

# INSPECTION REPORT

## **CROWLAND SOUTH VIEW PRIMARY SCHOOL**

Crowland, PETERBOROUGH

LEA area: Lincolnshire

Unique reference number: 120406

Headteacher: Mr. R.J. Price

Reporting inspector: Mr. G.W. Cooper  
23647

Dates of inspection: 20 - 23 May 2002

Inspection number: 196831

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Reform Street Crowland PETERBOROUGH
Postcode:	PE6 0AN
Telephone number:	01733 210 361
Fax number:	01733 211 472
Appropriate authority:	The governing body
Name of chair of governors:	Mrs. K Atkins
Date of previous inspection:	July, 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23647	Mr. G.W. Cooper	Registered inspector	English Music Religious education Special educational needs	What sort of school is it?  How high are standards? The school's results and achievements.  How well is the school led and managed?  What should the school do to improve further?
9708	Mrs. S. Daintrey	Lay inspector		How high are standards? 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?
11611	Mr. J. Hall	Team inspector	Science Information and communication technology	How well are pupils taught?
19388	Mr. M. Williams	Team inspector	Mathematics Geography History Physical education	How good are curricular and other opportunities offered to pupils?
18370	Mr. K. Johnson	Team inspector	Children in the Foundation Stage Art and design Design and technology	

The inspection contractor was:

Cambridge Education Associates Ltd  
Demeter House  
Station Road  
Cambridge  
CB1 2RS

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
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	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>14</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>17</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>18</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>19</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>21</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>25</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Crowland South View Community Primary School caters for 274 boys and girls age four to eleven. Almost all pupils come from a white United Kingdom heritage. There are no pupils at an early stage of English language acquisition. There are six pupils with a statement of special educational needs. This is higher than most schools of this type. Sixty-seven pupils are registered as having special educational needs, a little above average for schools like South View Primary. Most pupils on the register have moderate learning difficulties. Very few pupils take a free school meal. However, data available to the school indicates some social deprivation within a context of relative rural isolation. When children enter full time education their knowledge and understanding is assessed as broadly average within a wide spread of ability.

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

The effectiveness of South View School is satisfactory. Standards are now rising as a result of improved teaching, the quality of which is good. Pupils are very positive about their life and work in school. The majority of pupils make progress and achieve appropriately for their age and ability. Satisfactory leadership and management ensure a calm and orderly atmosphere for learning. The school provides satisfactory value for money.

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

- Pupils achieve standards above expectation in information and communication technology (ICT) at age eleven and in art and design at age seven and eleven.
- Teaching is good overall, with particular strengths in Years 3 to 6.
- Pupils have very positive attitudes towards school, growing in confidence and maturity as they progress from year to year.
- The range of activities outside lessons and the community's contribution to school life are both very good.
- The role played by the governing body is good and has improved significantly.
- Attendance levels have risen in recent years. Attendance is well monitored.
- The school makes good provision for the moral, social and cultural development of pupils.

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

- Pupils achieve standards below expectations in music at age seven and in geography at ages seven and eleven.
- Planning for and expectations of pupils in Years 1 and 2: the curriculum for pupils of this age is not well balanced.
- The use of assessment data to promote greater progress: some tasks do insufficient to challenge pupils across the ability range.
- A significant minority of parents are not comfortable in the home and school relationship.
- Monitoring and developing subject responsibilities is insufficiently effective.
- In the administration of the school's provision for special educational needs there is insufficient time for the co-ordinator to perform the job effectively.

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

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

The school was previously inspected in July, 1997. Satisfactory improvement has been made since then. Most aspects of the action plan from that inspection have been successfully tackled. Improvements have been made in teaching, standards in writing and ICT, curricular planning, assessing progress and the role of the governing body. There are some continuing inconsistencies. Improvements are still needed in raising standards and implementation of priorities following evaluation. The school sets appropriate targets that are met.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools ++
	1999	2000	2001	2001
English	C	D	C	D
mathematics	C	E	C	D
science	D	C	C	C

**Key**

well above average    A

above average        B

average                C

below average        D

well below average   E

++The grades in this column have been adjusted to give a more accurate reflection of pupils' social circumstances. The original grades for the three subjects were E, E and D.

The results of National Curriculum tests for eleven year olds indicate some wide variations from year to year, unusual in a school of this size but consistent with rapid turnover of teaching staff. The school performs at about the standard for all schools nationally but not as well as it might compared with schools in a similar context. Standards have not kept in line with the national trend of improvement. There is a three-year trend of underachievement of boys compared with that of girls in all areas tested. A high proportion of pupils achieve lower than expected results in English. The school sets targets for eleven-year-olds based on their prior assessment. Targets are realistic and usually achieved. Pupils are on track for success with their current targets. National Curriculum tests for seven year olds reflect standards that vary from above average in some subjects and some years to well below average. The most recent results show writing to be above average and reading and mathematics about average compared with schools nationally. Results of teacher assessment in science indicate standards above average Overall improvement in standards over five years is erratic, limited, most noted in reading with standards in writing and mathematics almost static.

