

INSPECTION REPORT

BOURN CHURCH OF ENGLAND PRIMARY SCHOOL

Bourn

LEA area: Cambridgeshire

Unique reference number: 110782

Headteacher: Mrs C Knight

Reporting inspector: Andrew Clark
21596

Dates of inspection: 11-13th March 2002

Inspection number: 195605
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 Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Riddy Lane Bourn Cambridgeshire
Postcode:	CB3 7SP
Telephone number:	01954 719282
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr Elizabeth Acton
Date of previous inspection:	19 th May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21596	Andrew Clark	Registered inspector	Mathematics Science Art and design Design and technology Physical education Special educational needs Equal opportunities	What sort of school is it? How high are standards? The school's results and pupils' achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
9275	Candy Kalm	Lay inspector		Pupils' attitudes, behaviour and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
24022	Julia Lawson	Team inspector	Geography History Information and communication technology Religious education The Foundation Stage Curriculum*	
2714	Chris Glynn	Team inspector	English Music	How good are the curricular and other opportunities offered to pupils?

*The Foundation Stage refers to children of five and under in the reception class.

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bourn CE Primary School serves four rural parishes close to Cambridge. The school is much smaller than average with 133 boys and girls on roll between the ages of 4 to 11. Parents have a wide range of occupations. The area is above average for socio-economic circumstances in many respects and the percentage of pupils eligible for free school meals is below average at 3 percent. The first language of all pupils is English. The percentage of pupils identified as having special educational needs is broadly average at 13 per cent. This includes 3 per cent of pupils with a statement of special educational needs, which is above average. When they start school children's attainment is typical for their age. A new headteacher and senior teacher were appointed in September.

HOW GOOD THE SCHOOL IS

This is a very good school. Standards are above average in many subjects. Achievement is good as a result of very good teaching and learning. The new headteacher and the governing body lead and manage the school very well and give good value for money.

What the school does well

- Standards of pupils' work are high in English, mathematics and science. They are above average in many other subjects.
- The quality of teaching and learning is very good, particularly in the juniors.
- The new headteacher leads the school well. There is a strong commitment to continued success from all staff and very effective support from the governing body.
- Pupils are very enthusiastic and hard working.
- The school makes very good provision for the pupils' spiritual, moral, social and cultural development.

What could be improved

- Aspects of the curriculum for the children aged five and under and their outdoor play provision.

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 improvement since the last inspection in May 1997. The many strengths of the school have been maintained and the quality of teaching is much stronger. Good planning and assessment procedures are in place for all subjects. The monitoring of teaching and the curriculum is now good.

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	C	D	E
mathematics	A	B	A	B
science	B	A	B	C

Key

well above average A

above average B

average C

below average D

well below average E

Overall, standards in English, mathematics and science have been above average since the last inspection. They have improved at least as well as they have nationally. The small size of the school means that there are year-on-year variations to the overall results in national tests as one pupil is a high percentage of the overall results. The much lower results for English in 2001 were untypical and reflect a high proportion of pupils with special educational needs for language and also temporary staffing difficulties. The problem has been fully addressed. The highest attaining pupils do particularly well in the tests in all three subjects. The achievement of all pupils, including those with special educational needs, from the time they start school is good or better. Overall, boys have done better than girls in national tests, but this relates to their attainment when they start school and there is no significant difference in their achievement.

Pupils' standards were well above average by the end of Year 2 in 2001 for reading, writing and mathematics and have improved well over the last three years.

In the work seen, standards in English are above average and in mathematics and science they are well above. Pupils' reading and speaking and listening skills are very good. They are very good at mental calculations in numeracy. The school is making good progress towards the challenging targets set for pupils in the next national tests. Standards in art, history, information and communication technology, music, physical education and religious education are above average. In geography and design and technology they are typical for their age. The majority of pupils present their work well and diagrams in science are often of a high standard.

Children make a good start in reception. By the time they start Year 1 they exceed the expected goals for their age in personal and social development, mathematics and physical development. They meet them in communication, language and literacy, knowledge and understanding of the world and creative development. Standards of speaking and listening are high.

*Similar schools refers to schools with a similar percentage of pupils eligible for free school meals.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very Good. Pupils concentrate well and are keen to learn.
Behaviour, in and out of classrooms	Very good. Pupils are polite and considerate of others.
Personal development and relationships	Personal development is excellent. Pupils become very mature and aware of the needs of others. They take significant responsibility for their own work and for decisions affecting school life through the school council. Relationships are very good.
Attendance	This is satisfactory. Attendance levels fluctuate as several pupils take holidays in school time. Pupils are punctual.

The pupils' personal development is excellent throughout the school as teachers have very high expectations of their independence and pupils take pride in their work. Attendance varies significantly although there are no unauthorised absences.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very Good

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

The quality of teaching and learning is very good overall and rarely less than good. Teaching is good for English and very good for mathematics. Literacy and numeracy skills are well taught. For example, mental calculations are taught at a brisk and challenging pace. Spelling and punctuation are taught well with good support from teaching assistants. Many opportunities are created for pupils to use their basic literacy and numeracy skills in other subjects. As a result pupils learn to work well independently and collaboratively and organise their own ideas. Lessons are very well planned with challenging activities for all abilities. Teachers make good use of marking to guide the pupils and involve them in their own learning. The reception teacher has high expectations of children working independently, which results in good personal and social development. However, not enough use is made of structured role-play, particularly for writing, and children sometimes sit for too long in literacy lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is rich and challenging and there is a very good range of sporting and musical activities out of school time. The curriculum for the youngest children is sound but does not always allow them the opportunity to develop literacy skills and aspects of knowledge and understanding effectively.
Provision for pupils with special educational needs	This is good. Pupils' needs are identified early and individual education plans guide teaching and learning well.
Provision for pupils with English as an additional language	Not applicable to this inspection.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Acts of collective worship make a very positive contribution to pupils' spiritual development and this is reflected in their sensitive singing. Pupils are clearly taught right from wrong. Pupils have a good awareness of their local culture, but there is room to improve their awareness of different ones.
How well the school cares for its pupils	There is a very caring ethos and procedures for promoting pupils' welfare are very good. Good use is made of effective procedures to assess pupils' achievement.

The partnership with parents is good. Information for parents is good and parents make a very good contribution to pupils' learning through the support they give and funds raised. The curriculum meets statutory requirements and provides challenge to pupils of all abilities. Assessment procedures have improved significantly since the last inspection for all subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher provides calm and purposeful leadership. The senior management team collaborate very well to monitor and promote higher standards.
How well the governors fulfil their responsibilities	They are very effective overall. They are analytical and questioning in their work and fulfil statutory responsibilities well. They make good use of computers in their work.
The school's evaluation of its performance	This is good. National tests are analysed closely and teaching and learning is regularly monitored.
The strategic use of resources	Good. All subjects are resourced well. Teaching assistants make a good contribution to learning. Major expenditure is closely monitored.

The adequacy of staffing and resources is good. Overall, accommodation is good, but at present there is not a specified space for outdoor play for the youngest pupils. The headteacher and senior teacher have a very good working relationship and are good role models. The school is good at obtaining best value, and seeks views from all interested parties, including the local education authority, parents and pupils, in spending decisions.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school • They feel comfortable approaching the school • They are very involved in school life • Children become mature and responsible • The leadership is good 	<ul style="list-style-type: none"> • They are not always well informed about how their children are doing • The level of homework

