes children keen to learn and be enthusiastic and attentive. Staff trust them to work sensibly, to co-operate on group tasks and to share resources. Children accept responsibility well, carrying out jobs such as giving out scissors without fuss. They are actively encouraged to be polite to adults and to each other. Most activities are directed by the teacher, following a largely subject-based timetable, with little scope for flexibility. Children have less opportunity to develop sustained concentration in activities they have themselves chosen to extend. They do not have enough opportunities to select activities and resources independently. By the end of the year, the majority of children meet or exceed the early learning goals for this area of learning.

Communication, language and literacy

63. This area of learning receives particular emphasis and by the summer term children experience a full literacy hour each day. Children's listening skills develop well. The teacher asks a good range of questions to focus children's attention on particular aspects of the subject. Most children are eager to respond to questions, although rarely extending their answers beyond a single sentence. Children's vocabulary is extended as the teacher carefully introduces and uses words specific to a range of subjects. In a cookery activity, for example, she referred to the 'recipe' and 'ingredients' and 'to rubbing in the butter'. Some children converse readily about their own experiences. However, others say little or speak in almost inaudible voices in whole-class situations. The teacher seeks to include such children through activities in which the whole class speak together. For example, a poem was read and all children added appropriate sound effects enthusiastically. There are insufficient opportunities for children to speak in smaller groups, for example as they work together with construction sets or in role-play activities.
64. The daily literacy hour provides good opportunities for children to develop skills in reading and writing. Children enjoy listening to stories and also look carefully at other types of books with the teacher. A lively approach using very good resources enables children to develop good phonic knowledge. Almost all children know the names and sounds of all the letters. Many read simple texts independently. Most write simple consonant-vowel-consonant words correctly and make good attempts at other regular sounding words. They are familiar with the purpose of a dictionary. Writing is taught mainly alongside reading, with children learning the correct way to form letters as they learn their sounds and names. Teachers use good opportunities to write for a range of purposes. For example, they encourage children to use computers to write labels for items in the classroom. There is less opportunity for pupils to experiment more freely with making their own writing marks. Children at an early stage of development write over the teacher's or support assistant's writing. Some of these children are progressing at a rapid pace. Many children write with well-formed letters, occasionally using capital letters and full stops. These children are developing the ability to present their ideas in a logical sequence. Children are on course to meet or exceed the early learning goals in reading, writing and listening. A few are unlikely to attain average standards in speaking.
65. Teaching in this area of learning is very good. Lessons are well structured and lively, retaining the interest of the children. Sometimes children have to sit on the carpet for too long, but there is always time to stretch or wriggle. Techniques and resources for teaching letter sounds are very good. Teachers manage and control the children excellently. They use gentle reminders to ensure that all children behave very well and in this way they maximise opportunities for learning.

Mathematical development

66. This area of learning is given a strong emphasis through the daily numeracy lesson. Teachers also provide good opportunities to extend mathematical understanding through other areas of the curriculum, such as in weighing ingredients for cookery. The basic programme outlined in the National Numeracy Strategy is followed. Because there are some Year 1 pupils in the class, reference is also made to the Year 1 programme of study. Many higher and average ability reception children benefit from working at this more advanced level. A good variety of written, oral and practical activities give children experience of working with numbers. Counting is an important part of many activities. Children learn the names and features of two- and three-dimensional shapes, begin to tell the time and handle money successfully.
67. There is consistently good teaching in the area of mathematical development. Teaching reflects the teacher's good subject knowledge and her need to ensure that children

develop their learning in a variety of ways. For example, when counting beyond 20, children used both voices and fingers. Teachers have high expectations of the standards children can reach and enable higher attaining children to progress at a good rate. Children with lower levels of ability or with special educational needs in this area receive a well-planned programme of activities with good support, usually from the learning support assistant.

68. Because of clear, confident teaching containing high expectations, combined with a good variety of resources and learning approaches, children make good progress in this area of learning. All will meet, and most exceed, the early learning goals. Children count confidently in twos to 20, recognise numerals at least to nine and identify the second or fourth day of the week. Higher attaining children understand odd and even numbers and count well beyond 20. All know how to distinguish two- and three-dimensional shapes. Most know the names of more familiar shapes and identify how many faces and corners they have. Higher attaining children name cuboids, cylinders and even hexagonal prisms and give examples of objects with these shapes.

Knowledge and understanding of the world

69. Planning for this area relates to National Curriculum subjects rather than the areas of learning for the Foundation Stage. Teachers provide lessons that have a suitably strong emphasis upon practical work and first-hand experiences. Children's natural curiosity is harnessed well as they investigate in scientific activities. They are encouraged to use all their senses as they observe carefully. A good example of this was noted during the inspection when the children made banana bread. They were frequently asked to predict changes, such as what they think will happen to the mixture when the egg is added. The support assistant shared a humorous moment with her group when a child predicted the cake would be black after baking! In lessons in information and communication technology, children learn to use a mouse successfully and to change the font size or colour of their words. In history, they begin to appreciate changes over time in their own lives and in those of people around them. The teacher initiates and directs all of these activities. There is too little opportunity for children to initiate their own investigations to explore materials, including books, photographs, artefacts and computers, more independently. There is an insufficiently wide range of objects, including construction kits, from which children can choose to build models. The timetable does not permit sufficient time for children to plan and carry out more extended activities in this area of learning.
70. The teaching in this area of learning is good. It is characterised by clear planning and excellent organisation, enabling support teachers and assistants to play a full part in each lesson. Staff take care to include fully all children in each activity. The teacher's calm manner and clear style of teaching has a considerable impact upon children's behaviour and learning. In most elements of this area of learning, the majority of children are likely to meet the early learning goals by the end of the summer term.

