

# INSPECTION REPORT

**WILLIAM MARSHALL VC PRIMARY SCHOOL**

Welney

LEA area: Norfolk

Unique reference number: 121075

Headteacher: Mrs J Golson

Reporting inspector: Keith Saltfleet  
22291

Dates of inspection: 5 - 7 June 2000

Inspection number: 196463

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary Controlled  
Age range of pupils: 4 to 11 years  
Gender of pupils: Mixed

School address: Wisbech Road  
Welney  
Wisbech  
CAMBRIDGESHIRE

Postcode: PE14 9RB

Telephone number: 01354 610212

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs M Moss-Eccardt

Date of previous inspection: January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Keith Saltfleet	Registered inspector	English Information and communications technology Art History Geography Under-fives Special educational needs Equal opportunities	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further?
David Heath	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Sean Lea	Team inspector	Mathematics Science Design and technology Music Physical education Religious education	How well are pupils taught? How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

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

### **INFORMATION ABOUT THE SCHOOL**

William Marshall VC Primary School is situated in the small, rural community of Welney in Norfolk, approximately 13 miles south of Wisbech. The catchment area is the village itself, Lakesend and Tipps End. The number on roll in January 2000 shows that the school is much smaller than other primary schools: 31 pupils compared with the average size nationally of 226 pupils.

A substantial number of parents are in work related to agriculture in the area and a minority are professionals. The school has a significant turnover in its population. In the last academic year this was over 30 per cent. When compared with the national picture, the proportion of children relatively advantaged in socio-economic terms is below average; unemployment levels in the area are well above the average for the country. The percentage of pupils eligible for free school meals (35 per cent) is well above the national average. There are currently no children speaking English as an additional language.

Attainment on entry is below the level of attainment generally expected of children rising five, although the full ability range is represented in school. Few pupils have had experience of pre-school education. Until very recently there was no regular provision of pre-school education in the village. The percentage of pupils identified as having special educational needs (53 per cent) is well above the national average. There are no pupils with Statements of Special Educational Need. Children enter the reception class in the September of the academic year in which they are five. At the time of the inspection, two children in the school were under five.

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

William Marshall CE Primary School is an effective school and provides an environment in which pupils are encouraged to learn. It has many good features and plays an important part in the life of the community. The school gives sound value for money.

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

- The school provides good opportunities for pupils under five.
- Teaching and learning are consistently good.
- Pupils' attitudes, behaviour and personal development are good. All round relationships are very good.
- Non-teaching assistants provide valuable support in lessons.
- The community makes a good contribution to pupils' learning.
- Provision for pupils' spiritual, moral, and cultural development is good. Pupils' social development is very good.
- The school cares well for its pupils providing good educational guidance and personal support.
- There is a good partnership between school and parents.

### **What could be improved**

- Opportunities for pupils to write at length.
- Standards in spelling and handwriting at both key stages.
- Some aspects of information and communications technology, particularly the use of spreadsheets and control.
- Pupils' mathematical investigative skills and mental recall of numbers.
- The governing body's overview of the school.
- To share curriculum responsibilities more evenly among the staff.

*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 satisfactory progress in its response to the key issues of the previous report. It has ensured that its good features have been maintained. Behaviour problems have been successfully addressed. Storage facilities have been reorganised and will be completely rearranged when the adoption of the schoolhouse is complete. The governing body is much more involved in the life of the school. There is good potential for further improvement.

### **STANDARDS**

The attainment of pupils at both key stages in the national tests in 1999, in comparison to all other schools was well below the average in all subjects. There is a need to exercise caution when making such comparisons. In this school the performance of such small numbers of pupils is unreliable as differences in ability between year groups have a distorting effect. There is also the additional factor of pupils leaving and starting the school during the academic year and the high number of pupils on the special educational needs register. Consequently the assessment of pupils at the end of both key stages does not, for any one year, represent a full and accurate picture of the school as a whole.

Evidence taken from baseline assessment shows that attainment on entry to the reception class for children under five is generally below the expectation for children of this age. The school compensates for the lack of pre-school education in the area and children make good progress. Inspection evidence indicates that the majority of the children are likely to achieve the Desirable Learning Outcomes by the time they are five.

In mathematics and science at the end of both key stages the majority of pupils are in line to achieve the expected level for their age although statistically they remain below the national average. There is a similar picture in English with the exception of writing, including spelling and handwriting, where standards are unsatisfactory. The majority of pupils including those with special educational needs make satisfactory progress and for some pupils it is good. Inspection evidence indicates a rising trend in attainment in all subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and try hard in their lessons.
Behaviour, in and out of classrooms	Behaviour in lessons, around the school and at breaks and lunchtime is good. Pupils have respect for each other and for adults.
Personal development and relationships	Pupils are encouraged to take responsibility. Relationships throughout the school are very good.
Attendance	Good.

Pupils' attitudes to school are very positive. Behaviour throughout the day is never less than good. They are courteous and polite. A feature of all classrooms is the very good relationships between pupils themselves and their teachers.

## TEACHING AND LEARNING

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

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

The quality of teaching is consistently good and is a significant strength of the school. In 80 per cent of lessons seen it was good and in a further ten per cent very good. The remaining ten per cent of lessons were satisfactory. Examples of good teaching were seen in all classes. This represents an improvement since the last inspection. A common feature of this teaching is work planned to meet pupils' individual learning needs. This results in pupils showing an interest and involvement in their learning and wanting to work hard.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school curriculum is broad and balanced which is matched to the needs of all pupils.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' spiritual, moral and cultural development is good; their social development is very good.
How well the school cares for	The school knows its pupils well and takes good care in



its pupils	providing for their day-to-day well-being, in a calm and purposeful atmosphere.
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Very good links with the community enhance pupils' learning. The school's partnership with parents is good. Parental involvement in the school's work makes a valuable contribution to the progress pupils make.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives clear and effective educational direction for the school. She is supported well by an effective team of teachers. All staff and adults make a good contribution to pupils' learning.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities satisfactorily.
The school's evaluation of its performance	The school is developing effective procedures for evaluating its performance, particularly in its target setting to improve standards.
The strategic use of resources	There are sufficient well qualified staff with good classroom support. Satisfactory resources; accommodation is satisfactory overall but space is at a premium.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like coming to school.</li> <li>• The progress they make.</li> <li>• The good behaviour.</li> <li>• Good standards of teaching throughout the school.</li> <li>• Good level of information.</li> <li>• All staff are friendly and approachable.</li> <li>• The school's expectations.</li> <li>• The way the school is managed.</li> <li>• Promotion of good values and attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> </ul>

The inspection supports the positive views expressed by the parents.