The inspection team fully agrees with parents' positive views and disagrees with their concerns. Although some end of year reports could be more helpful in clearly showing how well pupils are doing, parents receive weekly information on their children's achievement, which is of a high standard. Homework is set regularly and appropriately and makes a good contribution to learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' achievement is good throughout the school. Test results for English, mathematics and science have generally been above average for the last five years and have improved at least as well as they have nationally. There have been year-on-year fluctuations because the groups taking the tests are small and the attainment of one pupil is a significant percentage of the whole. Last year's test results for English at Year 6 were below average because of part-time staffing difficulties for these pupils and a higher number than usual of pupils with special educational needs. The current pupils are likely to attain much higher results and standards are high enough.
2. The children enter the school with standards that are broadly typical for their age with the exception of speaking and listening skills, which are above average. As a result of good teaching children make good progress towards the goals expected for their age. By the end of reception (The Foundation Stage) the children exceed expectations in personal and social development, mathematics and physical development. They meet their goals in communication, language and literacy, knowledge and understanding of the world and creative development. They could make still further improvement to their physical development through better outdoor play provision and planning.
3. In English in 2001, by Year 2 every pupil in the national tests for reading and writing gained at least the expected level 2 grade. With the percentage also gaining the higher level 3 grade these results were well above the national average and they have shown an improving trend over the last three years. When compared to schools in similar contexts; the results for reading and writing are again well above average denoting good progress being made through the infants.
4. For Year 6 pupils in the English tests in 2001, the results were uncharacteristically poor and showed a declining profile over time. This decline has now been reversed. This was not the case in 2001 when the final results for 11-year-olds were below the national average. The percentage of pupils attaining the higher level 5 was about average. Compared to similar schools the achievement was well below average denoting not only the then weaker teaching, but also a lower attaining group of pupils than usual. Inspection evidence clearly shows that the level of attainment in Years 3 to 6 is above average and the results in the national tests in 2002 are likely to exceed both comfortably the national average and that for similar schools. The school makes good use of records of previous attainment to set challenging targets for the national tests and has largely met them. It is well placed to continue to do so.
5. The majority of pupils in the infants and the juniors read accurately and fluently, with enthusiasm. By Year 6, pupils discuss the different styles of a wide range of authors very knowledgably. The most able pupils read with exceptional feeling and expression. Speaking and listening skills are also high. Pupils listen very attentively and discuss their ideas confidently and articulately. Writing skills have improved significantly since the last inspection. Basic skills such as spelling and punctuation are good because of direct teaching and the good links made to other areas of the subject. The pupils write for a wide range of purposes so that by Year 6 they develop arguments well and write persuasively about social and other issues.

6. Standards in mathematics were well above the national average for both Year 6 and Year 2 in 2001 and the trend of improvement since the last inspection is good. The percentage of pupils attaining the higher levels was above average. The attainment of the current pupils is likely to be above average by Year 2 and well above average by Year 6. Boys have attained higher levels than girls in the juniors, but this seems largely to reflect their attainment on entry to the school. There is no evident significant difference in the present year.
7. Standards in numeracy, particularly mental mathematics are very good. For example, the infant pupils are very quick and accurate in counting backwards and forwards in twos and fives. The Year 6 pupils have good techniques for finding factors and multiples of given numbers quickly. The pupils' knowledge of shape and measures and data handling are very good by Year 6. Good use is made of information and communication technology.
8. Standards in science in 2001 were well above the national average by Year 2 and above average for Year 6. The trend of improvement is a positive one. Standards for the present pupils are likely to be well above average by Year 6 and above for Year 2. The pattern of boys' and girls' attainment is similar to that for mathematics. Pupils have very good investigative skills by Year 6; for example, they plan and organise their own experiments on how plants adapt to different conditions and the quality of recording their experiments through written and graphical methods is high.
9. Pupils with special educational needs make good progress towards the targets set for them. This is because work is carefully planned for their needs in suitable small steps and very good support is provided by teachers and teaching assistants. The majority of pupils with special educational needs attain at least the levels expected for their ages in national tests.
10. The school also identifies pupils with gifts and talents. For example, there are pupils identified with strengths in science, creative thinking and physical education. The teachers plan for the highest attaining pupils in most lessons and make good use of teaching assistants and volunteers to support them successfully. Through a very good range of extra-curricular activities pupils are challenged in other aspects of school life.
11. The pupils' attainment in information and communication technology is above average. By Year 2 pupils have good levels of independence in using the computer. Throughout the juniors they make good use of search engines to seek information from the Internet and word processing skills are good.
12. In the work seen, standards are above average in art, history, music and religious education by the time pupils leave school. They are average for design and technology and geography.

Pupils' attitudes, values and personal development

13. Pupils' attitudes to school, their behaviour and the relationships they have with each other and with their teachers are very good. They respond well to the values promoted by the school and their personal development is excellent. It is a combination of these factors that results in a positive learning experience for all pupils.

14. Pupils' in reception establish good working habits and quickly settle into school routines, becoming happy and confident learners. They enjoy the activities, co-operating well together, for example when playing in the dolls' house.
15. Pupils in all classes enjoy coming to school and are keen to learn. They have very good attitudes to their work and respond well to the high standards of teaching. Pupils are enthusiastic, well motivated and interested in their lessons. They concentrate well, listen attentively to their teachers and follow instructions carefully. Pupils eagerly ask and answer questions, as seen in a Year 6 history lesson when they asked challenging questions in a discussion about modern and ancient Olympic games. They contribute well to group discussions offering a range of interesting ideas and suggestions, for example a Year 4/5 geography lesson when they made a number of suggestions about how waste can be re-cycled.
16. The very good behaviour of pupils is having a positive effect on life in the school and the learning that takes place. Pupils are very clear about the standards of behaviour expected. They respond positively to the school's high expectations and behave very well in lessons, during assemblies and around the school. On many occasions their behaviour in lessons is exemplary. Pupils' play well together in the playground. There is no evidence of any oppressive behaviour including bullying.
17. Relationships across the school are very good. There is a high level of mutual respect between adults and pupils. This ensures that everyone feels valued, helps pupils develop confidence, and contributes to their motivation and learning. Pupils get on well with each other, supporting the school's measures to include all pupils in all activities. Pupils settle to work quickly and quietly. They work well independently, in small groups and in pairs. They co-operate together sharing ideas, equipment and resources sensibly. From reception, pupils show a high level of respect for the feelings values and beliefs of others. They listen quietly to each other and take different views into account in their discussions. They value the contributions of others, as was illustrated in a Year 6 music lesson when some of the class were rehearsing their parts for the school performance.
18. Pupils' personal development is excellent. They develop into increasingly confident and mature individuals during their time in the school, gaining an increasing sense of personal responsibility. Pupils respond well to the frequent opportunities to show initiative and independence in their learning. They carry out their classroom duties sensibly and some volunteer daily as litter pickers. Older pupils perform a number of whole school jobs conscientiously, showing increasing maturity. Pupils are confident, polite and articulate. In the school council meeting they sensibly express their opinions about aspects of school life and this has resulted in many of their ideas being adopted both by the school and the parents' association. Pupils have initiated and organised fund raising events to raise money for a charity of their choice.
19. Attendance in the school is satisfactory overall, but has been subject to a number of fluctuations since the previous inspection. Up to date figures indicate an improvement with the result that attendance is currently similar to the national average. Overall figures are affected by two major factors: pupils staying at home for health reasons or pupils taking holidays during term time. The school has no reported unauthorised absences. Most pupils arrive punctually for school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The overall quality of teaching and learning is very good. It is particularly good in the juniors. The infant class has had several short-term temporary teachers during the last term. A new teacher taught the class for the few weeks before the inspection. The very good teaching and learning is partly a result of the very purposeful leadership and strong policies and ethos of the school.
21. The quality of English teaching is good and basic literacy skills are often very well taught. There is a strong emphasis on reading and writing skills throughout the curriculum. Literacy lessons are planned well and the teachers' expectations are often very high. For example, in Year 6 the teacher uses a rich vocabulary to prepare pupils to write persuasively. There is a good emphasis on accurate spelling. As a result pupils become independent in their writing.
22. The quality of teaching in mathematics is very good. Numeracy is very well taught because of the brisk pace to mental and oral sessions and the tight planning for all abilities. Teachers teach pupils to use good techniques to check the accuracy of their work and to calculate quickly. This results in pupils who are independent in their learning and successful in problem solving.
23. Pupils with special educational needs are well taught. The individual education plans provide clear targets for pupils to work towards and good techniques for achieving them. The support from teaching assistants is effectively focused upon the pupils' needs and work is usually very challenging but achievable. For example, in mathematics in Year 6, the pupils worked at the same level as the majority of pupils in finding prime numbers, but in smaller steps with additional well-planned guidance. Teaching is also good for gifted and talented pupils as many opportunities are provided for them to pursue particular strengths and tasks are allow pupils to work at their own level.
24. Teaching in the reception class is good overall. The teacher has high expectations for children to work independently and hard and this has a good impact on personal and social development. However, there is not enough structure to role-play activities and early writing activities are not always well planned for. Sometimes the teaching is more appropriate for the Year 1 pupils in the class and leaves the youngest pupils inactive for too long.
25. Teachers, particularly in the juniors, expect the pupils to present their work neatly and to take a pride in their achievement. Consequently, pupils' personal development is often very high and they are very involved in organising and planning their own work.
26. The teachers give the pupils a very good understanding of how well they are doing. They review their own achievement at the end of each week and report this to their parents. The work is generally carefully marked with very positive and supportive comments and good suggestions for future improvement. By Year 6, pupils are involved in marking their own work and that of others in a very constructive way.
27. Homework is set regularly and makes a good contribution to learning. Basic skills such as reading, spelling and multiplication tables are promoted well and pupils take part in increasingly involved research projects.