Physical development

71. At the time of the inspection, new building works had reduced the area of the outdoor play area. When these are completed, there are good plans to improve outdoor provision, including apparatus for climbing. The school is aware that it can use the outdoor area to provide an environment in which all areas of learning are developed. At the moment, however, the area is very underused and equipment is inadequate. For example, the only wheeled vehicles are a small number of scooters and there are no vehicles to promote co-operative play. The reception class is timetabled to use the hall for physical education lessons, but it was not possible to observe these during the inspection and the outdoor area was not in use. Consequently, it is not possible to judge the progress children are making towards most of the early learning goals in this area. In aspects of physical

development more evident in the classroom, such as the skills of cutting and sticking, children are on course to meet the early learning goals.

Creative development

72. Opportunities for children to progress creatively are restricted by the small size of the classroom and by the subject-based timetable which is followed. Within art lessons, children explore colour, texture and shape as they produce textile pictures. They work with confidence and show a good awareness of shape and space. There are weekly lessons in music which provide children with opportunities to sing and to play instruments. There is little use of music to develop language skills and mathematical development, through the use of repeated words, patterns and rhymes and in counting songs. For example, children have too few opportunities to respond imaginatively through more spontaneous art, music and role-play activities. The outdoor area, marked with roadways and containing a storage shed which can double as a play house, does little to promote imaginative play. However, there are some limited opportunities within the classroom to use sand, water, toy animals or vehicles in this way. Resources for role-play, such as dressing-up clothes, are inadequate and fail to represent a full range of gender and ethnic styles. Children are likely to meet or exceed the early learning goals relating to art and music. They are less likely to attain those relating to the use of the imagination in areas such as dance and role play.

ENGLISH

73. Pupils attain standards that are above the national average at the end of Year 6. They are below average at the end of Year 2. Standards at the end of Year 6 are similar to those reported in the last inspection in reading and speaking and listening. They have improved in writing. Year 2 pupils attain lower standards than those reported previously in reading. They achieve similar standards in writing.
74. Not enough evidence was gained to judge pupils' speaking and listening at the age of seven. Pupils were confident to discuss numbers in a mathematics lesson. They listened attentively in assemblies, although only a minority responded to questions. In a one-to-one situation with an adult, the more able pupils discussed books with confidence. Although the others said whether they liked or disliked what they were reading, they could not explain why. However, the more able used long sentences well to explain their preferences.
75. At the end of Year 6, pupils' speaking and listening is above average. Pupils freely ask questions to help them develop their ideas for writing. They pay close attention to the detailed guidance provided by the teacher. Pupils then make mature considered comments and criticisms about examples of opening paragraphs. In their design and technology, pupils independently appraised a tent before designing their own shelters. Working in pairs, they showed sensitivity to others' views and modified their discussions in response to probing questions from their teacher. Pupils use their listening abilities in a variety of contexts. For example, in music they composed and performed successfully in groups because they shared ideas. In whole class situations individual pupils are clear and logical when they report. In small group situations with an adult, pupils explain confidently and speak up well in one-to-one discussions. For example, they appraised books and authors in detail and the more able explained their preferences in a very convincing manner.
76. By the end of Year 2, the standard of pupils' reading is below average. The more able are fluent and expressive. The majority of pupils, however, cannot use strategies consistently to tackle unfamiliar words. They resort to making up words in an effort to maintain fluency. It is only the more able who describe the plot of a story in detail. They empathise with

particular characters. They, unlike most pupils, find non-fiction books for themselves and use the index or contents. The majority of pupils, including those with special educational needs, have made unsatisfactory progress.

77. By the end of Year 6, the standard of pupils' reading is above average. Pupils make very good progress. Almost all pupils read very fluently and expressively. They describe the plots and characters of long stories in detail and make sensible predictions about their eventual outcomes. Pupils explain their preferences of author using words like 'characterisation' and 'cliff-hangers'. They talk about phrases they enjoy, such as someone acting 'with sudden ferocity'. The more able distinguish a variety of styles and genres. They also discuss subtle differences between realistic and unrealistic fantasies. Many pupils read long stories. Most of them locate a specific subject in a non-fiction book and know some of their features such as glossary and key. Less able pupils, including those with special educational needs, make good progress through the quality of teaching, guidance from classroom assistants and, in many cases, support from their parents.
78. By the end of Year 2, pupils' writing is well below average. A small number of pupils reach a higher than average level. They think about the content of their work and organise it well with an awareness of the reader. This was shown in their descriptions of what they liked about a theatre performance. These pupils' grammar and spelling are well developed. However, the majority writes short sentences which are strung together with no overall structure. They find it difficult to write about themselves in an organised way. Spelling and handwriting are below average. Pupils make plausible attempts at spelling and, while their handwriting is not yet joined, it is consistent in style.
79. By the end of Year 6, pupils' writing is above average. Pupils make excellent progress from the age of eight. A small number of pupils' work is outstanding. Their stories develop characterisation and plot in a very mature way. These pupils obtain their effect on the reader through sophisticated use of language. A significant proportion of the year-group writes at an above average level. They plan their stories very well. They state, for example, how they will construct a mystery with reference to dilemma and resolution. Their rewriting of '*The Charge of the Light Brigade*' is very successful in parodying poetry while maintaining its style and structure. Most pupils use a high standard of language in their written appreciation of literature such as 'Jabberwocky'. When examining the points of view for and against corporal punishment, for example, pupils initially show mature impartiality before constructing their own argument. Very few pupils have not developed the level of accuracy in grammar, handwriting and spelling that is appropriate for their age.
80. Overall, attainment and provision, including teaching, has made good improvement since the last inspection in classes for 8 to 11 year-olds, but declined for pupils aged 5 to 7 years.
81. The quality of teaching is good overall. However, writing from pupils aged five to seven demonstrates that while the National Literacy Strategy has been in place, there have been low expectations of depth and accuracy. There is little evidence of work being set to stimulate pupils' interest and marking has not helped them to improve.
82. The quality of teaching in classes for 8 to 11 year-olds is good. A high proportion of lessons is very good. Where teaching is particularly strong, pupils are clear about what they are aiming to achieve. The lesson challenges them to think hard and pupils learn through responding enthusiastically to a combination of firmness and humour. Teachers employ pupils appropriately to model work from which others can learn. They make effective use of the final class session in expecting pupils to ask one another questions. They are especially skilful at being inclusive by helping all pupils to develop ideas and to make decisions. Teachers make good use of literary examples such as '*The Adventures of Isobel*' by Ogden Nash. Assistants provide close support to pupils with special

educational needs. Teachers mark conscientiously, although some pay too little attention to helping pupils to improve.