The work seen is rather better than test results suggest. The school has a more settled teaching team and the quality of teaching and learning is improving. Children enter the Foundation Stage with average knowledge and skills. They make satisfactory progress and are on target to achieve the early learning goals for those of similar age. In Year 1 and 2, standards match those expected of pupils of this age in all aspects of English, in mathematics, science, design and technology, history, ICT and physical education. Standards are above those expected in art and design. Standards are below those expected in geography and music at this age. There is insufficient coverage of the skills that should be developed in geography and in music there is insufficient curriculum balance across expected areas of learning. In Years 3 to 6 standards match those expected in English, mathematics, science, design and technology, history, music and physical education. Standards are above those expected in art and design and in ICT at this age. Standards in geography are below those expected because pupils have not acquired sufficient skills to build upon in earlier years. Some pupils in Years 5 and 6 work at a standard well above that expected in ICT. Pupils make satisfactory progress overall and generally achieve satisfactory standards. Pupils with special educational needs make satisfactory gains in learning although this is rarely sufficient for them to achieve the standard expected for their age.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. This bears out the views of parents. Pupils say they like school.

Behaviour, in and out of classrooms	Good. Most pupils know how to behave well. A small number find this difficult outside the classroom.
Personal development and relationships	Very good. Pupils grow in confidence and maturity. They have positive relationships with adults and with other pupils.
Attendance	Satisfactory. Attendance figures are broadly in line with the national average. This is a recent improvement.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	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.*

Standards of teaching are good overall, with no unsatisfactory lessons seen. About three in ten lessons were judged to be very good or better. Teaching in Years 3 and 4 was very good overall. Teaching in Year 5 and 6 was very strong. Most lessons taught by newly qualified teachers were good or better. Teaching in Years 1 and 2 is satisfactory overall but, in some mixed age groups, lessons suffer from a lack of clarity in planning and learning objectives. As a result expectations of what pupils can achieve are not high enough. The quality of teaching in English and mathematics is good overall. The school has implemented the national strategies for literacy and numeracy effectively. As a result pupils acquire a good range of basic skills in reading, writing and mathematics. All teachers manage pupils well. This ensures that lessons are calm and that pupils concentrate and sustain their effort. They produce a good volume of work. Most teachers share learning objectives with pupils at the start of the lesson. This helps pupils know what is expected of them. There are inconsistencies in the way teachers mark pupils' work and in the homework given. Although teachers know their pupils well and there are good strategies for charting pupils' progress, the information is not used sufficiently well in all classes to challenge all pupils to make the most of their potential. In some subjects higher attaining pupils do not work at the higher levels of which they are capable. In other subjects, too many lower attaining pupils do not reach the levels expected for their age.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Although planning has improved since the previous inspection there are still some unsatisfactory aspects to elements of the planning for Years 1 and 2.
Provision for pupils with special educational needs	Satisfactory. The school identifies targets for pupils with special educational needs. Provision is best where these pupils work in small groups or as individuals with adult support. Parents and pupils are not yet sufficiently involved in the identification of learning targets for these pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school makes strong provision for moral and social development and is effective at providing opportunities for pupils to appreciate the local culture.
How well the school cares for its pupils	Satisfactory. The school knows its pupils well and is a caring establishment. While there is good information about pupils' progress, insufficient use is made of the information to promote better progress.

The partnership with parents is satisfactory. Most parents think well of the school. A significant minority of parents is not comfortable in the home and school relationship.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The school runs smoothly on a day-to-day basis. Relationships are positive. Staff work well together to achieve the school's aims.
How well the governors fulfil their responsibilities	Good. The role of governors is significantly improved since the previous inspection. They are deeply involved in the work of committees, budget setting and monitoring, creating the development plan, reporting to parents and in visiting the school.
The school's evaluation of its performance	Satisfactory. While the school has a good understanding of its strengths and areas for development through monitoring processes, it has not succeeded in eradicating a number of inconsistencies in its performance.
The strategic use of resources	Satisfactory. The school allocates its funding wisely and makes efficient use of the resources available to it. Staffing, accommodation and learning resources are adequate and well used.

There is satisfactory application of the principles of best value. The governing body agrees that its next step is to ensure evaluation of effectiveness of spending decisions. The school makes good use of consultation with outside agencies.

## 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 school and make good progress.</li> <li>• The school expects children to work hard and achieve their best.</li> <li>• The school helps children become mature and responsible.</li> <li>• Behaviour is good</li> <li>• Teaching is good</li> </ul>	<ul style="list-style-type: none"> <li>• The quality and consistency of homework.</li> <li>• The information they receive about progress and the closeness of the home and school working relationship.</li> <li>• The range of activities outside lessons.</li> <li>• The way the school is led and managed.</li> </ul>

The inspection team shares parents' positive views of the school. Questioned during inspection, children say that they like school. Progress is improving with an improved quality of teaching. The good provision for pupils' personal development supports their growing maturity and sense of responsibility. The school arranges a wide variety of activities outside lessons. Most of this is for older pupils and this is usual in primary schools. Provision is judged to be very good. The inspectors agree with the minority of parents who detect inconsistencies in the giving of homework. The good use of homework in some year groups and classes is offset by unsatisfactory use of homework in other classes. The school makes satisfactory formal arrangements for reporting to parents, discussing their children's progress and informing them about the work of the school. The number of parents expressing concern implies that the school needs to be more positive about its partnership with parents. The team agrees that this would be beneficial to the work of the school. The team has no concerns about the leadership of the school, although better management of information gained from evaluation of strengths and areas for development is needed to eradicate inconsistencies from year to year and class to class.