## **PART B: COMMENTARY**

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

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

1. The attainment of pupils at both key stages in the national tests in 1999, in comparison to all other schools was well below the average in all subjects. Attainment at both key stages over the past four years shows fluctuations against this national benchmark and there is a need to exercise caution when making such comparisons. In this school the performance of such small numbers of pupils is unreliable as differences in ability between year groups have a distorting effect. There is also the additional factor of pupils leaving and starting the school during the academic year and the high number of pupils on the special educational needs register. This negates the expectation that performance at the end of Key Stage 1 is an indicator of performance at Key Stage 2. It is only valid as long as the cohort stays the same for the four intervening years - which it does not. Consequently the assessment of pupils at the end of both key stages does not, for any one year, represent a full and accurate picture of the school as a whole.
2. Evidence taken from baseline assessment shows that attainment on entry to the reception class for children under five is generally below the expectation for children of this age. The school compensates for the lack of pre-school education in the area and children make good progress. Inspection evidence indicates that the majority of the children are likely to achieve the Desirable Learning Outcomes by the time they are five. They are given many opportunities to develop their independence and positive attitudes to learning with an emphasis on developing children's language and literacy skills. Most can write their own names and confidently sort and match numbers to ten. The children are developing an appropriate awareness of places and an understanding of the past. They learn about the life of Jesus through listening to stories both in the classroom and during assembly. The children can choose colours and paint and draw confidently. They listen carefully to music and use a range of untuned instruments and join in confidently with action rhymes and songs.
3. In mathematics and science at the end of both key stages the majority of pupils are in line to achieve the expected level for their age although statistically they remain below the national average. There is a similar picture in English with the exception of writing where standards are unsatisfactory. The majority of pupils, including those with special educational needs, make satisfactory progress and for some pupils it is good. Inspection evidence shows a rising trend in attainment in all the three core subjects. Teacher assessments in the next two years confirm this improvement. Trends of pupils' attainment at the end of Key Stage 2 taken over the last four years shows a similar picture. The school's results, year by year show that the improvement in the school's average National Curriculum points score is broadly the same as that nationally. However, the caveat made earlier should be noted.
4. Standards in oracy are satisfactory. In both key stages, pupils express themselves confidently and clearly. At Key Stage 1, they willingly talk about the books they read with the teacher in the literacy hour. By the time they are seven they can talk and listen in different situations. At Key Stage 2, pupils continue to develop their ideas and can describe events and give their opinions clearly.

5. Standards of reading throughout the school mirror overall attainment. Inspection evidence indicates that the majority of pupils are on course to reach the levels expected of their age in the appropriate end of key stage tests. At Key Stage 1, the highest attaining pupils demonstrate a good degree of fluency and expression when reading. In their literacy work most pupils develop an effective phonic knowledge and sight vocabulary. Those pupils reaching the expected level are well launched into reading and are gaining the confidence to tackle more difficult material such as extended stories. This progress continues through Key Stage 2 although progress shows some inconsistency among year groups.
6. Overall pupils' attainment and progress in writing is unsatisfactory. At Key Stage 1, writing lacks the vitality to really make it interesting. Punctuation and spelling generally lack the accuracy expected at the end of the key stage. Handwriting, although mainly legible, lacks consistency in letter formation. At Key Stage 2, pupils' writing often lacks sparkle due to a lack of style and the imaginative use of vocabulary and grammatical techniques. Punctuation is mainly accurate although not adventurous. Spelling of commonly used words is generally accurate but the lack of an extended vocabulary restricts their ability to spell more complex words. A minority of pupils have a legible joined style of handwriting.
7. Although standards of numeracy are satisfactory at both key stages and a high priority is placed on developing these skills, there is still room for further improvement in the mental recall of numbers. Pupils should also be given more opportunities to use and apply their mathematical skills through a wide variety of experiences. In Year 1, pupils use specific language well to describe triangles, squares, rectangles and circles. By the end of Key Stage 1, most pupils can add, subtract and multiply numbers as a matter of routine. As they move through Key Stage 2, pupils acquire a sound mathematical vocabulary and use words such as product and squared. They calculate the equivalence of fractions and change fractions to improper fractions. Their understanding of shape, space and measurement is sound.
8. In science, the youngest pupils in Key Stage 1 are developing exploration and investigation skills through first hand experience. All can carry out a fair test and record their findings in pictures, tables and charts. Most pupils are able to make accurate predictions and suggest reasons. In Key Stage 2, pupils identify a wide range of materials and have a good understanding of how they change under certain conditions. By the end of Key Stage 2 pupils talk confidently about the main organs of the body and can devise a healthy diet. All have a basic understanding of electricity and are able to construct a simple circuit.
9. In information and communications technology pupils at both key stages make sound progress and attain standards appropriate to their age. There is a need for pupils in Key Stage 2 to have more opportunities to use spreadsheets and control. By the time they leave school, pupils have a satisfactory range of skills, many of which apply to other subjects, such as literacy and geography. Attainment in religious education is in line with the requirements of the agreed syllabus.

### **Other subjects**

10. By the end of both key stages, standards in art, design and technology, geography history, music and physical education meet expectations for pupils of these ages.

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

11. Pupils of all ages move around the school with confidence. They play well together inventing their own games and it is clear they enjoy coming to school. Parents agree that the pupils are polite, well mannered and a credit to the school when out on school visits. This contrasts with the previous inspection when there were several incidents of disruptive behaviour in the lessons seen.
12. All pupils are interested in the lessons and this is especially evident during the question and answer sessions. A good number willingly raise their arms to answer questions or give their opinions. A good example of pupils' level of interest was seen in a geography lesson in Key Stage 1 where pupils placed markers on a map to stimulate discussion as to how far they lived from each other.
13. Behaviour in all lessons seen during the inspection was good and this makes an important contribution to learning. There have been no exclusions at the school and during the days of the inspection there were no incidents of bullying or name-calling. Pupils are trustworthy and courteous to adults and the older pupils are keen to help with activities such as assisting with the serving of meals and moving tables and chairs.
14. Relationships between pupils of all ages are very good and pupils have very positive attitudes towards the teachers. During lessons pupils concentrate well and stay on task.
15. The majority of pupils have good levels of attendance. They arrive at school in good time for lessons and they take advantage of the good standard of education provided by the school.

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

16. The quality of teaching is consistently good and is a significant strength of the school. In 80 per cent of lessons seen it was good and in a further ten per cent very good. The remaining ten per cent of lessons were satisfactory. Examples of good teaching were seen in all classes and subjects with the exception of physical education. This consistency represents an improvement in teaching since the last inspection and contributes well to the standards attained in both key stages and the progress made by pupils. The context for this successful teaching is the good relationships evident throughout the school. Lessons are generally well planned, with good pace and designed to stimulate and motivate pupils' learning. Teaching has its most impact when it is clearly focused on the skills to be taught together with a range of well thought out strategies and activities to challenge pupils and make them think.
17. The needs of pupils with special educational needs are clearly identified and implemented through their individual education plans. They receive appropriate attention within classes, in groups defined by ability and on occasions are withdrawn to work on a one-to-one basis. These are important factors, which contribute to the good progress made by these pupils. The valuable contribution of other adults in classrooms and on outside visits makes a positive impact on the school.
18. Teachers know their pupils well. Work is planned to meet pupils' individual learning needs. This results in pupils showing an interest in their learning and wanting to

work hard. For example in one very good science lesson in Key Stage 1, the teacher set a wide range of tasks which were well matched to pupils' abilities. Her good organisation enabled her to work well with individual pupils. All teachers use a variety of approaches to classroom management including whole-class, mixed ability, paired and individual work. Consequently, teacher's management of pupils is good. They make good use of the range of resources provided by the school and by the county and diocesan lending services. Pupils are encouraged to discuss and evaluate their work, which extends their vocabulary and raises confidence. Literacy and numeracy are taught well. A feature of these lessons is the good questioning in the introductory and plenary sessions. Teachers use this well to assess and evaluate pupils' learning. Their subject knowledge is good in all subjects at both key stages. There is a need for the teachers new to the school to attend formal training on the teaching of the literacy and numeracy hour as this will serve to enhance the already good quality of teaching already in place.