83. The school provides a good range of ways to develop English. These include a variety of arrangements for teaching reading. Some teachers use opportunities to extend pupils' literacy skills through information and communication technology. For example, Years 3 and 4 pupils produced high quality story-books. Teachers develop pupils' writing successfully through its use in other subjects. For example, pupils wrote letters of complaint about changes to the locality. However, this is not consistently done in each class. The co-ordinator provides strong leadership which ensures that teaching and learning are continuously monitored and evaluated. The school is strongly committed to developing standards and supports this with very good resources, including information and communication technology.

MATHEMATICS

84. Pupils attain standards that are above the national average at the end of Year 6. This is an improvement since the last inspection. Although there is some yearly variation due to the small numbers of Year 6 pupils taking the national tests, inspectors confirm that standards reflect the above average standards achieved in recent years. The proportion of pupils achieving standards higher than those expected of their age is above average. Junior pupils, including those with special educational needs, make very good progress in all aspects of their learning. The key factors in enabling pupils to achieve these above average levels are:
- consistently very good teaching in Years 3 to 6;
 - pupils' positive, enthusiastic attitudes to mathematics;
 - teachers make good use of national subject guidance, supported by a good commercial scheme of work, to ensure that all required aspects of mathematics are covered fully;
 - gifted and more able mathematicians are challenged effectively to apply their skills and knowledge to solve difficult number problems;
 - good subject leadership is increasing the use of assessment information to identify and target weaknesses.
85. Pupils attain standards at the end of Year 2 that are below the national average. Standards are lower than at the time of the last inspection. They reflect the most recent national test results for Year 2 pupils. Too few pupils achieve above average levels. Year 2 and older Year 1 pupils make unsatisfactory progress in their learning. Those with special educational needs generally make sound progress overall as they benefit from good support from teaching and learning support staff. A detailed analysis of pupils' work since the start of the school year showed that learning activities did not closely match their needs. Too frequently, pupils were set activities that were either too easy or too difficult for them. Pupils' skills and knowledge did not build effectively on prior learning, particularly in number aspects. Teachers' expectations were too low, especially in the amount of work covered and the way in which it was presented. There was evidence during the inspection that, due mainly to recent changes, pupils were beginning to make better progress this term. Teaching was generally sound, with an improved range of learning activities and higher expectation of work.
86. Most Year 2 pupils are confident in counting up to 100. An analysis of pupils' work showed that they have a sound understanding of addition, for example, when accurately adding three numbers to 10. Most Year 2 pupils have a secure understanding of place value which they use successfully to place numbers up to 100 in order of size. One very able Year 2 pupil attains standards that are well above those expected for his age by working with Years 3 and 4 pupils. For example, he confidently used his mental number skills to subtract two-digit numbers, such as 58 – 19. However, the work analysis showed

that too few Year 2 pupils were challenged to build their number knowledge and understanding soundly and then apply them to solve problems at their level. For example, some Year 2 pupils used their knowledge of addition and subtraction strategies to work out correctly problems involving two-digit numbers, for example, $22 + 13$ and $44 - 32$. They spent too long on consolidating lower level work, such as $9 + 2 + _ = 15$, rather than extending their knowledge in more challenging ways. Too few were achieving above average levels. Some were beginning to know simple multiplication and division facts, for example the 2 and 10 times tables. They were not able to apply them successfully to solve written problems as they did not understand the written method needed to set the sum down correctly.

87. Most Year 2 pupils show a satisfactory knowledge and understanding in some other aspects of mathematics, for example shape and space. They correctly name and identify common two- and three-dimensional shapes, such as triangles and cuboids. They describe some of their main properties, for example the number of sides or faces. They know which two-dimensional shapes have reflective symmetry, but do not use this knowledge successfully to achieve above expected standards. For example, they do not draw the line of symmetry accurately on each shape to illustrate this property clearly. When inspectors looked carefully at the mathematics work achieved during the year, it was evident that Year 2 and the older Year 1 pupils were not expected to work to their full ability and produce their best standard. This is in marked contrast to teachers' expectations of junior pupils.
88. Year 3 pupils make very rapid progress. They quickly achieve standards expected for their age. Many exceed those standards. For example, many average and above average pupils use multiplication and associated division facts successfully to solve number problems. They work out how many sweets each pupil will receive if different numbers of sweets were bought from the shop. Many have a good knowledge of different shapes and use specific terms accurately, such as *vertices* and *polyhedra*, when describing them. Teachers build on pupils' prior learning very successfully throughout the juniors. Years 4 and 5 pupils use a good range of different strategies, including 'counting on', 'multiples' and 'near multiples' and 'partitioning' to work out accurately a good range of number problems. Most Year 5 pupils have a good knowledge and understanding of how to work out the perimeter and area of different regular and irregular shapes. Pupils do not consistently show what strategy they used to work out their answer. They do not always show their working out and this does not enable them to check on any mistakes that they have made. Years 4 and 5 pupils show a good understanding of how to gather data and use it well to construct a graph. For example, they made an accurate line graph of changing temperatures. The teacher then challenged pupils to describe how some of the changes in the gradient of the line showed how the temperature had risen or fallen. This enabled them to achieve above expected standards. A very able Year 4 pupil works with Year 6 pupils in their mathematics lessons and achieves standards which are well above those expected for her age. The school makes very good provision for more able mathematicians and they respond very positively to these opportunities.
89. Year 6 pupils achieve very well. They have a good knowledge and understanding in all required aspects and apply them successfully. For example, they use their knowledge to draw a graph to convert pounds to euros. They use their good number skills and knowledge to work out difficult problems and investigations, through 'extension' and 'explore' activities. For example, many apply their multiplication and division skills accurately to work out how many paving slabs they would need to cover a particular sized garden. They have a good understanding of how to work out the area of the size of the plot. Many have an above expected knowledge of the properties of different two-dimensional shapes, such as a trapezium and a kite. They describe them in detail and use the correct mathematical terms, for example *parallel* and *diagonals intersect*. Year 6 pupils make good use of self-evaluation. They have a good understanding of the