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

28. The previous report was critical of some aspects of the curriculum. Whilst the school was providing the full range of subjects in the National Curriculum there were concerns about the quality of planning for work in art, design technology, history, geography, information technology, music, physical education and religious education. The school has worked hard and effectively to address this key issue and long-term, medium-term and short-term plans are now in place. They cover a two-year cycle and the recently published national documents underpin the work in history, geography, information and communication technology and design technology. Local education authority scheme and national planning documents have been incorporated to produce long-term planning in art and music. This planning is regularly monitored by the headteacher who co-ordinates the whole-school curriculum provision. The governing body is kept well-informed of curricular matters and its members are diligent in their over-viewing of the provision.
29. Despite the smaller than average size of the school it offers a rich range of curricular experiences to all the pupils. Where staff lack particular expertise, external providers enhance the provision. Music and physical education are good examples of this.
30. All subjects in the National Curriculum and religious education are provided within the recommended number of taught hours weekly. Particular emphasis is given to the core subjects of English, mathematics and science, reflecting recent national requirements. The balance is appropriate and care is taken to ensure that wider experiences in the arts, humanities and physical activities are not neglected. As much of the work outside the strategies for literacy and numeracy is inter-related across the subjects, pupils have the opportunity to gain reinforced knowledge, skills and understanding of the full range.
31. The school is currently reviewing and developing its curriculum for the youngest pupils in reception to ensure that it meets the expectation of national guidance and gives the children the opportunity to develop at a suitable pace. The curriculum is sound, but not enough emphasis is placed on role-play, for example, to develop children's writing and literacy skills and some aspects of knowledge and understanding are not fully planned for.
32. Assessment practice is closely linked to the provision and used to identify specific or additional needs. Targets are set for individuals and groups. Different levels of work are provided to meet all different levels of ability, including the gifted and talented. Support staff are deployed very well to meet the needs of pupils with special educational needs and additional literacy and numeracy provision is given to further pupils' achievement. This includes 'booster' classes for Year 6 pupils in English and an extension class in mathematics for higher attainers in Year 6. Wider provision is found in the opportunities for pupils to learn a modern foreign language and they display confidence and enthusiasm in simple conversation in French.
33. A secure system of subject managers ensures the development of the different subject areas through the monitoring and evaluation of lesson plans, lesson observation and curriculum development. Staff attend appropriate courses and the information gained passed on to the whole staff and governors at curriculum focused meetings.
34. Provision for pupils with special educational needs is good. Teaching assistants are deployed well to give the most effective support. Pupils' needs are identified at an early stage and targets are set for all pupils. All pupils have good access to the rich curriculum. Pupils with a physical disability are very well supported.

35. In addition to the taught curriculum a wide range of extra-curricular options is available to enrich the pupils' experience. There are clubs for football, 'High 5s', short tennis, ballet, arts and crafts and science. There is a choir and brass and wind band and musical instrument tuition for recorders as well as guitar, brass, woodwind and string players. The extensive grounds are used well to support class-based learning. The outdoor wildlife areas are used extensively and the local environment, such as the historic local church used to extend historical and artistic skills.
36. The local community is used well to broaden pupils' experiences through visitors in local history or from different cultural or academic backgrounds. The range includes Indian food and dress and DNA testing on kiwi fruits.
37. Plays and performances further develop pupils' personal skills and their social ease. These are key elements in the provision for the spiritual, moral, social and cultural development of the pupils. This is very good overall and particular strong in the moral and social elements. Pupils have a very clear understanding of right and wrong and live that understanding out in the very good interpersonal relationships evidenced throughout the school. Pupils are helpful, friendly, supportive and confident as individuals and as members of a group. The spiritual elements of assemblies are the most significant provision in enabling pupils to reflect on universal concepts and the values that underpin the school's aims. More emphasis could be placed on exploring the spiritual elements in curriculum subjects to enhance the good experiences found in the art work. Pupils' singing is particularly sensitive and their concern for the needs of others, as evidenced in displays, and writing is indicative of a deepening understanding of human dilemmas and the natural world.
38. The cultural development of pupils is good and the school tries hard to raise the pupils' awareness of what it is like to live in a multi-ethnic society. Good work was seen in geography, contrasting life in Bourn with that in an Indian village, but pupils' experience of different cultures remains limited and continues to be a challenge for the school to address.
39. The headteacher's stated aims to provide a curriculum, which improves standards and resources, which makes more exciting learning possible, and is fun and helps raise pupils' self-esteem, are very successfully achieved.
40. The school has a long tradition of providing residential visits and adventurous activities as part of the social and personal development of the pupils. A generous gift to the school enabled it to provide a high quality suite of computers and printers. This provision is very effectively used and pupils have very good skills in the use of the technology.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school has maintained a high level of care in a supportive atmosphere that meets the variety of pupil needs in the school. The headteacher and staff know the pupils well. Good arrangements ensure the welfare health and safety of all pupils. Child protection arrangements have improved since the previous inspection. The school follows local guidelines and the headteacher is the designated member of staff. There are good procedures for the daily care of pupils. Informal discussions ensure staff are aware of pupils with specific needs. Regular informal and formal checks of the site and premises take place and equipment is subject to regular safety reviews.