19. The marking of pupils' work is satisfactory. Overall, the quality and use of ongoing assessment is good. For example, using it effectively to monitor closely the progress of the under-fives. It is most effective when it is used by teachers to identify what pupils have learned in the lesson and to plan their future work. All teachers set homework but not on a regular basis. Pupils' learning is consistently good and reflects the hard work of their teachers. Throughout the school their productivity and pace of working are good. In the majority of lessons seen they have a positive attitude and show good levels of concentration and independence.

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

20. The school provides a broad and balanced curriculum, which meets all statutory requirements. It rightly places a strong emphasis on teaching the core subjects of English and mathematics. Religious education is taught in line with the locally agreed syllabus. For children under five the curriculum covers the recommended Desirable Learning Outcomes. The curriculum is supported by long and medium-term plans in all subjects, which include effective strategies for teaching the basic skills of literacy and numeracy. Appropriate targets have been set for all pupils. There are plans to further develop schemes of work in information and communications technology and design and technology, in particular, to improve the depth of coverage. All pupils have equality of access to the curriculum. The Code of Practice for special educational needs is in place. Pupils on the special educational needs register have individual education plans linked to classroom practice and with realistic targets. All pupils are well prepared for the next stage of their education and good links with the cluster schools and secondary school have been established. Work from Year 6 pupils is reviewed annually with the secondary school.
21. The curriculum is enriched by visits out of school, for example, to the Wild Fowl Trust and the residential visit to Kingswood. In addition, there is a programme of extra-curricular activities both in school and within the cluster. For example, pupils compete with their peers from other schools in sports such as football, netball, rounders, athletics, and also in music. The school has a programme of social and personal education, which is currently in draft form, awaiting governor's approval. The school has been following this programme for the last two terms. Health education, including the awareness of drugs is covered in the school's science

curriculum. In sex education, values are dealt with sensitively and appropriately as they arise.

22. The school's provision for pupils' spiritual development is good and effectively promotes the school's aims for pupils to have respect for values and beliefs. There are many examples of spiritual awareness, for example, in daily acts of collective worship and in drama, art, music, history and religious education.
23. The school's promotion of pupils' moral education is good and is reinforced by the examples of all staff and adults in the school. For example, in fostering values such as honesty, fairness and respect. The majority of parents agree that the school promotes positive values and attitudes. They are given many opportunities to discuss moral issues with the result that they can clearly distinguish between right and wrong.
24. There is very good provision for pupils' social development. Relationships between pupils themselves and between pupils and adults around them are very good. Within the classrooms pupils work co-operatively and support each other in their learning. Opportunities for pupils to take responsibility and use their initiative are good and extend to the wider community. For example, pupils collect stamps for the blind and postcards for the deaf.
25. Provision for pupils' cultural development is good. Pupils learn about their own culture through local studies, for example, the local millennium project and the many visitors to the school. Pupils are encouraged to consider the wider world through other cultures and faiths such as Buddhism, Sikhism, Islam, Hinduism and Judaism.

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

26. The school has good procedures in place for the support, welfare and guidance of its pupils and all pupils are well cared for. The teachers provide good pastoral support in a calm purposeful manner. Parents agree that the school is well known for fostering good attitudes and values and that their children feel confident to approach their teachers. The school nurse visits the school, giving pupils medical examinations and assisting with the personal education of the older pupils. The governing body ensures that the school provides a safe environment and all equipment is checked by professionals on a regular basis. Procedures for child protection are in place and follow local authority guidelines.
27. Procedures for promoting and monitoring attendance are good. The school is effective in making lessons interesting and consequently the pupils enjoy coming to school and attendance levels are good. The attendance registers are well kept and up-to-date. The school's strategies to promote good behaviour are very successful and the behaviour of pupils throughout the school day is a strength of the school. The school supervises pupils closely but allows them to take initiative and responsibility. Reports of bullying or harassment are taken seriously and the school takes effective action to prevent recurrence.
28. The effectiveness of the arrangements for assessing pupils' attainment and progress is satisfactory. The school makes effective use of the results of national tests and other assessment data in order to target areas for improvement. For example, these include baseline assessment, progress through the Desirable

Learning Outcomes, Standard Assessment Tasks and diagnostic reading tests. Teachers know their pupils well and there is also much informal assessment of attainment and progress taking place in classrooms. Annual reports to parents are informative and set out targets for improvement. Portfolios of examples of moderated work in mathematics and science have yet to be developed.

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

29. The school has established good links with the parents and this is confirmed by strong support at the pre-inspection meeting and by the majority agreement from the parents' questionnaires. Parents are unanimous in their view that their children make good progress. They consider that teaching is good and feel that the staff are approachable and always available if they have a problem. Each year the school encourages parents to help in school and there are a good number of regular helpers in school and on trips out. For example, working with older pupils on the village Millennium Map and listening to younger pupils read.
30. Parents are well informed by the school prospectus, the annual governors' report and regular newsletters home. The annual pupil reports give details of progress in every subject and the results of end of key stage tests. Parents are invited into school twice a year to discuss their child's progress with the class teacher.
31. In their responses to the parents' questionnaires a significant minority disagreed with the levels of homework and the way that the school works with parents. The school is currently drawing up a new homework policy for the whole school in order to improve further parental involvement. In addition, there is a plan to combine the annual governors' meeting with a numeracy information evening. Some parents also recorded disappointment with the range of activities outside lessons.
32. Pupils make satisfactory progress in their reading but this would be increased if they could take their current reading book home. However, staff are not confident that they will always be returned and this causes problems in the scheme when books are missing and therefore hinders pupils' progress.
33. The partnership with parents works well in the elimination of bullying. Parents communicate any concerns to the school and the matter is dealt with quickly and effectively. The school has good arrangements that ensure that the parents of children with special educational needs are fully informed about their child's progress.
34. The school has an active Parent Teacher Association that organises a range of fund-raising and social events as well as providing an extra line of communication.

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

35. The headteacher provides clear and effective leadership for the school. She is well supported in school by an effective team of teachers and non-teaching staff. All staff and adults connected with the school make a valued contribution to pupils' learning.
36. The school has explicit aims and values, which are clearly reflected in its work. A good example is shown in the very good relationships in school and the wish for everyone to work together as a team. Parents agree that the school is successful in promoting a happy and caring ethos with a commitment to high standards providing an effective learning environment for their children.
37. There have been changes in staffing this academic year. A newly qualified teacher has taken over responsibility for Key Stage 1 and early years; a second more



experienced teacher works for the equivalent of two days per week, mainly in Key Stage 2. Monitoring of the quality of teaching has been rightly concentrated on the induction of these teachers into school life. Classroom monitoring of teaching is complemented by visits to school by local education authority advisory staff, for example, the numeracy consultant, who provide a useful wider perspective.