strengths and weaknesses in their work. They use a 'half-termly report' to identify what they did well and what they need to improve; for example, one pupil noted that 'he had struggled with fractions!'

90. Teaching is good overall. During the inspection, it was sound in the infants and good, and often very good, in the juniors. An analysis of pupils' work since the start of the school year shows that teaching was unsatisfactory for Year 2 and older Year 1 pupils. It was of a consistently very good standard in Years 3 to 6 and is a key factor in enabling pupils to achieve above average levels of attainment.
91. Teachers have very good control of their classes and manage their pupils very effectively to ensure that they stay focused on their activities and produce detailed work. They have good subject knowledge, particularly in the juniors, and use it well to promote high standards. For example, in a Years 4 and 5 lesson, the teacher used her good knowledge of 'informal' and 'standard' written methods of multiplication to extend pupils' knowledge and understanding of using the value of each digit to set down the sum accurately. Teachers in the juniors have high expectations of pupils' work. Pupils work hard and enthusiastically to meet these expectations and this results in good achievement. For example, in a Year 6 lesson, the teacher challenged more able pupils to carry out a 'toilets investigation'. She required them to use the information sheet provided to calculate how much it would cost to redecorate the Year 6 toilets. The group of pupils responded eagerly. They used their measuring skills well and applied their skills and knowledge of 'area' and 'multiplication' to work out how much paint they would need. They then calculated the cost of the paint and what the overall total would be. The use of percentage discounts and various free offers set further challenges to ensure that their calculations were correct. The teacher ensured that the activity was challenging, practical and enabled pupils to apply their mathematical skills and knowledge. This resulted in a very conscientious approach and above average standards being achieved.
92. Teaching for Year 2 pupils and for older Year 1 pupils was unsatisfactory overall. A recent change in staff meant that a temporary teacher taught these pupils during the inspection. Teaching was sound overall with good control and management. However, during the earlier part of the year, the teacher's expectations were too low and most pupils did not achieve the standards of which they were capable. Teaching has now improved and pupils are making better progress. However, some pupils, especially the more able, are not always achieving consistently high enough standards.
93. The subject co-ordinator has only recently taken on the management responsibility. However, she is providing good leadership and has made some improvements which are contributing to standards of attainment. She has used national guidance effectively to improve the mathematics scheme of work. Teachers are using improvement targets consistently for groups of junior pupils. The co-ordinator has established an assessment and recording sheet which is enabling class teachers to track pupils' progress closely. She has encouraged the use of information and communication technology to support mathematical work in some aspects, for example data handling. This is not developed consistently in all areas of the scheme of work. The co-ordinator has not had sufficient opportunities to monitor and evaluate teaching and learning rigorously and promote more consistently good quality teaching.

SCIENCE

94. Pupils' attainment at the age of 7 is below average. Pupils' attainment at the age of 11 is above average. Pupils attain standards at the end of Year 6 that are higher than reported in the last inspection. Year 2 pupils attain lower standards than reported previously. Improvements in the quality of teaching for junior pupils, together with improved resources and an increased focus on science investigations have promoted improvement. An analysis of pupils' work in Year 2 since the start of the school year shows that teachers' expectations were too low and did not enable enough pupils to achieve nationally expected levels.
95. Most Year 2 pupils list the basic parts of plants and of birds' bodies accurately. They know what plants need to live and explain some of the differences between birds and spiders. The more able explain why animals live in different places. Most pupils compare materials in a number of ways including what happens when some of them, like chocolate or clay, are heated and allowed to cool. They explain why some materials have specific uses. Pupils have an average knowledge of electric circuits and of how things move because of pushes or pulls. However, pupils' scientific skills are underdeveloped. It is this aspect of science, together with the level of pupils' writing, that brings down their overall attainment.
96. Most Year 6 pupils' ability to talk about science is well above average. They show a well-developed knowledge of the main organs and systems of the human body and of their functions. They explain a food chain in detail and the beneficial effects of exercise. Pupils set up experiments, for example testing the changes in shadows, and show a good knowledge and understanding of using a fair test. They are fully aware of the uses of sieving, filtering and separating. Pupils have a good understanding of conductivity. They also explain accurately how the pitch of musical instruments is altered. Pupils' attainment in writing is above average, but not as advanced as their speaking.
97. The quality of teaching is good. It is not possible to judge current teaching for pupils' aged five to seven. In the lesson observed it was satisfactory. Past work shows low expectations of depth in writing and insufficient provision for learning by experimenting. Pupils have been rarely asked to write much about they have learnt. Teaching in junior classes is good. It is very good in lessons. Introductions involve skilful use of discussion to revise learning. Teachers plan lessons well to include all pupils so that they are all interested and behave impeccably. Assistants give those with special educational needs good support to raise their achievement. Teachers prepare tasks and resources very well so that all pupils make progress. In one lesson, for example, all pupils learnt how to classify different materials, but the more able used well-developed language such as '*transparent*' and '*opaque*'. Teachers make very good use of final discussions, sometimes employing good humour. For example, in a lesson on materials, pupils had to give answers to 'silly questions' such as why lunch boxes are not made of concrete. Teachers provide many opportunities for experimentation. However, they do not often expect pupils to write about what they have learnt. Marking is attentive and teachers make helpful comments. Work shows that pupils respond to teaching by trying hard even though they do not always present their writing well.