## **PART B: COMMENTARY**

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

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

1. The results of tests when children enter full time school shows that they have a broad range of skills, knowledge and understanding that is similar to that of other children of their age. The provision made by the school enables pupils to make satisfactory progress. As a result, when they are of statutory school age they are well on target to achieve the early learning goals for their age.
2. The results of National Curriculum tests for seven year olds in 2001 show attainment that matches the national average in reading and mathematics but that is above average in writing. Teacher assessments in science also show attainment above average. Although almost all pupils achieve the expected level for their age, fewer achieve the higher levels possible. There is no trend of difference in attainment between boys and girls. The five-year trend of results is slightly upwards although standards are not rising as rapidly as national standards. When results are compared with those of schools in a similar free school meals groups (the usual similar schools indicator) the school compares unfavourably. However, this indicator is unreliable because of identifiable local factors. National Curriculum test results for eleven-year-olds in the same year show attainment that broadly matches the national average. There is a consistent three-year trend in these tests for girls to significantly outperform boys by as much as a term of expected progress. The five year trend of improvement is very slight and below the national trend of improvement. In English, slightly more pupils gain the higher levels possible than in most schools. However, there are significantly more pupils who do not gain the expected level. In mathematics, fewer pupils gain the higher level but more gain the expected level. Results in science are similar. Targets based on prior attainment are set for pupils. The targets are realistic. Pupils usually achieve the targets set for them and the current group of Year 6 pupils are on track to achieve the 2002 targets.
3. The standards seen in the work of pupils during inspection are similar to those found in National Curriculum tests, although there are some improvements compared with test results and some improvements since the previous inspection report. Attainment in the three elements of English - speaking and listening, reading and writing – matches the standard expected nationally when pupils are seven and eleven. Attainment in writing is an improvement since the previous inspection. Most pupils listen and respond well, although voices are sometimes small and indistinct. Basic reading skills are well established. Pupils are less confident in using more advanced reading skills for individual research. Good ideas and confidence across a range of writing styles are evident. However, many pupils do not use in extended writing the good skills they learn in literacy lessons. When pupils are seven, standards in mathematics, science, design and technology, history, ICT and physical education match the standard expected nationally. Attainment in art and design is above the standard expected for seven-year-olds. Standards in geography and music are below expectations. This is largely because the curriculum is insufficiently well planned to build the skills necessary in geography and there is insufficient coverage across the whole music curriculum. Standards of attainment for eleven-year-olds match the expected standard in mathematics, science, design and technology, history, music and physical education. Expected standards are exceeded in ICT and art and design. Teachers make strong use of their subject knowledge to challenge pupils to high standards in ICT. Attainment in ICT is better than at the time of the previous inspection. Expected standards are not met in geography where pupils have to catch up on skills that should have been acquired at an earlier stage. For both seven year olds and eleven year olds, attainment in religious education matches the expectation of the locally Agreed Syllabus.
4. Pupils acquire skills in literacy and numeracy that are appropriate to their prior attainment. They make satisfactory progress. They are given opportunities to use their acquired skills, although some tasks do not do enough to challenge pupils to even greater achievement and some – frequently those based on worksheets – do not do enough to encourage use of literacy and numeracy skills. There is some good use of ICT to support learning in a range of subjects. This is

especially the case in dedicated ICT lessons. In some lessons the class computer is used to support the learning, although this is not a frequent feature. Pupils with special educational needs make satisfactory progress. Teachers are aware of the targets on these pupils' individual plans for learning and ensure that they get the support they need and modified tasks where appropriate. Where there is specific learning support assistance targeted onto small groups and individuals with learning needs, their progress is better than satisfactory. There are no pupils at an early stage of learning English as an additional language. The school monitors the progress of a limited number of higher attaining pupils. There has been a great deal of change in the team of teachers in recent years. This appears to have stabilised recently and is beginning to have an effect on raising standards. Overall, achievement is satisfactory although with a good range of information related to tracking progress, the school is in a good position to challenge pupils to further improve standards.

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

5. Pupils' attitudes, relationships and personal development are very good and a strength of the school. They have improved since the last inspection and make a significant contribution to pupils' capacity for good progress and achievement.
6. Pupils are very positive about coming to school and making the most of the opportunities offered. Parents confirm that their children like school and that this has improved since the last inspection. The Year 6 pupils interviewed by inspectors spoke with warmth and enthusiasm about the school, the teachers and their lessons. Pupils remain keen and involved even when the lesson is not as demanding as it could be. All pupils, including those with special educational needs, persevere with tasks and take pride in showing what they can do, whether it is reading out their versions of the 'Jabberwocky' poem, demonstrating their hula-hooping skills, or telling the class what they have found out about an historical artefact. Some pupils stay indoors at lunchtime voluntarily to improve and extend their reading, writing and numeracy skills. Pupils value the opportunities to go on trips and residential visits, such as the one to Freiston in Year 4. Children in the Reception class are often fully absorbed in their activities and concentrate well when their interest is engaged.
7. Pupils have very good relationships with each other and with their teachers. Boys and girls and pupils of different ethnic origins work very well together in small groups and pairs. This makes an important contribution to their learning and personal development. They help each other in lessons, for example in the group activities in the literacy and numeracy hours, or when two pupils with special educational needs take turns to read from a text on the computer. Pupils are responding very well to the 'book buddy' scheme in which older pupils are linked to younger pupils and children for sharing books together. More recently the idea of older pupils helping younger ones has been extended to help in the playground and around the school.
8. Pupils' personal development is very good. Pupils throughout the school are making very good progress in developing self-confidence and self-esteem. This is based largely on their enthusiasm for learning and the mutual respect between adults and pupils in the classroom. Pupils show joy and excitement in response to their experiences. For example, in a Year 1 and 2 history lesson they were amazed to find out that a frying pan with a long handle was in fact a bed-warming pan. Also in an assembly they were very surprised when the Methodist minister told them that 1,000 people came to a church celebration in Peterborough. Pupils develop a good awareness of people's feelings and express this in discussion and in some very sensitive and reflective work in art and poetry. They are involved in devising codes of conduct and values for their class and they know how to behave. Through lessons, visits and visitors, they are developing a good understanding of their own culture and that of others such as Hinduism. They raise money for charities and willingly carry out their classroom duties. Pupils in Year 6 undertake their responsibilities around the school with considerable maturity. The Year 5 pupils interviewed by inspectors were very articulate and discerning when expressing their views about the strengths and weaknesses of their experiences at school. However, they do not have an opportunity through a formal strategy, such as a school council, to contribute their views to the development of the school.