42. The very good systems for supporting and monitoring pupils' personal development provide a secure foundation from which they can learn. Class teachers know the pupils in their class well and they discuss any concerns with the headteacher. From the time they start in the school, a system of weekly written reviews record aspects of individual pupils' personal development as well as their academic progress. The achievements and good work of pupils are recognised and rewarded in the weekly 'community' assembly.
43. The previous inspection was critical of aspects of the practice in assessment. The school was asked to improve the quality and consistency of assessment and ensure data was used to inform planning. Much improvement has now been made in these respects and the practice now is good.
44. Pupils' work is regularly marked. Comments are affirming and helpful in enabling pupils to know how to improve their work. The highly interactive nature of commenting between pupil and teacher is an uncommon and very positive feature of this work. Marking is done in line with shared objectives so pupils know what is being asked of them. They are made aware of their achievements and individual targets are set in weekly reviews. Targets are shared with parents and written assessments made in most subjects at the end of each period of study. The results of these assessments are carefully recorded. The school makes good use of assessment-related software to determine the prior achievement of pupils and the level of value added over time.
45. High standards of behaviour in the school are promoted through the clear expectations and shared commitment of the headteacher and staff. The school has very good systems for promoting good behaviour that is not wholly dependent on rewards. Class teachers have individual discretion on managing behaviour in the classroom and do so very well. Any concerns staff have about pupils' behaviour are discussed in staff meetings or informally with the headteacher. Bullying is rare and effective procedures are in place to deal with any instances that may occur.
46. Procedures for monitoring and improving attendance are satisfactory. The school has systems to monitor attendance and follow up absence, but these are not sufficiently regular or systematic to ensure that attendance is not subject to the range of variations it has experienced since the previous inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The majority of parents are supportive of the work of the school and value the good education it provides. This is reflected in the views about the school expressed by parents prior to the inspection. The majority of parents who attended the parents' meeting and completed the questionnaire are happy with the school. Parents unanimously consider behaviour good, the school well led and managed and find the school approachable. Most are happy with their child's progress and feel their children like school, teaching is good and the school helps pupils to become mature. The inspection team supports the positive views expressed by parents. Parents raised two concerns. They were unhappy with the level and consistency of homework and do not feel they receive sufficient information about their child's progress. Inspection evidence does not consider their concerns to be justified. For example the information provided to parents about their child's progress is better than that offered by most other schools while homework is regularly set and makes a good contribution to learning.
48. The school has maintained good links with parents since the previous inspection and they are valued as partners in the education of their children. The headteacher is keen for parents to be involved in their children's learning and in the life of the school although only a few parents work in classrooms and around the school. Each week parents are invited to assemblies. A very supportive parents association arranges social and fund-raising events. It successfully raises considerable amounts that enable the school to run the swimming pool in the summer term as well as providing funds for extra resources.
49. From reception pupils take reading books home daily and most parents are involved in their children's learning at home, sharing books and listening to them read. All classes set regular homework appropriate pupils' age. The help parents give their children at home has a positive impact on attainment. Although there is no separate homework policy, the home school agreement, distributed annually to all parents, ensures that they are fully aware of the homework their children will receive each week. Weekly home school review leaflets are used throughout the school. They provide an effective means of communication between parents and teachers, give parents up to date information about their child's progress and set weekly targets. The process is currently under review to maintain the level of information but reduce the burden on staff and pupils.
50. The information provided for parents is good. Both the prospectus and the governors' annual report for parents contain useful, analytical information about the school and its achievements although both have minor omissions. Regular newsletters keep parents well informed about school matters, diary dates and forthcoming events. The school provides limited information for parents to gain an understanding of the curriculum. Brief information about the topics being covered in lessons is provided each year. Curriculum focus meetings are sometimes arranged. Parents are kept well informed about their children's progress through two formal parents' meetings. A third meeting in the summer term offers parents the opportunity to discuss their child's written report. Annual reports vary in the amount of detail provided. The computerised format includes brief targets for individual development but does not provide parents with clear information on strengths and weaknesses. There is regular communication with parents of pupils with special educational needs that contributes well to their learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The quality of leadership and management is very good. The new headteacher, governing body and staff work together very effectively to raise standards and promote a very good quality of education. The school has continued to build on the many strengths from the last inspection.
52. The school's aims are present in everyone's work and reflect a caring, Christian ethos. The rich curriculum offers challenge and enjoyment to pupils and there are many opportunities to develop the pupils' personal and social education. Through clear and focused leadership the new headteacher is building on the school's strengths and has established a very purposeful senior management team. The first term of her management has been beset by staff changes leading to an almost complete change of senior teachers with management responsibilities. As a result of temporary difficulties in recruiting a staff member, the headteacher has also had a significant teaching role. The headteacher has quickly established purposeful roles for all staff and has given space and time for them to act upon them. As a result, all subject leaders know well the strengths and weaknesses in provision and have precise plans to develop them. The professional development of staff is good and there is a systematic programme of monitoring and target setting in place.
53. The governing body is very analytical and professional in its work and its members have a clear view of their responsibilities. For example, the school discusses the significant impact of fluctuating numbers of pupils on the finances in the annual governing body report to parents in order to encourage comment and support. There is an efficient system of committees and working parties to address the statutory requirements and to enable good communications within the school. The governors make very good use of information and communication technology to maintain and monitor policies and other documents and to make school improvement planning more manageable. All documents are purposeful and provide a framework for driving the school. The governors work well with the headteacher to ensure that the school gives the best value it can. For example, they sought many views, including that of the local education authority, before deciding to appoint a senior teacher rather than a new deputy headteacher. They are very rigorous in ensuring that all permanent appointments are of high quality. They deliberately maintain a high level of teaching assistants, which has a positive impact on the learning of all pupils. For example, the school places good emphasis on pupils' ability to spell accurately and write grammatically and good use is made of the classroom assistants to take small groups of pupils for dictation and other activities.
54. School improvement planning is very thorough and detailed. Developments are linked to accurately planned costings in order to ensure that funds are directed to where they are most needed. There are very precise and largely measurable targets established to make certain that initiatives are manageable and achievable. Identified processes to monitor their progress complement this. However, possibly because this is a first plan for new leadership, there are currently a large number of initiatives that are of high priority and are focused on the work of the new headteacher and senior manager. They are not always precisely dated even for the most immediate priorities, for example 'Autumn 2002'. The concern is that the demands on individuals could become too great so that projects are not completed. Excellent use is made of information and communication technology to develop the plan and to communicate within the governing body.
55. Provision for special educational needs is managed well. There is good record keeping and early analysis of pupils' needs. The special educational needs manager effectively supports the staff in ensuring that learning plans for pupils are appropriate and effective. She is involved in regular reviews of progress of pupils with a

statement for special educational needs and there is good liaison with outside agencies.

56. Accommodation is good; however reception children do not have the benefit of a designated outdoor play area. This restricts opportunities for their physical development. Plans to develop such an area have been drawn up and approved. There are high quality displays in classrooms and corridors that celebrate pupils' work and provide a stimulating environment for learning. The school benefits from a large computer suite as part of the library. Outdoor areas are spacious. Pupils benefit from two large playground areas, extensive grassed areas, complete with a wild life area and a learner swimming pool that is regularly used in the summer term.
57. The quality and quantity of learning resources in most areas of the curriculum are good. In information and communication technology they are very good and satisfactory in physical education. There is little storage space for equipment for physical education. The school benefits from a well-stocked library that has been supported by the parents' association.
58. Financial control is very good and it is monitored closely by the well-informed governing body. Good use is made of grants for specific purposes, such as special educational needs and raising standards in English and mathematics. The small size of the school means that the cost per pupil is high, however, the good standards achieved and high quality of education mean that the school gives good value for money.
59. The school is growing together well as a partnership between headteacher, staff, governors and parents and is well placed to continue to improve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. In order to continue to build on the good standards and quality of education the headteacher, staff and governors should:

Ensure teaching in the reception/ Year 1 class consistently meets the needs of the youngest pupils by: (Paragraphs: 3,31,56,63,64,66,67,69)

- planning literacy lessons so that children are actively involved throughout;
- making better use of role-play in learning;
- planning for all aspects of knowledge and understanding
- improving provision for outdoor play.

As well as the above key issue, the following minor issues should be considered for inclusion in the governors' action plan:

- pupils' awareness of other cultures; (Paragraphs: 38,66)
- annual reports on pupils' progress. (Paragraph: 50)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	10	11	4	0	0	0
Percentage	14	34	38	14	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one 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)	133
Number of full-time pupils known to be eligible for free school meals	5
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	18
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	3

Attendance

Authorised absence

	%
School data	92.8
National comparative data	93.9

Unauthorised absence

	%
School data	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	11	9	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	9	9	9
	Total	20	20	20
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	9	8	8
	Total	20	19	19
Percentage of pupils at NC level 2 or above	School	100 (92)	95 (100)	95 (85)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	11	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	8
	Girls	8	8	8
	Total	14	15	16
Percentage of pupils at NC level 4 or above	School	74 (91)	79 (96)	84 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	7	8
	Girls	8	8	9
	Total	13	15	17
Percentage of pupils at NC level 4 or above	School	72 (83)	79 (91)	89 (96)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	124
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5.6
Number of pupils per qualified teacher	23.75
Average class size	26.6

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	125

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.4
Number of teachers appointed to the school during the last two years	1.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
	£
Total income	335,302
Total expenditure	309,279
Expenditure per pupil	2,477
Balance brought forward from previous year	-3076
Balance brought forward to next year	22,947

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	133
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	4	0	0
My child is making good progress in school.	39	59	2	0	0
Behaviour in the school is good.	46	54	0	0	0
My child gets the right amount of work to do at home.	28	50	17	0	4
The teaching is good.	54	37	4	0	4
I am kept well informed about how my child is getting on.	50	28	20	2	0
I would feel comfortable about approaching the school with questions or a problem.	76	24	0	0	0
The school expects my child to work hard and achieve his or her best.	57	35	9	0	0
The school works closely with parents.	61	30	9	0	0
The school is helping my child become mature and responsible.	67	30	2	0	0
The school provides an interesting range of activities outside lessons.	41	46	7	4	2

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. Children start school in a mixed age class of reception and Year 1 pupils in the academic year in which they are five. Most children have benefited from pre-school education in either playgroups or a nursery. They start school with average levels of skills, knowledge and understanding in all areas with the exception of speaking and listening which is higher than expected for children of this age. Throughout their reception year all children, including those who have special educational needs, make good progress. There have been improvements in the provision for children in the Foundation Stage since the last inspection, assessment opportunities are now well planned and feed into teaching to enable individual needs to be met. The teacher's plans are starting to meet the requirements of the curriculum for under- five's and a draft policy outlines appropriate expectations for the teaching of children of this age.

Personal, social and emotional development.