ART AND DESIGN

98. Standards in art and design are below national expectations by the end of Year 2, but in line with them by the end of Year 6. This is lower than in the previous inspection, when standards were average at the end of both infants and juniors. The most significant reason that standards are not better is the very low amount of time devoted to the subject, which is about half the national average. The time allocation does not permit pupils to learn basic skills in a systematic way and to build upon these skills in successive years in all aspects of the subject.

99. Art was not being taught during the inspection so it is not possible to make any judgements about the quality of teaching in lessons. Evidence of standards of attainment was obtained by examining work on display and in pupils' sketchbooks, together with a discussion with pupils and the subject co-ordinator.
100. It is evident that very little time has been devoted to art in the class containing Year 1 and Year 2 pupils. Some parents also noted this prior to the inspection. The small amount of work on display, of self-portraits as part of a study of where pupils live, is of unsatisfactory quality. There is little attention to the detail of facial features or colouring and paint has often been left to run down the paper. Work by the Year 2 pupils in the class shows little progress when compared to that of Year 1, or even reception pupils.
101. Progress is better in the juniors, although rather limited amounts of work were available during the inspection. The work in sketchbooks shows that all pupils, including those with special educational needs, make at least satisfactory progress in designing and drawing. Older pupils make good progress in learning to select a variety of media and in representing feelings and emotions in their artwork. Their technical skills have developed appropriately. For example, Year 6 pupils planned and produced good quality multi-media pictures representing a journey into the imagination. They also used computer programs to produce effective pieces of work. Pupils have appropriate skills in evaluating their own and other pupils' work. As a result of good progress towards the end of the Year 6, pupils attain average standards by the age of 11 in most aspects of the subject. However, some skills remain weaker. There are lower levels of attainment in observational drawing because of the lack of continuous experience through the school of building skills in this aspect. The previous inspection report noted uneven development of observational drawing and this has not improved.
102. The school has combined recent national guidance with a local education authority scheme of work to ensure that a broad curriculum is in place. It made some attempt to increase time spent on art by staging a whole school Art Week last September. However, this has not been an effective way of developing skills progressively. The subject co-ordinator has written a good policy statement incorporating suitable guidance for teachers and has carried out some observations of teaching and learning. The policy includes information on how sketchbooks should be used. Unfortunately, this guidance has not yet been put into practice in some classes. Teachers do not encourage pupils to use sketchbooks sufficiently to maintain a visual record from observational drawings as a reference source or as a place to generate ideas for future work.

DESIGN AND TECHNOLOGY

103. There was insufficient evidence to make a judgement about standards in this subject by the end of Year 2. The class teacher had left the school recently and no samples of work or of planning records relating to the work of Years 1 and 2 pupils were available. By the end of Year 6, pupils attain standards in line with those expected nationally. In some aspects of the subject, such as evaluation and making skills, many pupils have achieved above average standards. Despite a low allocation of time to the subject, good teaching enables all pupils, including those with special educational needs, to make good progress. This represents an improvement since the previous inspection, when standards at age 11 were below national expectations.
104. Pupils in Years 3 and 4 examined mechanisms carefully before being involved in a 'design and make' project to produce 'moving storybooks'. They practised constructing various mechanisms before making a prototype for their own storybook. They assembled the books with evident care and evaluated their own work and that of other pupils. This effective project, combining work in English, information and communication technology

and design and technology, advanced pupils' skills well in designing, making and evaluating. Pupils in Year 6 have made slippers. Again, good opportunities were taken to use and enhance pupils' literacy skills as they wrote careful explanations of the process they had followed and evaluated the results. The finished products are very well made, but vary only in the colour of the material used. This indicates the need to provide a design brief permitting more individuality. These pupils are very aware of the purpose of a range of products and evaluate them realistically. For example, in recent work on shelters, they identified the materials and components used and fully understood why these materials had been selected.

105. Only one lesson was observed in this subject. There was insufficient evidence to judge the quality of teaching throughout the school. However, the quality of work produced in the junior classes in a very limited amount of time, together with pupils' good understanding of the designing and making processes, indicates that the teaching is of good quality. It also indicates that the strengths noted in some parts of the school at the previous inspection have been maintained. Pupils enjoy their lessons in design and technology and derive great satisfaction from their completed products.
106. The school bases its programme of study mainly on recent national guidance. It has planned this carefully to ensure that all aspects of the subject are covered throughout the school. However, the limited amount of time available makes it difficult to increase pupils' skills in a progressive way for every aspect. The time available is slightly increased by asking pupils to complete some tasks as homework. The co-ordinator has written a good policy which provides very good guidance to teachers. This correctly emphasises that practical problem solving is the main activity and notes ways to make links to other subjects. Links with information and communication technology are particularly well developed in the juniors. Resources for the subject are adequate. There are insufficient construction sets and tools to provide pupils with a choice of materials and equipment when constructing prototypes. The school is aware of the need to improve assessment arrangements to ensure that skills in designing, making and evaluating are all recorded clearly.