9. Children in the Reception class make satisfactory progress in their personal, social and emotional development. Most children behave well, listen to and help each other, and have good levels of self-confidence, for example, when measuring different objects independently of an adult. However, they do sometimes become a little restless and distracted towards the end of a session.
10. Behaviour in the school as a whole is good, a similar picture to that reported at the last inspection. The school is a calm and orderly environment. Pupils continue to be polite, friendly and pleasant with visitors. They are happy to engage in conversation. Behaviour is often very good in lessons, in direct response to the very good behaviour management skills of many staff. For example, Years 3 and 4 pupils behaved excellently when they went outside on a windy day to undertake a series of physical exercises and compare their pulse rates. Pupils on the special educational needs register for behavioural difficulties also responded very well to the very effective support they were receiving during the week of the inspection. However, there has been one fixed period exclusion during the past year following an incident of disruptive behaviour. Behaviour outside at breaks and lunchtimes is not as secure as that in classrooms. Although parents are generally satisfied with pupils' behaviour, they do have concerns about the amount of bullying and rough play that results in a considerable number of minor injuries. The Year 5 pupils interviewed were confident that bullying incidents are sorted out effectively by the headteacher. They confirm that there are problems on the playground, mainly because it is too small for all year groups to be together at the same time, but also because pupils do not always show the appropriate level of respect for the mid-day supervisors. Inspectors found that even space on the field is rather restricted and that there is little for pupils to do apart from those who bring in their own skipping ropes.
11. Attendance and punctuality are satisfactory. Attendance rates have declined from the good levels reported at the last inspection, but have improved over the past year and are now in line with the national average. This improvement is partly because a few pupils with particular attendance problems have now left the school, but also because the school has taken effective measures to improve attendance. Unauthorised absence has been higher than the national average because the school is appropriately rigorous in insisting that parents provide written explanations and requests for absence. Children in the Reception classes are developing good habits of attendance.

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

12. The overall quality of teaching is good. No lessons were judged to be unsatisfactory, whilst two lessons were judged to be excellent. This indicates that the school has improved the quality of teaching since the previous inspection, despite a period of staff instability in the intervening period. The quality of teaching for children under five is satisfactory. The school is currently managing a temporary situation effectively.
13. Teaching of English is good and teachers are secure in their knowledge of the National Literacy Strategy. In Years 3 to 6, teachers make clear what they expect pupils to do during lessons and pupils have a clear understanding of what they should achieve. Teachers have a secure knowledge of the subject. Expectations of what pupils should achieve are generally high although sometimes the tasks set to higher attaining pupils require more challenge. In a poetry lesson judged to be excellent in Year 4, the teacher has both excellent subject knowledge and excellent relationships with the class. This motivates all pupils. They throw themselves into the writing task and this gives them a good sense of achievement. Lessons for pupils in Years 1 and 2, whilst generally satisfactory, sometimes lack pace and expectations are not high enough. This is reflected in tasks that are insufficiently demanding.
14. Teaching of mathematics is good overall, with some excellent teaching observed in Year 6. The National Numeracy Strategy has been effectively implemented in Years 3 to 6, and has had a positive impact on teaching and learning. Where teaching is excellent, the teacher has very high expectations of what pupils should do and learn and planning is excellent, which leads to significant pupils' success. Both teacher and pupils have established a very positive, warm partnership. However, although teachers in Years 1 and 2 use the National Numeracy Strategy as

a basis for their teaching of mathematics, there is unevenness between classes. In some cases the way in which the strategy is used is not as effective in catering for the needs of all pupils. Many pupils are uncertain about what they should be doing and higher attaining pupils are not equipped with the skills to attain up to their potential. This creates an imbalance of achievement between classes.

15. Science teaching is generally good. There is some good teaching in Years 1 and 2. For example when observing and comparing plant roots, pupils in Year 2 make good progress in understanding that there are a number of ways in which they can learn scientifically about plants through a variety of stimulating activities. However, there is a lack of consistent planning and time allocation between classes. In mixed age classes, such inconsistency affects the opportunities for pupils to learn according to their abilities and age. Teachers have high expectations of the way in which older pupils should present their work. Pupils in Years 5 and 6 record their experiments and observations well. Their books show that they increasingly have opportunities for their own scientific investigation and enquiry. However, the tasks set for higher attaining pupils sometimes lack sufficient challenge. The quality of learning in ICT is good, with particularly effective teaching in Years 3 to 6. Here teachers' confident subject knowledge enables pupils to attain standards above those that would be expected for their age. Pupils in Years 5 and 6 construct sophisticated slide presentations using sound, animation, text, photographs and graphics, some of which are drawn from Internet sites. Older pupils are given many opportunities to use their skills in other subjects. They make good progress in understanding how ICT may enhance their learning in areas such as mathematics, science and English.
16. The quality of teaching in Years 1 and 2 is satisfactory. Good and very good teaching was seen in many subjects in some classes. The management of pupils in the classroom is good overall, which helps pupils to work with concentration and interest. However, there are inconsistencies between classes, which are apparent in a number of areas. The quality of marking of pupils' work varies from class to class. In English and science it is sometimes missed or is cursory and does not relay enough information to pupils about their progress and aims, particularly for higher attaining pupils. The volume of work varies in some subjects, for example in science, which indicates inconsistent planning and time allocation between classes. There is a lack of clarity about learning objectives in geography, and pupils' learning in music is unsatisfactory.
17. Teaching among older pupils in Years 3 to 6 is good. It is having a positive effect on improving standards. Teachers are clear about what they want pupils to achieve in lessons and their planning reflects this. They know their pupils well. Very good working routines are established. This is reflected in the high level of effort that pupils put into their work and the sustained levels of concentration evident in many lessons. The teaching of mathematics is very good and teachers generally set precise targets for pupils so that they understand what they are doing and how they can improve. Very good questioning and discussions help pupils to see clearly the progression from one task to the next.