61. Most pupils enter school with average skills in personal and social development. By the time they leave the reception class they are exceeding the early learning goals in this area. Children make very good progress because of the high expectations of the teacher, who encourages children to become independent learners and to gain confidence when choosing their own activities. Relationships within the class are very good; the teacher provides a very good role model by respecting and valuing children's contributions. As a result children co-operate well together, this was noticeable when a group of children were observed building a mountain in the sand, they listened to each other's suggestions and successfully completed their task. Teaching and learning are good.

Communication, language and literacy

62. By the end of their reception year most children are exceeding the early learning goals for speaking and listening because they enter school with well-developed skills in this area and because the teacher provides good opportunities for children to talk together and to share their ideas. For example, they work in pairs to devise a question about transport and during whole class discussions they can describe their sequencing task, ' they had to be in the right order.'
63. In reading children are meeting expectations for their age. They can read simple sentences independently and are beginning to use their knowledge of letter sounds to decode unknown words. Children are learning about certain features of books, for example, author, title, index, text and pages and are able to explain the differences between fiction and non-fiction books 'real', 'not real'. In literacy the teaching does not always meet the needs of the reception children and at times is too biased towards the needs of the Year 1 pupils in the class. When this happens children are inactive for too long, the pace of lesson is too slow and as a result children do not make good progress in their learning.
64. Children make satisfactory progress in their writing but they are not always provided with sufficient support to help them with the presentation and completion of their work. The organisation of the curriculum does not allow for children to engage and experiment in writing in a variety of play and role-play situations.

Mathematical development

65. This area is well taught and as a result children are exceeding the standards expected for their age. Children can count in tens to one hundred and are beginning to recognise numerals to twenty. They have a good understanding of the days of the week because of challenging questions such as, 'which day comes after / before..?'. They can identify their favourite months giving reasons for their choice. All children are making good progress in their understanding of time, this is due to good planning which provides a range of activities that interest and engage the children. Good use is also made of teaching and support staff.

Knowledge and understanding of the world

66. Children make satisfactory progress in this area and by the end of their reception year are meeting the appropriate early learning goals. Children learn about tools and materials by using a hole punch to explore patterns and by weaving ribbon through the holes. They display good levels of control and are well supported by the teacher who uses her time effectively to provide support and to extend their learning. When observing how wheels stop, very good use is made of a wheel chair and a child's bicycle to demonstrate the action of the brake. This is effective because children are fully engrossed and involved in the demonstration and as a result they learn how moving things can be made to stop. Children use scissors appropriately and can join junk containers using glue and tape. They are learning to glue fabric using spreaders and have learned the importance of wiping off excess glue. Children are learning about journeys through their topic on transport and they are beginning to use reference books to find things out for themselves. They use a variety of computer programs and have explored making shapes and filling them in on the computer. Reception children do not make use of the school's computer suite, and computers were not observed in use during the inspection. There was no evidence of plans, which teach children about cultures and lifestyles different from their own, and there was a limited range of books to support this work in the classroom.

Creative development

67. Children meet the expectations of the early learning goals in this area. In music children are making very good progress and by the end of the Foundation Stage they exceed the expectations for this age. This is due to the good teaching from the school's music specialist. Lessons are well planned and maintain an appropriate pace and children make clear progress throughout the lesson. For example, by the end of the lesson children were using their instruments to represent sounds within a song such as water swishing and doors opening and were following a 'conductor'. Examples of children's work in art were limited and there were no opportunities to observe children developing their skills in this area. Children use their imagination well and when playing with the dolls house they eagerly take on the roles of the character, 'Help I'm on the roof', 'Come down from there at once.' The use of the home area has not been planned for and therefore is unimaginative and lacks challenge.

Physical development

68. Children's skills are well developed in this area and by the end of the reception year children exceed the early learning goals. They are confident when using large apparatus and can devise their own sequence to include balancing, jumping and rolling. They explore different ways of travelling and can move with control and co-ordination. Children make good progress in this area because they concentrate and follow the instructions given by the teacher. They display high levels of independence by selecting their own equipment to work on and behave very well when waiting for their turn. The teacher uses the whole class session well to identify areas for further development.
69. There are plans to develop an outdoor play area specifically for children in the foundation stage. At present outdoor play is generally limited to school playtimes and there is no outdoor play equipment available for their use at this time. When outdoor play is used children have a range of equipment including scooters, trikes and a wagon for developing their gross motor skills. There are no plans for the use of this equipment or for the development of children's physical skills when playing outside so they are not as imaginative or as challenged as they could be.

ENGLISH

70. Attainment for the current Year 6 pupils is above average and a marked improvement on last years' test results. It is also above average for Year 2. The quality of teaching and learning is good overall and all pupils achieve well and often very well.
71. Reading is above average and with many pupils, attainment is well above average. It is a strength of the school. Pupils of all ages are very confident readers. They understand from an early age how books work. They can identify authors, illustrators and publishers and know what each of them does.
72. In Year 2, the lowest attaining pupils can explain what their books are about but do not recall the story from memory easily. They still struggle to mis-read simple words, reading 'this' for 'that' and there is little fluency or understanding of what is being read. However, the highest attainers tackle quite challenging texts. They use the context of the title of the story such as 'The Big Sister Tale' and the illustration to determine what it might be about. Reading is very clear, very expressive and fluent. Words are decoded very accurately and the way in which they respond to the humour denotes very good understanding of the story.
73. By Year 4 most pupils are able to read with good pace and accuracy and are able to discuss favourite books and authors. They understand the technical terms relating to fiction and non-fiction such as the difference between a glossary and an index. A challenging story such as a 'Harry Potter' novel presents little difficulties for the highest attaining pupils. They read very confidently and expressively.
74. By Year 6 this confidence and high level of skill is very well embedded. Pupils here have an extensive knowledge of authors and know their favourites. J K Rowlands, Dick King Smith, Jacqueline Wilson, Anne Fines, were enthusiastically discussed in an interview with a group of pupils in Year 6. The autobiographies of famous cricketers and war victims merited equally enthusiastic responses. Although some unfamiliar vocabulary still proves difficult when encountered, such as 'valour'; 'stiffling hot'; 'apeing' and even 'reign', pupils are very willing to make a reasonable attempt to the correct reading. The highest attainers have outstanding interpretative skills,

finding the right tonally depressed quality to express a phrase such as 'listless and bored' and able to explain the meaning of the word 'musings'.

75. Much of this skill in reading stems from the equally high quality of pupils' skills in speaking and listening. Throughout both the infants and juniors pupils are very good at listening attentively and for extended periods. The high level of expectations that teachers have in this respect both motivates and achieves this. Because pupils are at ease with the spoken and the written word they have an above average vocabulary for their years. This aids their ability to use spoken English in a wide range of contexts and pupils were heard explaining, questioning, arguing, recounting incidents and speaking expressively at a good level. Pupils are confident and articulate. They engage easily with adults and readily volunteer for opportunities to talk about their work and interests.
76. Writing was an area for improvement in the previous inspection and the school has concentrated very significantly in addressing this. Teachers have been very successful and whilst still not matching attainment in reading, speaking and listening, evidence from the scrutiny of pupils' work shows good progression in the acquisition of skills.
77. The aims to increase pupils' confidence in writing have been tackled in a variety of ways. The National Literacy Strategy is now fully in place and has been well adapted to meet the school's needs. A concentration on spelling in Years 1 and 2 last year is seen in the work in Year 3. Despite staffing difficulties, pupils' work reveals that they cover a wide range of writing tasks and produce a large amount of work in all years. Younger pupils are acquiring good skills in presenting their work and handwriting generally is good, especially by the end of the junior stage. Good teaching enables pupils to reflect on their work and to improve it. A Year 2 pupil showing significant progress since the start of the school year was able to write an extended narrative with mostly accurate spelling and punctuation in which he demonstrates a high level of skill in descriptive writing: 'The tramp stands at the gate with his float. He is still soaking wet. His hands are as black as coal. He has not(ed) used soap for many weeks. He sees the fat man's wife look cross. With a soft moan he grab(e)s his bag and runs back to the road.'
78. In discussion in class, another Year 2 pupil showed similar sensitivity to appropriate vocabulary and writing style by insisting that the wolf would not 'eat' Red Riding Hood's grandmother. He would 'gobble her up'.
79. Even at this age pupils are confidently writing independently and making phonetically approximate attempts at spelling words new to them such as 'Kitshen'.
80. In Year 3 and 4, enthusiastic and supportive teaching enabled pupils to write well-structured imaginative accounts of a pirate story. A galleon had 'a patched, ragged sail'; the characters has unexpected identities and the twist in ending produced a much more entertaining outcome than expected.
81. Technical skills are well developed. In Year 5 the use of text and video enabled extension of note-taking skills and the finding of the most important word in a sentence as 'all' in 'blue whales are found in all the world's oceans'. These opportunities to discuss word value and redundant phrases are valuable in developing editing skills and sensitivity to language. For example a lower attaining pupil wrote 'I like to hear the seagulls screech at the beech where the waves smash and thrash the wall'.