GEOGRAPHY

107. Inspectors observed two junior lessons during the inspection. Further evidence was gained from an analysis of pupils' work in topic folders, on displays around the school and by talking to staff and pupils. Pupils attain standards at the end of Years 2 and 6 that meet those expected nationally. Standards are similar to those reported in the last inspection at Year 2. They have improved at Year 6, particularly in pupils' knowledge of contrasting places within the United Kingdom and around the world. The organisation of the geography curriculum does not always ensure that pupils' skills and knowledge build effectively on prior learning. The school has made good use of national subject guidance since the last inspection to develop a scheme of work. Teachers use this scheme well to ensure that they cover all the key skills and concepts, for example mapping skills and environmental issues. However, they are not matched closely to the needs and abilities of pupils in mixed-age and ability classes. The lengths of time between some of the geographical topics do not help pupils to make consistent progress, for example, in their knowledge and use of specific geographical terms and vocabulary.
108. Many Year 2 and older Year 1 pupils have a good understanding of how traffic affects the life in the local village. Some make good use of their early mapping skills to identify 'dangerous' points near the school. They make good use of symbols to show these areas and to show how they would try to make them safer, for example the use of zebra-crossings and safety fences. They have a sound knowledge and understanding of life in places which are very different to Haslingfield. Many Year 2 pupils talk with interest about places they have visited or the postcards received from Haslingfield Harold, the school's

mascot. Pupils volunteer to take Harold with them on their travels and a detailed display and record of his adventures are kept in the school hall. They provide pupils with good information about the places the mascot has visited. This has captured their interest and improved their knowledge of different parts of this and other countries.

109. Junior pupils have a good knowledge of the United Kingdom and world maps. For example, most Years 3 and 4 pupils locate the separate countries accurately on a United Kingdom map. Many know and locate other countries accurately on a globe, for example Australia and the United States. Some know the main seas around the British Isles, such as the North Sea, and some of the oceans of the world. Year 6 pupils extend this knowledge and understanding soundly, for example, by using atlases and a globe to locate the continents and main oceans, seas, rivers and mountains. They have a good knowledge of where the hot and cold places are in the world, for example the main hot deserts and Antarctica. More able pupils have a sound understanding of how their climate is affected by their location, although few can explain this in any specific detail.
110. All junior pupils have studied a local environmental issue regarding the proposed by-pass to ease traffic problems in the nearby village of Papworth Everard. This specific focus encouraged pupils to investigate the issue in detail and produce some good quality work. They used their literacy, numeracy, information and communication technology and artistic skills very effectively to produce some detailed topic work, especially in Year 6. Years 3, 4 and 5 pupils used their literacy skills to produce posters and letters which outlined some of the concerns of the supporters and protesters. These are covered in more detail in Year 6. Many pupils used a good range of specific geographical terms, for example *marsh*, *river* and *footpaths*, when describing the possible impact of the by-pass on the surrounding countryside. They developed their mapping skills well, for example using 6-figure grid references to locate specific features on a local map. More able pupils responded very well to being encouraged to develop their own individual booklets. They showed a very good knowledge and understanding of some of the main environmental issues, for example the effect of increased traffic on people's lives. Some pupils used their good information and communication technology skills to produce very well presented documents. One more able pupil used bullet points very effectively to summarise her findings, for example the effect on house prices if the by-pass is built.
111. Teaching in the two lessons observed was never less than good. Teachers plan in detail to give a clear structure to each lesson. They use a very good range of methods to capture pupils' interest and attention. For example, in an introductory activity focused on the world map, the teacher passed an inflatable globe to individual pupils. As they caught the globe, the teacher challenged them to identify where in the world a particular finger or thumb was pointing. This enabled the lesson to start very positively and pupils were keen to get involved and catch the globe. Teachers use extension activities successfully to ensure that pupils apply their skills. For example, in a Year 6 lesson the teacher required pupils to use the index accurately in an atlas to locate specific countries from which some ethnic minority pupils may come to Britain, such as Bangladesh. This enhanced pupils' research skills, extended their knowledge and also contributed to their multi-cultural knowledge and understanding.

HISTORY

112. No history lessons took place during the inspection. Written work was scrutinised and an interview held with a representative number of Year 6 pupils.
113. Pupils' attainment at the age of seven is well below expectations. This is similar to the last inspection. There was little evidence to show that they have developed the capacity to use the library to find information from books or the ability to communicate what they have learnt in writing.

114. Pupils' attainment at the age of 11 has improved since the last inspection and is above expectations. They have an above average knowledge of historical eras and their chronology. For example, they speak in detail about the lives of Romans and their use of technology. Pupils are well aware of the influence of Greeks and Romans on the architecture and other aspects of modern Britain. They also know a great deal about how people's lives have changed over time, especially those of children. Pupils are aware of how attitudes to women have changed and define democracy. They research for themselves and are aware of the difference between first-hand evidence like artefacts and second-hand evidence like the Internet. Pupils produce very well written and illustrated books about the Ancient Greeks. All their writing is in their own words and shows a thorough understanding of the Greek society.
115. It is not possible to judge the quality of teaching. However, pupils' knowledge, interest and written work suggest that it is very good in classes for 8 to 11-year-olds and has been unsatisfactory for 5 to 7-year-olds. Overall, improvement since the last inspection is good. Most other aspects of provision are satisfactory. The school has access to good resources either within the school or borrowed books and artefacts.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. Pupils attain standards that are below those expected nationally at the end of Year 2. They are similar to the last inspection. Pupils attain standards at the end of Year 6 which are above those expected for their age. They are higher than reported at the last inspection. Evidence was gained from observing two lessons, an analysis of pupils' work and discussions with pupils in Years 2 and 6. Year 2 and the older Year 1 pupils do not make satisfactory progress in developing their skills and knowledge. There is little evidence to show that teachers provided pupils with enough opportunities during the first two terms of the school year to apply their skills and knowledge. This did not enable them to attain standards expected for their age. Junior pupils make very good progress in their learning, promoted by high quality, specialist teaching and considerably improved resources. Pupils with special educational needs get effective support in using information and communication technology. This enables them to be fully included in all activities, especially in Years 3 to 6, and they make similar progress to other pupils.
117. There was very little evidence of Year 2 pupils using their information and communication technology skills. Pupils had used the computers on some occasions to improve their numeracy and literacy skills. They have had more opportunities recently to use the new computer suite. However, the skills of most pupils, especially those who do not benefit from using a computer at home, do not meet those expected nationally for pupils by the end of Year 2. They do not have secure mouse control skills. For example, many have difficulty using the mouse to draw straight or curved lines when trying to create an on-screen 'drawing' of a skeleton. Many do not know why they 'click' on the mouse buttons and few know how to save, retrieve or edit their work. A small number of more able pupils, who have practised their skills at home, used their above average skills and knowledge to change the colour of the background to their drawing and to erase lines when they had made mistakes. Some knew how information and communication technology affects their lives, for example, when shopping at the supermarket in Cambridge, although few were aware of its broad range of uses.
118. Junior pupils develop their skills very effectively. Very good quality specialist teaching using a good, comprehensive scheme of work helps them to extend and apply their skills in all required areas. For example, Years 3 and 4 pupils combine skills in information and communication technology with skills in literacy, design and technology and art and design to produce very good quality story-books. They apply their word-processing skills successfully to draft their stories then edit them on screen. Pupils use another program