38. In such a small school the headteacher, in addition to her teaching role, co-ordinates a large number of curriculum areas. Although there has been some delegation of management responsibilities these are understandably limited at present. The headteacher and governors acknowledge that there is a need for curriculum responsibilities to be redistributed when the time is right. This will allow teachers to make a positive contribution to the school through monitoring the quality of teaching and learning in their subjects and also to gain valuable professional development. Evidence from the inspection suggests that there is the potential, through a shared commitment to succeed, to raise standards throughout the school.
39. Since the last inspection the headteacher and governors have reviewed the report and implemented its salient points for action. Specifically, the governing body has responded to the key issues and takes a much more active role in supporting the school. This improvement is measurable and appreciated by the headteacher and her staff. The governing body fulfils its statutory responsibilities efficiently through a number of committees with delegated powers. For example, the building committee is involved in the integration of the schoolhouse in the school's accommodation. The special educational needs governor takes a close interest in the pupils on the special educational needs register. The curriculum committee is involved in drawing up policies. They are now in a position to build on this good work to help further shape the direction of the school through a deeper understanding of its strengths and weaknesses. In order to do this they need to become more 'hands on' through planned visits to the school and to classrooms.
40. The school is developing effective procedures for evaluating its performance. The headteacher has put into place effective procedures for monitoring pupils' attainment and progress through the school. Baseline assessments, standardised tests and statutory and non-statutory assessment tasks and tests give useful information in this respect but it is also used by teachers when setting termly targets. The governing body has set targets to measure improvement in the performance by pupils. Whilst this is possible it is susceptible to the fluctuations in small cohorts and, in this school, the high turnover of pupils.
41. Induction of staff new to the school is good. Whilst there is not an official induction policy the headteacher has enabled the new staff to function very effectively. For example, the Key Stage 1 teacher has a good allocation of non-contact time with opportunities to visit other classrooms to see teachers in action. At present the school is not in a position to offer itself as a venue for teacher training although in the past students from University of East Anglia have completed placements.
42. Educational priorities are well supported by careful financial planning. The school development plan is an effective working document and is a joint development between the headteacher, staff and governors. Key objectives and priorities are identified and linked to costings, to ensure that the best strategic use is made of resources. Pupils have benefited from this wisely targeted spending. For example, the high quality adventure play equipment on the school field. The finance committee meets regularly to review spending. This allows for informed future

- spending based on pupil numbers. With a rising roll funding can be anticipated and financial resources can be targeted more effectively and efficiently. The school has a healthy underspend in excess of the recommended limit. It has been allocated partly to improving the accommodation and as a reserve in case of a reduction in numbers or fluctuations in the level of funding.
43. Additional funds allocated through specific grants, both national and local, are used well and for their designated purposes. The school also enjoys the generous financial support of the William Marshall Trust. The school applies the principles of best value, for example, through its tendering procedures.
  44. The school has established sound internal financial procedures to ensure the reliability and accuracy of its spending. Systems of financial control are in place and day-to-day administration is carried out efficiently by the school secretary. The use of computerised systems enable easy access to budget information. The overall conclusions from the last auditors' report, dated January 1997, were that the systems of financial control were satisfactory and gave the school a relatively clean bill of health. The school has carried out all the recommendations.
  45. The school has an appropriate number of suitably qualified and experienced teachers who provide a satisfactory balance of expertise and experience overall. The Key Stage 1 teacher is well supported by an experienced part-time classroom assistant. This allows pupils in this key stage and children under five access to an appropriate curriculum. All staff relate well to each other and offer mutual support. All teachers have job descriptions; their professional development is based on school priorities and their personal needs.
  46. The accommodation of the school is adequate, but space is at a premium. The headteacher's office is used for a variety of purposes; storage, school office shared by the secretary and headteacher and as a staff room. All pupils are taught in the original building, dating from 1848. Classrooms are small, particularly for the older pupils. The school has a small hall used for a variety of purposes, for example, assemblies, lunchtime meals, school library and for teaching physical education. It is also used as an overflow area for the under-fives and in the literacy hour. Internally the school is clean and well maintained; the external fabric of the building is sound. Externally the school benefits from hard surfaced play areas with a large grassed field used for games and sports. Since the last inspection there have been considerable improvements to the school's accommodation. Resources have been audited, culled and reorganised, thus making them more accessible although storage space is still limited. Outdoor provision has been greatly enhanced with an adventure play area designed to develop pupils' physical skills such as climbing and balancing. The grounds of the school are used imaginatively to enhance the curriculum and broaden pupils' learning, for example, the wild life area.
  47. The school has satisfactory resources in most subjects. Some are new and have been bought to support the newly organised curriculum, for example, a wide range of big books and guided reading material to effectively support the literacy hour. The school library is small with a range of fiction and non-fiction books. Provision for information and communications technology is good with five multimedia computers, six pocket books and access to the Internet. Plans to use the school house to alleviate some of the school's internal problems are well in hand. For example, the school library is to be relocated there. Part of this development is to provide pupils with access to a range of suitable reading books to take and read at home. The school also makes good use of artefacts and books supplied by the Ely

Diocesan Centre and the County Library Services. The resources of the village, including the church, its community and surrounding countryside are also used to provide relevant first hand experiences, especially in science, history and geography.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

48. The governing body of the school, in conjunction with the headteacher and staff should take the following action to further raise standards in the school by:

(1) In English:

- i) providing more opportunities for extending pupils' writing so that pupils in Key Stage 1 write with confidence, fluency and accuracy by planning, reviewing and developing their ideas.

In addition at Key Stage 2, allowing pupils to:

- a) draft their work by developing ideas into structured written text and altering and improving where necessary;
  - b) check their work for mistakes in spelling and punctuation and for omissions and repetition;
  - c) present a neat, correct and clear final copy.
- ii) further developing the school's approach to the teaching of handwriting and spelling.

(paragraphs 3, 6, 58, 63-68, 91)

(2) In mathematics throughout the school by further developing pupils' investigative skills and mental recall of numbers.

(paragraphs 7, 70-72)

(3) In information and communications technology:

- i) making more use of spreadsheets and control at Key Stage 2;
- ii) developing assessment procedures to record the progress of all pupils as part of the newly developed scheme of work.

(paragraphs 9, 20, 95)

(4) For the governing body to build on their good work through planning a series of visits to school in order to gain a deeper understanding of the school's strengths and weaknesses.

(paragraph 39)

(5) Providing the headteacher with more opportunities to fulfil her management role:

- i) through a more equitable distribution of curriculum responsibilities;
- ii) allowing co-ordinators to monitor and evaluate the teaching and learning in their subjects.

(paragraphs 37, 38)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	21
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
0	10	80	10	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	31
Number of full-time pupils eligible for free school meals	n/a	11

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	0
Number of pupils on the school's special educational needs register	n/a	16

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	7
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	6.4
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.7
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete 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	27
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

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

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

Total number of qualified teachers (FTE)	2.4
Number of pupils per qualified teacher	12.5
Average class size	15

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

Total number of education support staff	2
Total aggregate hours worked per week	25

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1998/99
	£
Total income	110,378
Total expenditure	111,527
Expenditure per pupil	2,935
Balance brought forward from previous year	28,716
Balance carried forward to next year	27,567

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

### **Questionnaire return rate**

Number of questionnaires sent out	29
Number of questionnaires returned	12

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	83	17	0	0	0
Behaviour in the school is good.	75	17	8	0	0
My child gets the right amount of work to do at home.	58	25	17	0	0
The teaching is good.	75	25	0	0	0
I am kept well informed about how my child is getting on.	67	33	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	25	0	0	0
The school expects my child to work hard and achieve his or her best.	75	25	0	0	0
The school works closely with parents.	67	17	17	0	0
The school is well led and managed.	58	33	8	0	0
The school is helping my child become mature and responsible.	75	25	0	0	0
The school provides an interesting range of activities outside lessons.	33	33	8	17	8



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

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

49. Children enter the reception class at the beginning of the September following their fourth birthday. Their attainment on entry to the school overall is generally below the expectation for children of this age. This is evident from the results of the baseline assessments which children do shortly after entry to school. Overall, the children make good progress in the reception class. The school compensates for the lack of pre-school education in the area. However, planned improvements in this provision with the introduction of the Cygnets playgroup are expected to have a marked effect on pupils' attainment on entry.
50. Inspection evidence indicates that the majority of the children are likely to achieve the Desirable Learning Outcomes by the time they are five. The teachers have quite rightly chosen to involve children under five in National Curriculum activities when judged to be appropriate. Those children who do not achieve at this level are identified as needing additional support.