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

18. The school's curriculum is satisfactory. Although this judgement is similar to the one reached at the last inspection, curriculum provision has improved since then. Several key weaknesses were found on that occasion: for example, the absence of an overall curriculum plan for the school, no individual subject plans and inadequate coverage of data handling in mathematics. These weaknesses have been largely overcome, although there is still work to be done to ensure that these developments lead to improved academic standards, especially in Years 1 to 2. The school has effectively implemented the national strategies for teaching basic skills in literacy and numeracy in most classes. All subjects have plans that take account of nationally recommended schemes of work. Data handling is well covered in mathematics as well as in other subjects of the curriculum. The school now has an overall school planning framework based on a two year planning cycle.
19. All statutory curriculum requirements for the National Curriculum are met. Religious education provision meets the requirements of the locally Agreed Syllabus. Personal and social education,

including citizenship, is taught as a specific subject within the school timetable, as well as being provided for within the teaching of other subjects. Health, sex and drugs issues are effectively included within this provision.

20. The curriculum provided for children in the Reception classes is sound overall. It is appropriately based on the national guidance for pupils of this age and provides a broad range of opportunities for children to achieve the nationally prescribed learning goals for children at age five. At the moment, the provision for literacy and numeracy is more rigorously developed than the provision for the other four areas of learning. Progress is being made in bringing these other areas into line. The school has plans for the development of the management of the Foundation Stage to make further progress in this area.
21. The curriculum provided for pupils in Years 1 and 2 has a number of critical shortcomings and some areas are unsatisfactory, in spite of recent developments. Inconsistencies exist in teachers' planning between classes. The needs of higher attaining pupils are not adequately covered. National Curriculum requirements in geography and music are inconsistently covered. The provision for the average and lower ability pupils is consistently sound, and sometimes good, right across the curriculum. In most cases, teachers' plans are well targeted to help these pupils develop sound basic skills. In art and design, and in ICT, the provision is good for pupils of all abilities. In contrast, in the core subjects of English, mathematics and science, higher attaining pupils are insufficiently challenged through the planned curriculum. This is a long-term trend and they do not make the progress of which they are capable given their prior attainment. This is especially the case for Year 2 pupils in the Year 1 and 2 classes. Similar deficiencies are evident in the planning for all pupils in geography and music. Teachers' failure to match the provision in these subjects to the National Curriculum requirements, and expected levels of attainment, leads to underachievement and significant gaps in pupils' learning. The variable quality of teachers' medium term plans indicates that team planning is not as consistently effective as it should be. Class timetables show that time allocations to some subjects vary between the two Year 1 and 2 classes, and are not always in line with the school's published time allocations. Curriculum planning in these years needs to be thoroughly reviewed in terms of what is taught, the attainment levels to be achieved, the teaching time available and the requirements of the National Curriculum.
22. The curriculum for pupils in Years 3 to 6 is satisfactory. Basic skills are increasingly well taught as a result of careful implementation of the national literacy and numeracy strategies, and the good use made of additional funds to support the pupils' learning in literacy and numeracy. The effect upon standards is evident across the full ability range in all Year 3 to 6 classes. On the whole, planning is well matched to pupils' ages and abilities, and opportunities for pupils to develop and practise their basic skills are well provided for throughout the curriculum. For example, the way that the teaching of ICT skills is woven into the different subject plans is a strength. Teaching and learning in other subjects also benefit from effective cross-curricular planning; for example, use of literacy is planned for in history and religious education, and numeracy in science, geography, and design and technology. However, these links stem predominantly from the initiative of individual teachers or teams of teachers, not from whole-school plans and guidance. The result is some variability in the quality of provision across the different subjects; for example, in science, geography and physical education. The plans for these subjects, although drawn from nationally recommended schemes of work, do not always take sufficient account of the particular circumstances of the school. For instance, the fact that classes are mixed-age and that the provision for raising the attainment of the higher attaining pupils is an area identified by the school. The school acknowledges that this is the next step in the development of its curriculum. It is now well placed to take this step.
23. The provision for pupils' personal, social and health education is satisfactory. A revised policy, including citizenship, has recently been implemented and is working well. Teachers are given guidance about the topics to be covered and the areas of the curriculum where this might be done. At present the school does not have a separate plan for this area of its work. This would enable teachers to know exactly what has to be covered in order to ensure continuity of learning in pupils' personal development.
24. The school provides a satisfactory curriculum for pupils with special educational needs. They are soundly supported by teachers and learning support staff and benefit from the full range of

experiences provided. There is efficient maintenance of strategies for writing individual plans for learning. However, as administration time is limited, and as the special educational needs register is substantial, parents and pupils are not yet sufficiently involved in the discussion of targets and learning plans.