82. By the end of the junior stage pupils are able to write persuasively and logically develop arguments in favour of, or in opposition to, significant issues such as vivisection, conservation, fox hunting. In a Year 6 lesson the pupils wrote in role as the Secretary of State for Education on the 'usefulness of school uniforms'. Excellent teaching drew strong and well-defined view points from pupils who clearly understand and effectively use grammatical conventions and language. They accurately define 'persuasive language' as 'hoping to get someone to argue with your point of view'; and 'emotive language' as 'touching the heart'. They know the difference between a 'balanced viewpoint' and 'a biased text' and how to identify and use a 'rhetorical question'. The teacher's very high level of expectation in what pupils are able to achieve is key to the very high level of motivation and quality of work produced. With the very careful planning, thorough, interactive assessment and marking and the very good relationship between teachers and pupils the teaching provided is very impressive and pupils make good progress. A rich curriculum and range of experiences is provided. All abilities are well catered for and succeed equally. There is no significant difference in the attainment of boys and girls. Support staff are well used to help individual pupils succeed.
83. The subject is very well led by the headteacher as subject manager. Teaching is closely monitored and evaluated, as are planning and assessment practices, both of which are good. English is well resourced and particularly good use is made of information and communication technology.
84. The improvement since the last inspection is good, reflecting the effective major investment made in time and resources.

MATHEMATICS

85. Standards for the current pupils are above expected levels by Year 2 and well above by Year 6. They were well above average in last year's tests. Pupils of all abilities achieve well throughout the school and often very well in the juniors. The achievement is a direct result of the very good teaching. Improvement has been good since the last inspection.
86. Standards in numeracy are very good throughout the school. By Year 2, pupils are very quick at counting in twos and fives. They mentally add on fives, threes and larger numbers. The Year 3 and 4 pupils are extremely quick and accurate in answering multiplication and division problems and explaining their strategies. The Year 6 pupils are very good at halving and doubling high numbers to find 'the sale price' of objects, for example, £1196 and then finding a percentage of this. They use a wide range of strategies to perform calculations and explain why they choose a particular method. Their mathematical vocabulary is good. The pupils use a good numerical vocabulary accurately. For example, pupils in Year 6 use 'factors' and 'multiples' to set and respond to quick-fire questions. They have a good understanding of prime numbers and use this knowledge very well to solve problems such as, 'I am a two digit number above two prime numbers on a hundred square.' The most able pupils are very quick at this. They work to place value of three decimal places and calculate percentages accurately. The highest attaining pupils are using algebra accurately to solve quadratic equations. Pupils throughout the school make very good progress because of the brisk pace of mental and oral work and very well planned lessons throughout the school.

87. Pupils' knowledge of shape and measure is very good, particularly in the juniors. For example, the Year 2 pupils know the names of a wide range of 3-D and 2-D shapes confidently and accurately. The knowledge of the highest attainers goes well beyond this. For example, they explain that a dissected cone would have circular segments. In Years 4 and 5 pupils play guessing games using good vocabulary of shape such as, 'Is it scalene with no lines of symmetry?' They have an understanding of how to construct regular and irregular shapes to given criteria and to find lines of symmetry.
88. Pupils' understanding of data handling is very good. Pupils regularly use graphs to record information in subjects such as science and design and technology. They draw graphs to a high level of accuracy, often much better than normally expected for their age. The Year 3 and 4 pupils, for example, have a very good understanding of scale and frequency and work out the most appropriate scale for block and line graphs for the data they have collected on the popular colour for a school T-shirt. Year 6 pupils produce extremely well drawn frequency graphs from complex data produced by bouncing a ball.
89. Pupils' learning is very good because of their positive attitudes and the good range of basic skills they are taught. A significant strength of the pupils' work is their ability to estimate and approximate. For example, the pupils show a good ability to round answers to the nearest tens and hundreds to check the accuracy of their answers such as 543 divided by two is close to 540 divided by two. They make these calculations frequently as a way to check their work. The pupils make good use of computers and calculators in their work. For example, the highest attaining pupils in Year 6 use calculators to work out higher prime numbers and solve problems based on the information. They use effective techniques to check the accuracy of their answers. In Years 3 and 4, pupils enter data on a computer spreadsheet and generate calculations to produce graphs from the data. They are supported well by the teaching assistant.
90. The quality of teaching is very good. All lessons are very well planned with work carefully matched to the needs of all pupils. As a result, pupils of all abilities are rigorously challenged. Teachers often make excellent use of teaching assistants and volunteers to support pupils. For example, in Year 6 they work not only with pupils with special educational needs but also in supporting the talented and gifted pupils. They do this effectively because they are well trained and prepared for the lessons. The pupils' work is very systematically planned so that there is a logical progression to their learning. There is a high level of problem-solving incorporated into most lessons and, as a result, pupils work well independently and collaboratively. Planning for pupils with special educational needs is very good. Teachers have high expectations of the way pupils present their work which leads to the very good levels of accuracy in their work. Teachers use marking well to help pupils improve their work and to achieve good levels of presentation.
91. The subject is very well led. Standards and learning are effectively monitored and evaluated by the subject manager who acts as a very good role model and support to other staff. The subject is resourced well.

SCIENCE

92. Standards for the current pupils are above expected levels by Year 2 and well above by Year 6. This reflects the positive trend in standards over recent years. Pupils of all abilities achieve well through the school. The quality of teaching and learning is good overall. There has been good improvement since the last inspection.

93. Pupils' knowledge and understanding of physical sciences is good by Year 2. They understand how different forces make things speed up or slow down. They have very enthusiastic attitudes to their work in this area because of the practical nature of the tasks involving vehicles they have made. They use a good vocabulary with a clear understanding of terms such as 'gravity' and 'forces'. They are making good progress in their knowledge of life and living processes by studying the habitats of different creatures and plants. They are developing a good approach to experiments and investigations. They appreciate the need for fair testing and understand that experiments may need to be done more than once. Pupils record their work in a variety of ways such as graphs and charts and frequently write about the outcomes of their experiments. It is evident that through a period of temporary supply staff the normally high standards of presentation and accuracy had not always been maintained earlier in the year but this is beginning to be effectively addressed.
94. By Year 6 standards are well above average and progress through the juniors is very good. Pupils have a very good understanding of conditions needed for plant growth and how living organisms work. They use an extremely good vocabulary to describe their work. For example, they suggest that 'different amounts of chlorophyll in the leaves' may affect how plants adapt to varying environments. They describe how plants 'synthesise' energy from sunlight energy and sugar and glucose and how they are carried through the plant system by 'capillary action.' The majority of pupils, including those with special educational needs, recall this work well from previous weeks. By Years 4 and 5 pupils have a good knowledge of how muscles work and demonstrate this with cardboard and elastic band models. Again they use a good vocabulary. The pupils' knowledge of forces, electricity and other physical processes is also good. This is because they are involved in interesting and challenging experiments, which motivate and inform.
95. The pupils plan their experiments carefully in response to questions set by the teacher or themselves. They make good progress in developing independence in organising and carrying through their work. For example, Year 6 pupils make their own hypotheses and then predict the factors which effect a bouncing ball in their work on forces. They record their work in detail, particularly the highest attaining and show significant depth and logic in their understanding. The quality of diagrams and labelling is very high throughout the juniors. The pupils use graphs and charts and accurate measurements very well in their science work. For example, pupils measure the growth of plants in their experiments in centimetres and plot progress. Pupils make good use of computers to generate graphs and to produce diagrams and labels.
96. The quality of teaching is good overall. Only one lesson was observed for the infants and this was satisfactory, although the use of time was not effective enough to keep all pupils focused on their task as some became over excited. In the juniors, the pace of teaching is very good and this challenges pupils. The pupils are given good opportunities to discuss their work, both with each other and with well-informed teaching assistants and this improves their knowledge and understanding and their speaking skills. Good use is made of teaching assistants and parents, who are often very knowledgeable, to support groups of pupils and to co-ordinate experiments. Teachers emphasise the main objectives of the lesson clearly and the pupils often head their work with the main teaching point of the lesson. This helps them towards a good understanding of their own achievement. The management of behaviour is very good, particularly for pupils with special educational needs. The teachers generally make good use of marking to show what could be improved. They increasingly

involve the pupils in commenting on their own work and making constructive comments to help others.