### **Personal and social development**

51. Good relationships are established between the children and the staff. All children understand the need to deal fairly with each other. They are provided with many opportunities to develop their independence and positive attitudes to learning. Daily routines and rules form the basis for developing the children's understanding of the organisation of the school and the wider community. They are confident as they move around the classroom and from the classroom to the toilets. They are well aware of hygiene issues. For example, they wash their hands automatically. They all share equipment and wait their turn patiently, for example, when using the computer and the sand tray.

### **Language and literacy**

52. There is a clear emphasis on developing the pupils' language and literacy skills. They talk confidently about where they live and in making suggestions for the garden centre in the classroom. They listen carefully to the teacher in the early part of the literacy lesson and most of the children are able to listen to each other. They are taught to speak clearly when, for example, they respond to the teacher's questions. The early reading skills are taught well and children make good progress as they follow the text of a big book with the teacher. Games such as the 'Bean Bag' are used effectively to reinforce letter sounds and develop spelling of simple words. They are building up a sound phonic base on which to develop their reading skills. Indeed the majority can read the high frequency words expected of their age and are aware of the sounds of patterns of letters in rhymes and other familiar words. They love books, listening to stories and poems; for example, 'We're going on a bear hunt'. They are beginning to read the early reading scheme books independently and make good use of picture clues and their own knowledge of the story. The children take reading books home although these are not always the books read in school. Their copy writing is satisfactory and most can write their own names.

## **Mathematics**

53. Through small group work and class activities children extend their mathematical language and learn to count, sort and measure. They become familiar with mathematical language through stories, rhymes, discussions and activities. Most are able to count up to ten and beyond and recognise these numbers. They use appropriate mathematical terms to compare quantities, for example more or less, and recognise two-dimensional shapes such as triangles and squares. Table games and computer programs help the children to match numbers and objects and to name simple shapes and sort and classify objects by colour, shape and size. These games consolidate their counting skills and their mathematical language.

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

54. Children are developing an appropriate awareness of places in and beyond their own environment. They have been taken on walks around the school and the village, to St Mary's Church and the Wild Fowl Trust. Recent topics on the history of toys have been used very well to allow the children to develop their understanding of the past and the present and most are beginning to understand chronology in relation to their birthdays. They become increasingly aware of family relationships and begin to appreciate the structure of child, parent and grandparent. They learn about the life of Jesus through listening to stories both in the classroom and during assembly.

## **Creative development**

55. There are many opportunities for children to experiment with colour, texture and shape. Their paintings of food, for example, huckleberry mish mash and goose moose burgers show that they can choose colours and paint and draw confidently. They handle pencils, charcoal and crayons well. These skills are well developed further and the children are able to produce well-proportioned drawings. They are encouraged to listen carefully to music and use a range of untuned instruments and join in confidently with action rhymes and songs. There are opportunities for them to participate in imaginative play; they have lively conversations and take on a variety of roles.

## **Physical development**

56. Provision for children's physical development is good. They engage in a wide range of activities such as constructing, cutting, printing, sewing, drawing, painting and gluing. For example, making a monster out of junk boxes linked to one of their favourite stories. Out of doors, they are able to take part in catching and throwing activities. There is a good level of provision for the use of outdoor equipment such as the climbing and balancing apparatus.
57. There is a secure and caring atmosphere where the contributions of all the children are valued. Teaching of children under five is consistently good in all areas. The teacher's calm manner brings out the best in the children and when they make mistakes they are encouraged to persevere. She is very well supported by an experienced classroom assistant. Her proficiency on the piano has a major impact on pupils' learning: lessons often end with children singing a nursery rhyme. They make an effective team with a good understanding and awareness of the needs of young children. They use this well to provide a meaningful and relevant curriculum

that develops children's understanding and awareness of the world around them. Classroom routines are planned clearly and groups are managed effectively. An emphasis is placed on encouraging pupils to work independently and make choices. There is a seamless transition from the Desirable Learning Outcomes to work at Key Stage 1 of the National Curriculum.

## **ENGLISH**

58. Overall, standards of attainment at the end of both key stages are satisfactory. This shows a considerable improvement against 1999, but again serves to show the distortion in results caused by small cohorts of pupils. However, there is still room for further improvement in all aspects of the subject. The school has recognised through its own self-evaluation that pupils' written work is the weakest element in English. Inspection evidence agrees. For most pupils, at both key stages, it could be better. In order to improve the quality of this aspect there is a need to give pupils more opportunities to develop their writing and to concentrate on their spelling and handwriting skills.

### **Speaking and listening**

59. Standards in oracy are satisfactory. In both key stages, pupils express themselves confidently and clearly. At Key Stage 1, they willingly talk about books they read with the teacher in the literacy hour. Further opportunities to develop these skills are provided in other subjects, for example, in geography, talking about where they live. By the time they are seven they can talk and listen in different situations and show an understanding of the main points of the discussion. At Key Stage 2, pupils continue to develop their ideas and can describe events and give their opinions clearly. For example, in history pupils discuss their earlier work on the ancient Greeks and give their opinions about whether the Elgin Marbles should be returned.

### **Reading**

60. Inspection evidence indicates that the majority of pupils are on course to reach the levels expected of their age in the end of Key Stage 1 and 2 Standard Assessment Tests. At Key Stage 1, the highest attaining pupils show a good degree of fluency and expression when reading. In their literacy work most pupils develop an effective phonic knowledge and sight vocabulary. Those pupils reaching the expected level are well launched into reading and are gaining the confidence to tackle more difficult material such as extended stories.
61. This progress continues through Key Stage 2 although progress shows some inconsistency among year groups. Most pupils enjoy reading both at school and at home. They are able to explain why they enjoy particular authors. They talk about their favourite characters and the plot in detail, for instance the Ark books of Lucy Daniels. The oldest pupils are beginning to use inference and deduction in their reading. They can work from and follow written instructions. The new comprehension texts used in the literacy hour give pupils good opportunities to understand what they read.
62. Library and information and retrieval skills are satisfactory. At both key stages pupils confidently use a dictionary to find words. At Key Stage 2, pupils use the contents and index of an encyclopaedia when researching information. On-loan

book collections are useful in helping pupils research topics in history and geography. The school is looking to improve and relocate the school library to further develop these skills and make it more accessible.