25. Pupils have equal access to the curriculum. Boys and girls are treated with equal value and respect, whatever their backgrounds, circumstances and abilities. When pupils are withdrawn from lessons for extra-help, the school is careful to ensure that they make up what they have missed, and that these sessions are timetabled at different times of the day and week. The school's commitment to equality of opportunity for all pupils, published in its Home/School Partnership statement, is well met for the vast majority of pupils. Only in respect of some of the higher attaining pupils does the school's commitment to pupils fall slightly short of its aspirations.
26. The curriculum is very successfully enriched by activities, both within and outside lessons. The emphasis on "richness and breadth" within the curriculum is matched by a variety of visits to places or events of educational enrichment such as the London theatre, concerts, exchange visits abroad, and visits to a mosque. The emphasis on first-hand experience successfully works its way into the classroom teaching; for example, in the way that history is taught as something to be experienced, not just listened to or read about. Pupils recall with great animation the time that they were Victorian children for a day. Some parents' concern that the school offers only a limited range of activities outside lessons is not supported in practice. Activities out of lesson times are provided in virtually all areas of the curriculum. This is an impressive achievement for a school of this size.
27. At the time of the last inspection, the school's provision for pupils' spiritual, moral, social and cultural development was reported as sound. It is now good overall. The only weakness noted in the last inspection report was the need to make pupils more aware of the diversity of the society in which they live. This is no longer a shortcoming. The provision for pupils' cultural development is directly and effectively promoted in many subjects, notably art, music, history, geography and religious education. The exchange visits to Europe, and the five-day residential visit to London, add significantly to the enhancement of pupils' cultural awareness. The school's provision for pupils' moral and social development has made similar gains. This is reflected in the good standards of pupils' behaviour, their very good relationship with each other and with adults, and the ways in which they accept personal responsibility for making the school a worthwhile community for everyone involved. The part played by teachers in leading by example is impressive. This helps to underpin the values and attitudes expected of pupils, as individuals and as citizens. This is well illustrated in the pupils' production of their own set of "school values", within the theme, "We all agree". It also supports the social and moral messages provided more directly through the curriculum and at other times, concerning people's rights and responsibilities. Such is the focus on teamwork planned within the Freiston residential visit, and the emphasis on rules and sanctions provided by the visit to the local magistrates' court.
28. The only aspect of pupils' personal development that has not kept pace with these improvements is the provision for pupils' spiritual development. While the provision is satisfactory, there is a lack of policy, and guidance about precisely how the school intends to nurture pupils' spiritual development. Examples of good incidental practice in lessons abound, but little evidence of shared teaching strategies for fostering spirituality across the school. This absence is highlighted in assemblies which, although they have appropriate themes, fail to provide the kind of physical environment, focus, or strategies for encouraging inner reflection. This is a missed opportunity and needs review.

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

29. The school provides satisfactory care for its pupils. The school has maintained its provision in respect of care and welfare. Arrangements for child protection and for ensuring pupils' welfare, health and safety are sound. The relatively newly designated teacher for child protection is well briefed in her role and has an effective understanding of local procedures and support agencies, but has not yet attended a training course. Governors, some of whom have a particular expertise in health and safety, are carrying out their responsibilities appropriately; for example, they are undertaking a thorough review of the school's health and safety policy and have a sound plan for

improvements such as the replacement of the playground fence. The school has identified a potential hazard at the end of the day, when many of the pupils are collected by parents who are crowded on the narrow pavement outside one of the school exits. Even after involving the police and road safety officers no satisfactory solution has been found to this. Two members of staff are fully qualified in first aid, there is now a medical room and all minor accidents are recorded; these are improvements since the last inspection. There is a sound programme to ensure that pupils are aware of healthy and safe living; for example, during the inspection, Year 3 and 4 pupils were learning about the importance of taking exercise.

30. The school's procedures for monitoring and improving attendance are good and have been effective in raising attendance rates over the past year. Registers are now well kept and absence totals are transferred weekly to a computer program so that patterns can be quickly identified. The administrative staff play an important role here and the Educational Welfare Officer is involved appropriately. Both the school and the local education authority award certificates for 100 per cent attendance.
31. The school's procedures for monitoring and promoting good behaviour are satisfactory. They are very good in classrooms where most teachers and support assistants have very effective techniques for reminding pupils, including those with special educational needs, of the expected standards of behaviour. A range of reward systems that are often successful in motivating pupils to work hard and behave well supplements these techniques. For example, in Years 1 and 2 the reward is 'golden time' when pupils choose their favourite activities, and for older pupils there are arrangements for a 'star class' and 'star pupils' of the week. The Year 5 pupils interviewed by inspectors said that there are also house points and merit award systems, but that these can be rather confusing and rewards are not always awarded fairly. A significant number of parents have concerns about the way in which bullying is handled in the school. Inspectors found that individual cases are dealt with appropriately, and pupils confirm that the incidence of bullying has declined over the year. However, the school has not undertaken a rigorous review of its procedures to consider how improvements can be made. For example, the pupils themselves have not been consulted. Nor have strategies been identified to raise pupils' levels of respect for mid-day supervisory assistants, or by introducing more games and activities for pupils to do outside at breaks and lunchtimes.
32. The school provides satisfactory personal support and guidance to pupils, so that by the time they leave they are well prepared for the next stage of their education. Children under five are helped to settle into school life by an effective 'staggered entry' system. However, their personal development has been disrupted this year by the high turnover in staff. As pupils progress through the school, they are helped to gain in confidence and maturity through their daily contact with teachers and the opportunities provided through extra-curricular activities, trips and residential visits, links with the community and partner schools and provision for moral, social and cultural development. There are some missed opportunities in assemblies and target-setting to support and guide pupils. Progress in pupils' personal development is not clearly and consistently assessed, recorded and monitored.
33. The recently introduced procedures for assessing pupils' attainment and progress are good. Pupils' abilities are tested in language and mathematical understanding when they first enter school giving teachers a clear indication of children's learning needs.
34. Year 3 to 6 pupils are assessed annually in mathematics and English and progress is beginning to be carefully tracked in order to ensure they continue to achieve at the right level. In science and the non-core subjects, teachers keep on-going records that match pupils' achievements, termly, against identified targets. Overall, the assessment, recording and reporting of progress have been improved since the previous inspection.
35. Although the procedures now in place are good they do not have sufficient impact on the standards seen because information gained about the different abilities of pupils is not used to inform curriculum planning. This applies particularly to pupils capable of higher attainment who are consequently not sufficiently challenged by the curriculum planned for them in mathematics and science.