97. The subject is managed well with careful monitoring of standards and learning. Good support is given through the scheme of work and there are good resources. A significant contribution is made by good links with the community. For example, work with a local scientist involved DNA experiments on kiwi fruit. There are also good links with other subjects such as design and technology and art.

ART AND DESIGN

98. Standards in art are average by Year 2 and above average by Year 6. Achievement of all pupils is at least satisfactory and often good. Only one lesson was observed during the inspection so it is not possible to give an overall judgement on the quality of teaching and learning. Evidence was gathered from a scrutiny of work and discussions with pupils. There has been good improvement since the last inspection through establishing a scheme of work and paying more attention to presentation.
99. Pupils in Years 1 and 2 enjoy art and have a good breadth of experience. Although there is a sound scheme of work it is likely that the period of time with temporary teachers means pupils have not developed their skills fully. They are beginning to make sound use of sketchbooks to experiment with different media and to make first drafts of sketches. They have made patterns with weaving, using paper and fabrics. They successfully work in watercolours and powder paints on the subject of 'all about me.' They illustrate their stories and other work well with care in colouring. Many drawings show maturity in the way pupils construct figures or draw buildings such as the local church. The pupils know of the work of different artists such as Kandinski and produce good swirling patterns in his style. They have worked in pen and ink, which they particularly enjoyed, and have mixed oil pastels to produce new colours. They know primary and secondary colours well. Work is often stimulated in imaginative ways. For example, in their spiral work they imagined going down a big hole into a magical world.
100. In the juniors pupils make good progress in many aspects of the subject. In Years 3 and 4 pupils made detailed studies of trees starting, from carefully observed sketches and incorporating different media such as pain, collage and computer art. Drawings are often of a high standard and this is built upon through school. By Year 6 pupils produce very good life drawings of each other based upon on pose able wooden dolls. Several of these drawings are of a very high standard with a good eye for detail and imagination and humour in the study. They learn a good range of techniques well. For example, they draw with a good awareness of perspective because of exercises they have done and then applied to other pictures. They continue to make good use of sketchbooks. There are good examples of detailed 3-D work in plaques and Greek designs in the juniors. Pupils' knowledge of artists such as Van Gogh is good. They produce natural collages in the style of Andrew Goldsworthy and pointillism after George Seurat. They write in detail about the quality of their work at the end of each term and make suggestions for improvements of their own and each other's work.
101. The quality of teaching and learning in the one lesson observed in Year 6 was very good. Particular strengths include: very fast pace of teaching; good preparation with worksheets detailing the tasks for different abilities; very good support from the teacher and teaching assistants who all sat with the pupils to paint their own pointillist fruits. Pupils with special educational needs are given good support. The subject is resourced and managed well.

DESIGN AND TECHNOLOGY

102. No lessons were observed in design and technology but evidence was gathered from a scrutiny of work and discussions with pupils. Standards by Year 2 and 6 are typical for their age. There are also close links to a science lesson observed in Year 2.
103. By Year 2, pupils use a range of tools, such as scissors, accurately. They select the most appropriate materials to join their model boats and cars. They discuss how they can improve their models; for example by making a different axel so the wheels turn more freely. They design the models using appropriate detail and label the work carefully.
104. In the juniors the pupils extend well their understanding of the design process. For example, they are involved in an extended project in designing, making and marketing biscuits. There are some excellent examples of very detailed designs and intelligent methods of packaging. Pupils learn about the economics of selling the goods and incorporate art, science and mathematics into the project. The project also involved significant research through cookery books and the Internet. The pupils have very successfully designed parachutes for eggs and designed and tested paper aeroplanes.
105. The subject is resourced well and planning is good. Links are made to other subjects, which is an improvement from the last inspection.

GEOGRAPHY

106. By Year 2 and Year 6 standards in geography meet those expected for pupils of this age. Standards have been maintained at this level since the last inspection and are sufficiently high. Pupils, including those with special educational needs, make good progress. The school's use of visitors and studies of the local area enhance the pupils' learning in geography. For example, a visitor to Years 3 and 4, explained Indian traditions in the home, in cooking and in clothing. In Year 5 pupils' studies are helping them to identify human effects such as litter and pollution on their environment.
107. By Year 2 pupils know that there are different types of weather and they are beginning to understand the effect weather has on people. They can locate holiday destinations on a map and can identify suitable activities and clothing for different types of weather. Pupils' understanding of weather in relation to holiday destinations has been further enhanced through role-play in a travel agency. Pupils have compared Norway and Spain and identified the different items required for visiting each country.
108. In the juniors pupils can identify the features of a mountain environment such as glacier, ice-cap and alpine meadow and are aware of the major mountain areas in the world. As a result of very good teaching, pupils in Years 3 and 4 are showing increasing knowledge of the socio-economic and geographical features of two localities, India and the United Kingdom. They can recognise the differences in building materials, climate, produce and amenities such as schools, doctors and shopping. Through their study of the local environment, Year 5 pupils have collected and recorded evidence from a 'sound level' survey and have drawn plans and maps devising their own key. Pupils can devise their own geographical questions, for example, 'what type of trees do they have?', and can conduct their own research from a variety of sources. Pupils communicate their findings in a variety of ways for example, posters, graphs and charts and make very good use of the computer to

conduct research through the Internet and to record their work.

109. The teaching of geography is good. Lessons are well planned and organised and good use is made of resources to support pupils in their learning. For example, pupils are able to make secure deductions about their own and other environments based on the good quality photographic evidence. In the infants the teacher's own holiday diary helps pupils to understand that the weather affects what we do. Teachers make good use of appropriate vocabulary and use questions well to remind pupils of work they have previously covered and to encourage them to share their ideas. Lessons have a good pace, which enables pupils to remain focused throughout the lesson and complete their work. Very good use is made of marking in the juniors to assess pupils' work and to extend their learning, 'Can you tell me two things that you were surprised to find?'
110. Pupils make good contributions to their work in geography. They listen to the views of others and all pupils, including those with special educational needs, participate fully in extended discussions. Pupils work co-operatively in pairs and can work in larger groups to share and record their ideas.
111. The management and leadership of geography is satisfactory. The new subject leader has plans to develop her own awareness of the subject by monitoring and evaluating the teaching and planning of geography through sample lesson observations. The school is in the process of re-writing the geography policy to ensure continuity throughout the school.

HISTORY

112. By Year 2 standards of attainment in history meet those expected for children of this age. By Year 6 standards exceed national expectations and have improved since the previous inspection. The school's guidance for the teaching and planning of the history curriculum and the good use made of assessment have contributed to this improvement. Very good use is made of links with other subjects such as English, geography and art and pupils confidently use the Internet to research historical facts.
113. Due to the school's timetable arrangements no lessons were observed in the infants. Analysis of pupils' work and teachers' plans show that all children, including those with special educational needs, make good progress. Pupils in Year 2 imaginatively describe the characteristics of old and new toys for example, 'grubby', 'magnificent', 'dusty', and are learning to use a range of sources to find out about the past. Pupils' understanding about the past is further enhanced by visiting a toy museum and by conducting their own research about the toys available.
114. In the juniors pupils make good progress because of the very good teaching. Teachers plan for the different needs within their class and display high expectations for all children. In Year 6, pupils studying the Ancient Greeks are provided with a wealth of opportunities to research, categorise, compare, and to empathise with people living at that time. For example, pupils confidently question the teacher who has successfully adopted the role of an athlete participating in the Ancient Olympic Games, 'have you always wanted to be a player.....why?', 'how do you play your game?' The detailed replies to such questions clearly enhanced pupils' understanding of that era. In Years 3 and 4 pupils are provided with a range of activities to support their work on Roman Britain, such as devising advertisements to publicise a chariot race, writing newspaper reports about the death of Julius Caesar and completing questionnaires and quizzes. By the end of the juniors pupils are starting to follow their

own lines of enquiry about Victorian Britain and can describe characteristic features of certain periods in the past.