## Writing

63. Overall pupils' attainment and progress in writing are unsatisfactory. The school sees the raising of standards at both key stages as a priority. In the past there has been insufficient emphasis on consolidating and reinforcing skills in the use of grammar, spelling and handwriting through writing, mainly due to the pressure of introducing the literacy hour.
64. At Key Stage 1, writing has sufficient detail to engage the reader but lacks the vitality to really make it interesting. Pupils have a growing sense of punctuation but it lacks the accuracy expected, at the end of the key stage. Correct spelling is generally limited to the most commonly used words. Handwriting, although mainly legible, lacks consistency in letter formation.
65. At Key Stage 2, pupils structure their writing and plan their stories with a setting, characters and plot. However as pupils move through the key stage this lacks the refinement needed for them to fully understand the writing process and to further their vocabulary and its use. For example, in the writing of the oldest and higher attaining pupils, the use of connectives is not adventurous, mainly limited to 'and' and 'but'. Characterisation is not extended and is usually limited to a short description. It often lacks sparkle due to a lack of style and the imaginative use of vocabulary and grammatical techniques designed to maintain the reader's interest. Punctuation is mainly accurate although not adventurous. Spelling of commonly used words is generally accurate but the lack of an extended vocabulary restricts their ability to spell more complex words. A minority of pupils have a legible joined style of handwriting. They are more secure in their everyday work to use a combination of joined and print styles.
66. A good start has been made, particularly at Key Stage 2. The appointment of an English specialist to the staff has seen an introduction of drafting techniques in the 'Writer's Workshop'. This has been very effective in changing pupils' attitude to writing and they are now more willing to be critical of their own work. The progress made so far should be reviewed to focus more precisely on pupils' needs at both key stages and to adopt a systematic approach to teaching writing skills.
67. At Key Stage 1, pupils should be given time to plan and review their writing. Developing their ideas would greatly enhance its quality and enable pupils to write confidently from an early age with fluency and accuracy. This approach should be built on progressively as pupils move through Key Stage 2, making cross-curricular links wherever possible. Their ideas should be developed into structured written text altering and improving it where necessary. Writing should be checked for mistakes in spelling and punctuation and the content further revised to ensure accuracy. Finally their writing should be presented as a neat, correct and clear final copy. Complementary to this approach is the need for all pupils to be taught spelling in the context of a wide vocabulary, and handwriting through a structured approach thereby enabling them to take full advantage of the increased opportunities.

68. The quality of teaching is consistently good and occasionally very good. Teachers are imaginative in their use of resources, for example, using storyboards. Their subject knowledge is good and this impacts onto pupils' learning. A feature of the good teaching is the knowledge teachers have of their pupils and the positive relationships between them. This was seen to very good effect in Key Stage 2, where the class teacher keeps detailed records of the work pupils have covered. This is used very well to inform future planning and equally importantly to tell pupils what to do next in order to improve their work. This discussion between teacher and pupil has had a marked effect on changing pupils' attitudes to writing and brings out the best in them. With small class sizes this approach is very manageable. Teachers use questioning well, especially in the whole-text work in the literacy hour. When a question is not answered to their satisfaction, they ask supplementary questions until the meaning is clear. This is very effective in making sure that all pupils understand their work. It also makes them think and this has a direct impact on their learning. Teachers work hard in planning the literacy hour. They plan work in detail with a sharp focus on developing skills.
69. Pupils' learning and attitudes are good at both key stages. They particularly enjoy the discussions about texts at the beginning of the literacy lessons. A good example was seen in Key Stage 2, reading the Magic Finger where pupils were keen to continue with the story after the half term break.

## **MATHEMATICS**

70. At both key stages the majority of pupils are in line to achieve the expected level for their age. All pupils including those with special educational needs make at least satisfactory progress, and for some pupils, progress is good. Although a high priority is placed on developing these skills there is still room for further improvement in pupils' mental recall of numbers. They should also be given more opportunities to use and apply their mathematical skills through a wide variety of experiences.
71. Pupils in reception can match sets of objects to given numbers and recognise and use coins up to 50 pence. Pupils in Year 1 can sort and organise information and understand coin combinations to one pound and number combinations to 20. They use specific language well to describe triangles, squares, rectangles and circles. By the end of Year 1, pupils confidently read and write two-digit numbers and identify one more than, and one less than, a two-digit number. They investigate totals to 100 and spot number patterns and explain them. By the time they move into Year 2 most pupils, for example, relate addition and subtraction to a given task but opportunities to use and apply these skills practically in real life situations are limited. By the end of Key Stage 1, most pupils have a sound knowledge of two and three-dimensional shapes, and can name them. Most use repeating patterns to develop ideas of regularity and sequencing and all pupils add, subtract and multiply numbers as a matter of routine. A good example was seen when pupils used a number line to calculate the product of two numbers with a sound understanding of the factors involved. Most pupils can sort, classify and organise information and interpret data presented in a simple way, for example, constructing a pictogram of favourite animals. They use the computer confidently to make a bar chart of their fruit survey and interpret the results.
72. At the beginning of Key Stage 2, pupils use mental recall of addition facts to 20 but their mental recall of facts in solving whole number problems involving multiplication and division is not as well developed. As they move through the key stage, pupils acquire a

sound mathematical vocabulary and use words such as product and squared. They are very familiar with multiplication squares and identify, for example, squares of numbers from one to ten. Most are able to count in multiples of eight and nine. They calculate the equivalence of fractions and change fractions to improper fractions. Their understanding of shape, space and measurement is sound. They can, for example, investigate the mathematical relationship between objects and can accurately measure the perimeter of a variety of regular and irregular shapes. Good examples were seen when pupils constructed a rhombus and discussed and evaluated the properties of four-sided shapes. By the end of Key Stage 2, most pupils have a sound knowledge of decimals to two places. They discuss the need for a standard measure, investigate length and height and record their findings in bar and line graphs. Pupils use their knowledge and skills acquired in class to estimate, plan, measure to scale, and calculate areas of space. There is some interpretation of data, for example, in tables, graphs and charts when pupils use the computer to plan a weekly menu.

73. The quality of teaching is consistently good and it is clear pupils enjoy mathematics. Teachers use clear learning objectives, effective questioning and imaginative individual teaching. Regular and appropriate use of teacher assessment ensures that work is matched to the needs of all pupils including those with special educational needs. This is important in classes of mixed age groups and mixed abilities.

## SCIENCE

74. Most pupils, at both key stages, are in line to achieve the levels expected of their ages. Most pupils, including those with special educational needs, make satisfactory progress. For some pupils progress is good.
75. The youngest pupils in Key Stage 1 are developing exploration and investigation skills through first hand experience, for example, in the wild life area. They recognise the main parts of flowers and plants and know that both need water and light to grow. They study mammals and mini beasts on their visits to the Wild Fowl Trust and Easton College. Older pupils identify common materials and know they have uses according to their properties. All can carry out a fair test, in this case the evaporation rate of ice cubes and heat loss of materials and record their findings in pictures, tables and charts. Their understanding of friction is sound, for example, they test objects throughout the school to see which has the best grip and use toy cars to measure which surfaces have the least friction. Most pupils are able to make accurate predictions and suggest reasons. By the end of Key Stage 1, pupils have a sound understanding of living things. For example, they observe and discuss the life cycle of the butterfly using magnifying glasses to locate caterpillars in their butterfly farm. Their knowledge of the five senses is developing, for example, they know that sound travels through the air and becomes fainter the further it travels from the ear. They use tuning forks and symbols to reinforce their understanding. Most pupils have a good knowledge of the skeleton and can draw comparisons with other living things, for example, worms, centipedes and beetles. All pupils understand the importance of a healthy diet.
76. In Key Stage 2, pupils build on their existing knowledge. The youngest pupils set up a fair test for growing runner beans. They identify a wide range of materials and have a good understanding of how they change under certain conditions. For example, pupils can make good predictions of what happens to sugar, chocolate and water when heated and use scientific terms, for example, evaporation and condensation to describe changes. They are beginning to understand that some changes are irreversible. They

organise data to plot a line graph, interpret and draw conclusions. A good example was seen when Year 5 pupils used the Internet and CD-ROM in connection with their investigation of plants. In their work on physical processes they know that a force is a push or a pull. By the end of Key Stage 2, pupils discuss the composition of bones on a skeleton, talk about the main organs of the body, describe the circulation of blood, and have some understanding of the respiratory system. They have a satisfactory knowledge of the digestive system and can devise a healthy diet. All have a basic understanding of electricity and are able to construct a simple circuit.