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

36. Parents have mixed views about the school but they are broadly satisfied with what it provides and achieves. A greater proportion responded to the inspection questionnaire than five years ago and parents are now more positive about key areas such as the school's expectations for their children and the progress their children are making. At the meeting with inspectors, which was well attended, parents said that they are happy with the attitudes and values promoted by the school, giving examples of the 'book buddy' scheme linking older pupils with Reception children and the visits to elderly residents at the time of harvest festival. They were also pleased with the quantity and quality of the extra-curricular opportunities, including residential trips abroad, which are provided for older pupils. On the backs of the questionnaires, some parents commented very favourably on the support provided by individual teachers and the school as a whole. However, these views were balanced by a number of concerns expressed by a significant minority of parents. These focus around the school's partnership with them; the information they receive, especially on the support provided for pupils with special educational needs; their feeling that higher attaining pupils are not stretched; inconsistencies in the provision of homework; their lack of confidence that the leadership of the school deals effectively with incidents of bullying; and the approachability of the school. Some concerns are aggravated by the significant levels of teacher turnover during the past two years. The last inspection report suggested that the school should regularly evaluate its contacts with parents and modify practices where appropriate. Although some improvements in practice have been made, the school has not regularly consulted parents to check their views on how well the partnership is working.
37. The quality of information provided for parents is satisfactory overall. A good feature is the termly curriculum information supplied in a consistent format by each class, which also shows year group and individual targets in literacy and numeracy and how parents can help, especially with mathematics. The governors' annual report is informative about what pupils and the school have achieved over the past year. Monthly newsletters give clear details about staffing changes and forthcoming events. Parents at the meeting said that the school would telephone if there were a problem. The school is appropriately planning to develop further its communications with parents using ICT. Teachers' annual reports provide satisfactory information about pupils' attainment and parents have a sound range of formal opportunities to discuss their child's progress. They do not, however, have easy access to their child's teacher or the headteacher at the start and end of the school day. The school's security arrangements are such that parents, including those with children in the Reception classes, are not allowed to bring or collect their children from the playground or classroom. This inhibits the effectiveness of the school's links with parents and carers. Some parents attend the weekly 'family' assembly but staff make little contact with them at this time.
38. Parents have a good impact on the work of the school and make a satisfactory contribution to their children's learning. A good number of parents help in the school and make a particularly significant impact on provision in physical education. Several parents take up paid work as classroom support or mid-day supervisory assistants. Parent governors are very active, as is the Parent Teacher Association that organises social and fund-raising events involving the whole community. There is good involvement of parents in developing their children's literacy skills in the Reception classes through books sent home. Inspectors agree that there are inconsistencies in the provision and monitoring of homework across the school, but also found that a few parents are not always as supportive of their child's homework as they might be, especially as their children get older. Parents generally ensure that their children attend school regularly and on time. A few do not always set a sufficiently high example of respect for teachers and other adults connected with the school; the school is appropriately working on a code of conduct for adults and children when in communication with the school. Parents of pupils with special educational needs are not sufficiently informed about and involved in their children's education and support arrangements.