115. Teachers make good use of assessment to plan future work. Marking is positive and most effective when written comments evoke a two-way dialogue between the teacher and the child. By the end of the juniors, pupils are beginning to evaluate and identify what they have learned in history through written summaries. Pupils with special educational needs are involved sensitively in discussions and during feedback are provided with good support from their teachers and learning assistants. Homework is appropriately used to reinforce pupils' understanding, for example, to prepare a talk or to conduct research.
116. Pupils throughout the school respond very well to history. They eagerly contribute and are willing to answer questions. Pupils work co-operatively in pairs and recorded work is well presented.
117. The newly appointed subject leader is currently familiarising herself with the subject requirements and has plans to monitor and evaluate the teaching of and planning for history throughout the school. The new policy clearly outlines the school's approach to the teaching of history and provides useful guidelines on planning, assessment and cross-curricular links.

INFORMATION AND COMMUNICATION TECHNOLOGY

118. Standards in information and communication technology are above average by Year 2 and Year 6. Opportunities for children to have first hand experiences on the computer have been improved since the opening of a computer suite which allows for whole class and group teaching to take place. The improved role of the co-ordinator has also had an impact on the high standards attained by ensuring that all aspects of information technology are taught throughout the school and that very good use is made of links with other subjects. In mathematics, Year 3 pupils can enter data into spread sheets, label and produce graphs and in Year 4 pupils are exploring the links with music by recording musical compositions. Very good use is made of the Internet to carry out research in a range of subjects and pupils can identify suitable sources for finding information.
119. In the infants pupils show good levels of independence when using the computer; they can manipulate the mouse, use the space bar and cursor appropriately and delete their mistakes. Pupils can also edit their work for spelling. Their good level of independence when using information technology is a result of good teaching. Pupils have a growing repertoire of skills and knowledge because lessons are well planned and provide opportunities for the teaching of skills and for using those skills in other curriculum areas.
120. Pupils in the juniors know how to use a search engine to access information from the Internet, they can add to, edit and combine different sources of information such as adding illustrations to support their text. They also demonstrate a very good understanding of word processing skills. Teachers demonstrate the key skills on an overhead projector and use good questions, 'tell me why the computer is quicker...' to enhance pupils' knowledge and understanding.
121. All pupils, including those who have special educational needs, make good progress. They are well supported by teaching and support staff and benefit from instruction

sheets which helps them to become independent learners. Pupils make good progress because they show real enthusiasm for the subject. They are attentive and interested and listen to the responses made by others. In the infants, pupils help one another to complete their work.

122. Information and communication technology is managed well. The subject leader has a clear understanding of the strengths and weaknesses of the subject through her monitoring of teaching and planning. She has planned in detail the action to be taken in information and communication technology and the school policy is informative ensuring consistency in the approach to teaching.

MUSIC

123. Standards in music are above typical levels by Year 2 and Year 6. Standards have improved since the last inspection because a music specialist now teaches music and lessons are well planned, allowing for pupils to experience a rich music curriculum. Pupils listen and respond to a wide range of music; they have repeated chants, and have learned about drumming techniques. The developing role of the subject leader for music has also had an impact on the progress made by pupils through the introduction of new resources and by identifying and planning areas for further development.
124. In the infants, pupils have explored the sounds made by a range of junk materials and can play a variety of instruments to accompany a nursery rhyme by shaking, beating, scrunching and rubbing. Pupils are making very good progress in their lessons because the lessons are well planned and organised and there is clear progression. Good use is made of time to maintain a brisk pace; this keeps pupils interested and helps them to remain focused on the task. Rhymes are effectively used to hold the attention of the younger pupils in the infants and to ensure that they fulfil the learning objectives for the lesson. The very high expectations of the music teacher helps pupils in Year 2 to follow increasingly complex rhythms by singing and clapping and as a result their musical skills are above average.
125. Pupils in the juniors show good concentration when practising and rehearsing their part in the class performance and as a result they are improving the overall effect of their work by developing their awareness of their own contribution and that of others. Pupils perform with a secure sense of pulse, they can read and follow musical notation and are able to maintain accuracy in percussion rhythm. The very good subject knowledge of the specialist teacher ensures that pupils understand what is expected from them and she uses her on-going assessments of pupils' achievements to provide regular feedback, positive reinforcement and to suggest areas for further practice.
126. Good links are made with other areas of the curriculum, for example, in history pupils listen to songs from other times and as part of their work on the local environment Year 5 pupils listen to environmental sounds. Music contributes well to pupils personal and social education where pupils are working co-operatively in small groups and are relying on the contribution of others to complete the task.
127. Pupils' enjoyment of music is evident through the well-attended music clubs. These make a positive contribution to pupils' learning of music by providing opportunities to play a variety of instruments or to sing as part of a choir in front of different audiences.

PHYSICAL EDUCATION

128. Only two lessons, both in the juniors, were seen. Discussions were held with staff and pupils and extra-curricular sporting activities observed, but it is not possible to give judgements on standards in Year 2 and Year 6. In the work seen standards were above average for pupils' ages and the quality of teaching was very good. The pupils' attitudes were also very good. The good standards at the last inspection seem to have been maintained.
129. Progress is good in swimming through the use of the school's swimming pool. Almost all pupils achieve or exceed the targets set for life saving and personal safety.
130. In gymnastics in the lower juniors, pupils build a sequence of movements well and jump with good control. They have good control in their movements and show imagination. They make good progress through practise and by watching other pupils. The teacher carefully selects good role-models from the pupils. In games in Year 4 and 5 the teacher gives pupils very clear examples of throwing techniques for netball. Through an exciting range of non-stop practice activities the pupils make good progress and are challenged well. The teaching assistant makes a very good contribution by leading and organising groups following the teachers' initial instructions.
131. The subject manager is new. There are good schemes for guiding teaching and learning. A very good contribution to pupils' achievement is made through the range of sporting activities and inter-school competitions offered regularly to all pupils.

RELIGIOUS EDUCATION

132. Standards are above those normally found in religious education and have improved since the last inspection. This improvement is due to teaching which plans for the needs of all pupils within the class, and which makes effective use of resources to enhance pupils' understanding. For example, a well-chosen video and tasks matched to ability well meant that by the end of the lesson all pupils in Year 3 and 4 understood the Buddhist attitude to death. The subject leader has a good understanding of her role and has clear ideas for the development of religious education throughout the school. She monitors the subject by observing teaching and by targeting specific areas such as, assessment. The school follows the Cambridgeshire Agreed Syllabus and has integrated its schemes of work to ensure that pupils have a broad curriculum in religious education.
133. Links with the local church make a valuable contribution to pupils' progress. They learn about the church through regular visits and from the very good relationships with the local vicar; his good understanding of pupils is evident, he talks well to them and questions them throughout. As a result pupils are curious and enthusiastically ask sensible questions to extend their own knowledge about the church. In the infants, pupils are learning about baptism through role play and a very good display of christening items helps pupils to further their understanding of this Christian ceremony. They know the Christmas story and have been introduced to Judaism.
134. In the juniors, pupils studying Buddhism are working at a level higher than expected for pupils of this age; this is due to good teaching and to the teacher's secure knowledge of the subject which provided pupils with clear explanations. The work of pupils in Year 6 shows that they are making good progress in their understanding of what belonging to a religion involves, through their studies on Islam and through their work about the Christian festivals of Lent and Easter.

135. Religious education is enhanced through other subjects; for example, in geography Jerusalem is located on a map and in writing, pupils respond to different parts of the Easter story through poetry. Information and communication technology is used well to research different religions and to record pupils' written responses to religious education.
136. Visitors to the school help pupils to learn about the Muslim and Christian faiths and teachers provide a range of activities to help pupils develop their religious beliefs such as drama, music and songs and visits to different places of worship.
137. Pupils' attitudes to religious education are good. They express their feelings and willingly share their ideas. Pupils respond well to moments of reflection and listen quietly and attentively to others. Good teaching helps all pupils to develop positive attitudes by providing opportunities for them to reflect on their own experiences and to share their feelings with others.