77. The quality of teaching in science is good and sometimes very good. Teachers have clear learning objectives; lessons are well planned. They make good use of the wild life area and this facility enhances the curriculum. Pupils enjoy science and show good levels of curiosity and interest, particularly when working on practical tasks. They get on well together when working as a whole class or in groups and these factors contribute significantly to pupils' very good social development. All are keen to learn and work with a good degree of independence.

## **ART**

78. During the inspection no lessons were seen at either key stage. Evidence was gathered from a scrutiny of pupils' work, looking at displays around the school, and by discussion with pupils and teachers. From this it is clear that pupils at both key stages are developing a range of art skills appropriate to their age and make satisfactory progress. All pupils have experiences of painting, drawing, collage, textiles, printing and three-dimensional work.
79. In Key Stage 1, pupils are taught to appreciate the work of famous artists and to study their techniques. For example, a collage based on the work of Gustav Klimt, exploring his use of pattern. The youngest pupils can mix colours and use them effectively in their still life studies of fruit. They use pencils in their observations of plants and their developing accuracy is seen in portraits of special people, for example, David Beckham. They use tissue paper to make a collage of Paddington Bear. Other subjects are often used as a stimulus. A good example was seen in a wall display of painted butterflies used to explore symmetrical patterns in mathematics.
80. At Key Stage 2 pupils build on their earlier experiences. They continue to study the work of other artists. For example, paintings of people in the playground based on the stick people of L S Lowry. Again art is effectively linked to other subjects of the curriculum. Examples were seen in a colourful wall display of three-dimensional masks based on the story of the Witches by Roald Dahl and studies of the detail adorning Greek vases.

## **DESIGN AND TECHNOLOGY**

81. Only one lesson was seen in design and technology during the week of inspection. However it is possible to judge standards in the school drawing conclusions through discussions with pupils and their teachers and looking at samples of pupils' work. From this evidence it is clear that most pupils reach the standards appropriate to their age and make satisfactory progress.

82. The youngest pupils in Key Stage 1 have acquired skills in a range of activities including making models from a range of recycled materials and construction kits. Good links are made with science when pupils use wheeled models in their work on pushing and pulling. They understand the importance of making structures strong and stable. Older pupils make three-dimensional models and link them with other areas of the curriculum, for example, shadow puppets, in drama. All pupils confidently use a variety of materials, for example, felt, clay, salt-dough, card and disposable cartons. They can estimate, measure, mark out and cut simple shapes in a range of materials accurately. By the end of Key Stage 1, most pupils use a range of techniques to successfully join materials and make judgements about the end product of their work.
83. In Key Stage 2, the youngest pupils design and make a spinning component for a pop up book. Older pupils construct a variety of moving toys. A good example seen was that of a land yacht. By the end of the key stage, all pupils can investigate, evaluate and discuss individual ideas leading to a design. Most pupils are able to research, plan, measure, test and evaluate with an appropriate understanding of the processes involved. However there is no evidence of pupils using the skills obtained in science and information and communications technology to construct electrically motored objects or use simple switches to control buzzers and lights in circuits.
84. Evidence suggests that the quality of teaching is good. Pupils have good attitudes towards design and technology. They talk about their designs and models with enjoyment and enthusiasm. They listen well to suggestions and work collaboratively. The quality of some finished products shows that pupils take a pride in their work.

## **GEOGRAPHY**

85. Only one geography lesson was seen during the inspection. Further evidence taken from teachers' planning and a scrutiny of pupils' work indicates that at both key stages attainment and progress are appropriate to their age.
86. At Key Stage 1, pupil's first hand experiences are used effectively as an important resource to develop their early geographical enquiry skills. They follow simple routes around the school and the village. They talk confidently about its features by studying aerial photographs. Older pupils can locate their house on an ordnance survey map and identify other features such as drainage channels, rivers and conservation areas. Moving to a wider perspective they increase their knowledge and understanding of places by following the adventures of Barnaby Bear through postcards sent to school from his travels round the world. The oldest pupils can identify the British Isles from a satellite photograph and can name and identify its individual countries.
87. At Key Stage 2, pupils build on these foundations. They continue to make progress in their map skills and contrast Welney with Hunstanton comparing land use, their amenities and transport. Pupils measure and record the weather and compare their findings with different parts of the world. In their study of the wider world, pupils study the everyday life of people in Pakistan.
88. Teaching and learning is good in the lesson seen at Key Stage 1. Imaginative lessons are planned through the effective use of resources and activities. For example, the 'Magic camera' moving upwards from the classroom captured and held



pupils' interest. It was a particularly effective approach in helping pupils understand satellite photographs and maps covering larger areas. Good questioning, based on a sound subject knowledge, complemented this well and made sure that all pupils were involved. Pupils are managed very well. The majority of pupils are interested in geography and listen attentively. In their individual work they concentrate and share ideas with their classmates.

## **HISTORY**

89. Opportunities to see history taught during the inspection were limited to a single lesson at Key Stage 2. From a scrutiny of teachers' plans and pupils work, it is possible to draw conclusions that attainment and progress of pupils at both key stages are appropriate to their age.
90. In Key Stage 1 pupils develop an understanding of chronology. They effectively use their own lives as a starting point looking at their homes and comparing these with long ago. They study the lives of famous people in British history, for example, Florence Nightingale. At Key Stage 2, they continue to build on these earlier foundations. They look closely at the culture of the peoples who invaded and settled in Britain. They increasingly understand about life in the past and confidently compare the similarities and differences between their own lives and children in Tudor times. Studies of ancient civilisations of the Egyptians and the Greeks give pupils a wider view of world history. For example, they know that Greece was the cradle of democracy and the importance of their Gods.
91. Teaching is satisfactory. A range of activities is planned to match the needs of the wide age range and abilities and to deepen their skills to interpret the past. For example, photographs of archaeological sites are discussed to allow pupils to draw conclusions about their use and importance. Teachers make effective use of questioning to recall previous work and to develop pupils' knowledge and understanding. Pupils are confident when replying to questions about what they have learned and are eager to share their ideas with their classmates. There are limited opportunities taken to extend pupils' writing and complement the literacy hour. A good example was seen when pupils drafted a letter concerning the return of the Elgin Marbles. More opportunities would help the school to meet its target to improve pupils' written work.