very competently to ensure that their story-books are presented well, for example, by correcting the page size and putting a border around their text. Year 6 pupils extend these skills very effectively to produce very good quality 'Who Dunnit?' stories. Most pupils show above average skills to present very detailed and accurate work. They make very good use of different styles and size of fonts to highlight particular parts of the story. Many use grammar and spelling checks appropriately to ensure accuracy. They use graphics and clip-art well to illustrate characters or parts of the plot. Teachers use very good, detailed planning to ensure that pupils apply their skills in all required aspects. For example, Years 3 and 4 pupils use a 'paint' program to produce good quality 'animal collages'. They make a good evaluation of how they found it easier or harder to draw with the computer mouse than with a pencil. Year 6 pupils used a spreadsheet confidently to support their work in mathematics, for example, to present the data on an investigation into area and perimeter of different shapes. Most pupils became fully aware of how much quicker it was using the computer compared with working out the formula in their books or with a calculator.

119. Teaching was satisfactory in the one lesson observed during the inspection with Year 2 and the older Year 1 pupils. The temporary class teacher for this term maintained good control. She used support staff successfully to ensure that all pupils were fully involved in the 'drawing' activity. The teacher did not ensure that all pupils were fully aware of what was expected of them in the time available. This did not ensure that the pupils' very enthusiastic and excited attitudes were always channelled fully into improving the quality of their work. The lack of evidence of pupils' work and too few opportunities for pupils to extend their skills and knowledge showed that teaching was unsatisfactory earlier in the school year.
120. Teaching in Years 3 to 6 is of a consistently high standard. It was excellent in the one lesson observed and the high quality and broad range of pupils' work showed that it is at least very good throughout the junior classes. The use of the specialist skills and knowledge of the subject co-ordinator to teach all the junior classes promotes above expected standards. It enables some more able pupils to attain well above expected levels, for example the knowledge of some Year 6 pupils on web-page design and their detailed evaluations of the use of Internet sources compared with other ways such as CD ROMs and information books. The teacher's very good subject knowledge was used very successfully in an excellent Year 6 lesson to demonstrate clearly the different techniques on how to create a page of sound. She then challenged pupils to work in pairs and apply these skills to produce their own page. She maintained excellent control to ensure that all pupils were fully involved and focused their efforts on the task. The teacher maintained a brisk pace with regular reminders to pupils on how much time they had left to complete their page. This enabled all pupils, except a few who had had some technical problems, to apply successfully the different techniques and achieve, and demonstrate, their own sound page.
121. The subject is very well co-ordinated and managed. The co-ordinator has been very influential in raising the standards, especially in the junior classes. She has used the information and communication technology development plan effectively, supported well by increased national funding and funds from the parents', teachers' and friends' association, to improve resources considerably. Staff have improved their subject knowledge through good quality training. The co-ordinator has used national and local education authority's guidance, together with aspects of a good commercial scheme, to provide a comprehensive scheme of work which meets all requirements fully. She has developed procedures to assess pupils' skills and is using the information to establish class targets for improvement. The co-ordinator monitors teaching plans and spends on technical support rather than evaluating teaching and learning.

MUSIC

122. Two lessons were observed, both in classes for 8 to 11 year-olds. A collection of tapes and compact discs provided further evidence of attainment by these pupils. There was very little evidence to make a judgement of attainment by 7 year-olds. However, what was available showed that their instrumental work and singing is above average and has improved since the last inspection
123. Pupils' attainment by the age of 11 is above average. It has improved since the last inspection. In composing and performing, pupils improvise on percussion against a repeated class rhythm. This is achieved with accuracy and often a feel for syncopation. Pupils use various forms of notation. They are particularly adept at identifying wrongly performed rhythms when following notation. Pupils' compositions include highly effective 'pop songs' with rap and sung lyrics. These pieces demonstrate a very good sense of structure. They have good rhythm and a definite melodic shape. Pupils' singing is well above average, with strong volume and very good intonation and accuracy. They successfully sing in parts. Pupils listen to music very well in assemblies, but there was no evidence of their ability to appraise what they hear. Pupils aged 8 to 10 also produce above average compositions which sometimes link with their work in other subjects. For example, pupils in Years 4 and 5 composed highly effective atmospheric pieces in connection with their study of Vikings.
124. The quality of teaching by the music specialist is excellent. Lessons begin with a lively warm-up session and lead to equally well paced sessions where all pupils are continuously included in stimulating activities. The teacher has very high expectations, but expertly prepares tasks so that all pupils' needs are borne in mind, including those with special educational needs. Throughout lessons, the teacher exercises firm management with good humour so that all pupils respond very enthusiastically and perform their best.
125. The quality and range of music work is excellent. As well as covering the expected curriculum, the school provides interested pupils with outstanding opportunities to learn one or more orchestral and other instruments, including recorders and 'belle-plates' (handbells). There are also opportunities to join singing groups. The standard of singing is very high with pupils singing in a number of parts. Pupils learn new songs very swiftly. Young pupils perform the 'belle-plates' at a very high level, using notation to perform two notes at exactly the right moment. The school is vibrant with music and pupils are most fortunate to benefit from such excellent provision. Improvement since the last inspection is very good.