## **INFORMATION AND COMMUNICATIONS TECHNOLOGY**

92. At the time of the last inspection no clear judgement was made about the overall standards of attainment of pupils at the end of both key stages. During this inspection there were limited opportunities to see pupils at work and no direct teaching was seen. However, from discussions with pupils and teachers and by looking at pupils' work on display in school, attainment and progress at both key stages are satisfactory.
93. At Key Stage 1, pupils use their developing word processing skills to present their work. They use art packages to draw colourful pictures and in their investigative work they collect information and present it in a database. Pupils use a CD-ROM encyclopaedia to research information. In control, pupils use simple procedures to move a floor robot forward and backward and turn a right angle. As pupils move through Key Stage 2, there are further opportunities for pupils to develop their word

processing, for example, using the spell checker and changing the font, size and colours. Pupils use databases as part of their data handling in mathematics. For example, older pupils save information about their favourite sports and print out their results in a variety of graphs. They regularly use the computer to write out their spellings. The use of simulations and adventure programs is linked to work in other areas of the curriculum. For example, in their study of the Tudors, simulations enable them to enter an Elizabethan house and explore its interior. Programming skills are further developed with Roamer. Pupils with special educational needs benefit particularly from its use in their mathematics work on angles.

94. There has been a considerable improvement in the school's provision. Pupils now have access to a range of new multimedia computers, software, scanner, sensors and digital camera. The school's Internet link provides excellent opportunities for research and communication both locally and further afield. Information and communications technology is taught through a range of subjects to use the time available effectively and to deepen pupils' understanding.
95. There is the potential to further raise standards throughout the school. With these new resources in place there is now the need to improve the depth of coverage of some aspects of the Programmes of Study. For example, at Key Stage 2, extending the use of spreadsheets and control, for example, the use of logo. As the new scheme of work is reviewed assessment procedures to record the progress of all pupils should be put in place. Older pupils have the opportunity to attend a residential visit with a focus on using computers. This makes a positive impact by giving pupils concentrated periods of hands-on experience.

## **MUSIC**

96. Only one lesson was seen in music during the week of inspection. However from the evidence obtained through observing music in assemblies, discussions with pupils and teachers it is possible to draw positive conclusions about music.
97. Standards of attainment in music throughout the school are appropriate to pupils' ages and all pupils, including those with special educational needs, make at least satisfactory progress. All pupils in the school are given opportunities to play the recorder and some become able players.
98. In Key Stage 1, pupils listen to a good range of music from other places, for example, Africa and parts of Europe. They are familiar with some instruments from different cultures and can name them. By the end of Key Stage 1 pupils are able to listen to music and sing a good range of songs confidently and tunefully. Some pupils talk fluently about sounds and understand how musical sounds are made in different ways. They use their voices expressively when speaking chants. A good example was seen when pupils used their mouth sounds to represent the tide, chanting sea-associated words. They particularly enjoy playing imaginary instruments to "tiddly om pom pom" of "Oh I do like to be beside the seaside" and tapping along to the steady beat of Albatross. They appreciate the difference between loud and soft tones and how these can express character and mood. Most can compose very simple percussion pieces using, for example, cymbals, wood blocks, tambourines and castanets. By the end of Key Stage 2 pupils listen quietly to music, for example, Vivaldi's Four Seasons and music from Swan Lake. Some pupils can recognise pieces by famous composers, for example, Strauss,

Tchaikovsky, Beethoven and Mozart. Most pupils are beginning to identify musical ideas and understand words, such as, pitch and tempo. They understand note values and can read simple notation. Many pupils can hold and compose a rhythm, perform together and practise and perfect pieces.

99. The quality of teaching in the one lesson seen was good. Teachers ensure that all pupils take part in music making and encourage them to be self critical of their performance. They provide good opportunities for pupils to sing and perform music in the local church, and at school concerts and during morning assembly. Throughout the school pupils have good attitudes to music. They enjoy participating in musical activities both individually and in groups.

## **PHYSICAL EDUCATION**

100. Only two lessons were seen in physical education during the week of inspection. However from the evidence obtained through discussions with teachers and pupils, a scrutiny of planning and samples of work it is possible to draw positive conclusions about standards in the subject. Standards of attainment in physical education throughout the school are in line with what might be expected of pupils of this age. Progress for all pupils, including those with special educational needs, is sound throughout the school.
101. The youngest pupils in Key Stage 1 are able to travel on the floor and on small apparatus using a variety of methods. By the end of the key stage, all pupils are able to find a space and perform a series of controlled movements, for example, travelling with a partner, passing a ball. Most are able to travel controlling a ball with their feet. All can throw and catch balls of various sizes and invent their own games. Most are aware of each other's movements and can look and move in relation to everyone else. All pupils are able to work successfully with a partner and observe and comment on their partner's performance. By the end of Key Stage 2, pupils practise, improve and refine their performance through individual activity, working in pairs and working in groups. In all games activities, pupils throw and catch well. They dance in traditional English country styles and become quite proficient. All pupils are able swimmers by the time they leave the school.
102. The quality of teaching is satisfactory. Teachers' planning and organisation ensures full coverage of the subject. Teachers work hard to provide interesting opportunities for pupils, for example, the residential visit to Kingswood. Close attention is given to all aspects of health and safety. Although the range of resources is adequate, gymnastic skills would be much improved by introducing more appropriate indoor apparatus. Extra-curricular activities, for example, football, netball, dance and competitive sports within the cluster group help to sustain and enhance provision. From an early age pupils are taught to put out and tidy away items of equipment and this assists the organisation and pace of lessons. It also makes them aware of the safety rules and the need to give other members of the class due consideration.

## **RELIGIOUS EDUCATION**

103. During the week of inspection, opportunities to observe religious education lessons were few. Judgements are therefore based on those lessons observed a scrutiny of documentation and pupils' work and discussions with pupils and staff. These show that

at both key stages pupils make good progress and achieve the expectations of the locally agreed syllabus.

104. In Key Stage 1, pupils are gaining knowledge from within the school's main focus on Christianity. By the end of Key Stage 1, pupils understand that followers of Jesus are called Christians and that the Bible is a special book for Christians. They know that the Old Testament contains a set of special rules which show people a way of life to live by. All pupils know that Jesus was a special person, a healer and story teller and are familiar with some of his stories, for example, the parable of The Good Samaritan. Pupils know that many people bring Jesus into their lives and some of these are special people, for example Mother Teresa. They are very familiar with St Mary's Church Welney and can talk with confidence about some of the things they have seen on their visits. As they move up through Key Stage 2 for example, they know terms such as font, lectern and pulpit and are beginning to understand the importance of symbolism. They enjoy taking part in ceremonies such as baptism and begin to understand the significance of Godparents and objects associated with the ceremony. By the end of Key Stage 2, pupils have a good knowledge and sound understanding of some basic aspects of Islam, Hinduism, Sikhism, Buddhism and Judaism. They know, for example, the story of Guru Gobind Singh and the significance of the Khalsa and the five Ks.
105. The quality of teaching is good. Teachers use good links with other subjects, for example, drama to reinforce concepts. Lessons are well planned and organised. Pupils have good attitudes towards the subject. They are quiet and respectful when listening to stories and are eager to join in discussions. They develop respect for others' beliefs. They carefully observe pictures and artefacts and sustain their concentration throughout lessons. Collective acts of worship during assembly make a significant contribution to the school's teaching of religious education.