PHYSICAL EDUCATION

126. Inspectors observed one infant lesson and one junior lesson during the inspection. Further evidence was gained from observing extra-curricular activities and talking to staff and pupils. Pupils attain standards that meet nationally expected levels at the end of Year 2 and at the end of Year 6. Standards are similar to those reported in the last inspection. Pupils make sound progress in developing their skills and knowledge. All pupils are involved fully in the range of activities. They have enthusiastic attitudes and clearly enjoy participating in physical activities. The school provides a very good range of extra-curricular activities, which contribute significantly to the standards achieved by some pupils in games and gymnastics. For example, members of the gym club, encouraged by the teacher's good subject knowledge, showed a very good range of high quality movements, for example bridges and cartwheels, during their after school session.
127. Most Year 2 pupils have a sound running technique, using their arms effectively to maintain balance and pace. They know how exercise affects their bodies and that they need to warm-up thoroughly before taking part in physical activities. Most Year 2 and the older Year 1 pupils show sound throwing and catching skills. They throw quoits and balls

accurately. Most use a good technique to catch them, keeping their eyes focused on the ball or quoit and cupping their hands closely together. Most co-operate well in partner activities. Some individuals are not always sufficiently tolerant of their partner's inaccuracies, complaining rather than advising them on how to throw with greater accuracy.

128. Most Year 6 pupils improve their running technique effectively by evaluating their own performance or those of others in the class. They show a good understanding of how the positions of the arms and knees change as the style of running differs, for example, when running on the spot quickly or jogging gently over a longer distance. Many show good fitness levels to sustain their running for a considerable time in very warm conditions. Good teaching encourages them to think carefully about such aspects as pace and their breathing rhythm. Most Year 6 pupils show a sound knowledge of the effects of changes in pace on the breathing pattern, although do not have a secure understanding of how this can affect the distance or speed at which they can run. Many pupils have good evaluating skills and they use them successfully to identify ways in which their partners or other members of their team can improve their performance. For example, they recognise that, in a team activity, their performance would have improved if they had given more support and encouragement to lower attaining pupils rather than simply concentrating on their own individual standard.
129. There was insufficient evidence to give an overall judgement on teaching. In the two lessons observed, teaching was never less than satisfactory. Teachers plan their lessons in detail to enable pupils to develop their skills successfully. They control their pupils well and encourage them to participate fully and enthusiastically. Some teachers provide good individual support that encourages pupils to think carefully about their own performance and look to improve its quality. Teachers used demonstrations effectively to focus pupils' attention and show what was required of them. On occasions, they spent too long on giving instructions and demonstrations. This restricts the time pupils had to practise their skills.
130. The school has good resources and facilities. The swimming pool is being prepared for use later this term. Teachers, parents and outside agencies, for example coaches from Ipswich Town and Cambridge United Football Clubs, make good use of the school field to improve pupils' games skills and to enable them to be used in competitive activities. The school also makes some use of the very good facilities at Comberton Village College to extend the range of opportunities for pupils to develop their game skills.

RELIGIOUS EDUCATION

131. It was possible to observe only one lesson in religious education and the amount of pupils' work available for examination was limited. A discussion was held with the subject co-ordinator and planning for the subject was examined. The evidence indicates that standards at the end of Year 2 and at the end of Year 6 are in line with the expectations of the locally agreed syllabus. This represents an improvement since the 1997 inspection, when standards were below expectations at the age of 11. Pupils, including those with special educational needs, make satisfactory progress both in learning about religion and learning from religion.
132. Most pupils in Year 1 and Year 2 follow an identical programme as they are in the same class. They develop their knowledge of Judaism soundly, for example by studying the festival of Hanukkah. Although many pupils have developed a satisfactory knowledge and understanding of different religious beliefs and practices, the work has not been consistently well matched to the needs of most pupils. For instance, Year 1 pupils use identical worksheets to those used by Year 2 pupils. Most are unable to read and understand them as the language used is more suited to much older pupils. Most pupils in

Year 2 present their work well, but those with lower levels of attainment colour and stick pictures of artefacts carelessly into their books. They demonstrate their lack of understanding in their choice of words to fill the gaps in a printed worksheet.

133. In Years 3 and 4, pupils understand that phrases can have literal or metaphorical meanings. They are beginning to recognise and interpret religious metaphors, but a lack of detailed knowledge limits their understanding of deeper meanings. However, by the end of Year 6, many pupils interpret successfully the symbolic language used by Jesus. These pupils know a satisfactory range of stories about Jesus. However, when asked to describe their image of Jesus they concentrate mainly upon physical appearance. They have some understanding of the principal features of other religions such as Islam. Most of their work focuses upon learning facts about religions. Older pupils display thoughtful and respectful attitudes in their work.
134. Not enough teaching was observed to make a judgement about its quality across the whole school. The same teacher teaches each junior class. This ensures that junior pupils build upon at least some of their previous work.
135. The subject is co-ordinated soundly by the headteacher and the programme of study, based upon national guidance, is planned by the teaching staff as a group. There are some significant weaknesses in this programme of study. The school has adopted a four-year cycle of topics for the junior, with each topic studied by all three classes in the same term. This leads to some inappropriate subject matter being taught, particularly when the topic, for example Hinduism, arises only once in the cycle. Year 3 pupils, learning at a more elementary level, have no opportunity to add to their knowledge and understanding of Hinduism in their subsequent three years in the school.
136. The programme in religious education is enriched well by visits to places of worship and by visitors to the school. For example, pupils in Years 1 and 2 have visited the Jewish Centre in Cambridge. Links with the two Christian churches in the village have lapsed recently, but the school intends to revive them soon. The subject provides good opportunities to develop listening and speaking skills and some for extended writing, although these have not been fully developed. The school is increasingly using information and communication technology to support the subject, using relevant programs and access to the Internet. There are currently no systems to assess and record the progress of individual pupils in religious education.