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

39. Leadership and management of the school are satisfactory. There is a common sense of purpose and direction. The school runs smoothly on a day-to-day basis. This is instrumental in providing stability and a good working environment for pupils. There is a suitable mission statement from which derive overall aims. Consistent whole school strategies ensure that aims are broadly realised. Only in the drive for higher standards is the school a little less convincing. Monitoring of school provision and evaluation of strengths and areas for development have not yet led to the eradication of some inconsistencies; in planning, in time allocations to subjects, in the quality of marking and in the giving of homework. However, relationships are positive and make a strong contribution to the success of the school. The school has efficient strategies for the overview of lessons. All staff and members of the governing body take part in this. However, the management structure does not give sufficient power to subject managers to ensure that they can achieve consistency and good practice in planning. The monitoring of teaching and learning has led to a significantly improved quality of lessons. It is too early for this to have led to measurable improvements in test results. Part of the improvement in teaching is due to appraisal and the identification of performance management targets. Part of it is due to the contribution of newly qualified teachers. The school has given these members of staff good support and guidance as they settle into their new career. Recent changes of staff have not helped the management of subjects. Delegation of responsibilities has been difficult. Many staff hold very new management responsibilities or are taking on added roles in a temporary capacity. Management structures are not yet sufficiently stabilised for subject managers to play a full part in extending the good practice that already exists. The role of the special educational needs co-ordinator is a complex one. Steps have been taken to implement the new Code of Practice for special educational needs. However, there is insufficient time currently available to involve parents and pupils in identifying targets for progress.
40. The school has good budgeting systems. Governors are well involved in setting spending priorities. They monitor spending regularly. The headteacher and administrator manage good and efficient financial procedures. This ensures that staffing levels are adequate and that staff have the learning resources they need. There is a suitable school development plan that identifies the most important priorities for development. It shows who is responsible for developments, when they should take place and how much they should cost. Additionally the school identifies the criteria by which it can measure the success of developments. The plan is complex and has many priorities, some of which are not achieved. The role of the governing body has seen considerable improvement since the previous inspection. They are clear about their role. They play a significant part in the school management structures. They take a proper part in writing the annual report to parents. They know a great deal about the school's strengths and areas for development. Now that their internal structures for management are clearly identified, and now that their involvement in the work of the school is higher profile, they recognise that they are in a better position to be evaluative and to take positive decisions to support the work of the school and its desire for higher standards. The school makes very good use of new technology. The use of computers in ICT has improved a great deal since the school was last inspected. Some pupils make good use of computers to keep a track of their knowledge of the library books they have read. Most teachers make good use of a computerised system for planning. There is efficient use of computers in the administration of the school.
41. Despite recent staffing difficulties, the school has an adequate number of skilled and qualified teachers. Newly qualified teachers have made a significant impact on the work of the school. There is effective provision of learning support assistants. In many cases they have a very good partnership with teachers, although there are ways in which their time can be used more effectively. The accommodation is suitable for the needs of pupils and to enable the curriculum to be taught effectively. Its maintenance and cleanliness give good support to the learning environment. Resources are sufficient to support lessons, although the library has not had the benefit of new books recently. The school is aware that outdoor provision for the Foundation Stage is not satisfactory.
42. In applying the principles of best value, the school is aware of the need to compare itself with others, to challenge its standards, consult with other agencies and to compete for good value in its spending. Overall, given its standards, quality of teaching and leadership and management the school provides satisfactory value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

43. The headteacher, governing body and staff of the school should:
- (1) raise standards of attainment in music when pupils are seven and in geography when pupils are seven and eleven (paragraphs 3 107, 108, 109 and 122) by ensuring that pupils in Years 1 and 2
    - receive the full range of National Curriculum provision in music, and,
    - are given sufficient opportunity to learn geographical skills, so that this can be successfully built on in subsequent years:
  - (2) review arrangements for planning and monitoring the curriculum for pupils in Year 1 and Year 2, with the objective of achieving consistency of practice across classes in year groups, (paragraphs 2, 4, 13, 16, 21, 22, 25, 35 and 76) making sure that
    - time allocation to subjects is appropriate,
    - tasks match pupils' needs,
    - homework becomes a consistent aid to learning and
    - subject managers have an overview of what is planned and taught:
  - (3) make greater use of the assessment data available to ensure that all pupils are challenged in their work and make regular step by step progress, monitoring the curriculum and progress made by boys and girls (paragraphs 2, 35, 70, 71, 86 and 92):
  - (4) take steps to identify the concerns of some parents, subsequently taking effective action to develop and improve the school's partnership with parents (paragraphs 31, 36, 37 and 38):
  - (5) review the role of those with management responsibilities, ensuring that they are enabled to capitalise on their evaluations, to make improvements and bring about consistency in their area of responsibility ( paragraphs 39, 86, 111, 116 and 125):
  - (6) provide regular management time for the special educational needs co-ordinator so that the expectations of the new code of practice for special needs can be fully implemented, particularly in ensuring the participation of parents and pupils in developing individual education plans (paragraphs 24, 38 and 39).

Minor issues:

Arrangements for pupil play at break-time and lunchtime (paragraph 10)

Planning for children in the Foundation Stage (paragraphs 20 and 45)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	23

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	15	25	17	0	0	0
Percentage	3	25	42	29	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 about two percentage points.

### 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)		274
Number of full-time pupils known to be eligible for free school meals		20

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		67

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	21

### Attendance

#### Authorised absence

	%
School data	5.8
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.8
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	17	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	17
	Girls	13	13	14
	Total	29	28	31
Percentage of pupils at NC level 2 or above	School	91(82)	88 (87)	97 (90)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	17	17
	Girls	13	14	14
	Total	29	31	31
Percentage of pupils at NC level 2 or above	School	91 (85)	97 (85)	97 (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	20	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	16
	Girls	9	10	13
	Total	21	25	29
Percentage of pupils at NC level 4 or above	School	64 (79)	76 (68)	88 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	17
	Girls	10	10	13
	Total	25	25	30
Percentage of pupils at NC level 4 or above	School	76 (79)	76 (74)	91 (92)
	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	1
Pakistani	0
Bangladeshi	0
Chinese	1
White	231
Any other minority ethnic group	8

*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)	12.2
Number of pupils per qualified teacher	22.5
Average class size	24.9

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

Total number of education support staff	7
Total aggregate hours worked per week	138

#### **Qualified teachers and support staff: nursery**

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

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **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	1	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	516 942
Total expenditure	514 276
Expenditure per pupil	1 905
Balance brought forward from previous year	21 190
Balance carried forward to next year	23 856

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	274
Number of questionnaires returned	93

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	43	54	3	0	0
My child is making good progress in school.	35	56	4	2	2
Behaviour in the school is good.	32	52	8	4	4
My child gets the right amount of work to do at home.	13	55	22	10	1
The teaching is good.	29	57	8	3	3
I am kept well informed about how my child is getting on.	16	37	30	16	1
I would feel comfortable about approaching the school with questions or a problem.	34	42	15	6	2
The school expects my child to work hard and achieve his or her best.	35	57	6	1	0
The school works closely with parents.	15	35	33	14	2
The school is well led and managed.	23	42	17	9	10
The school is helping my child become mature and responsible.	25	58	10	1	6
The school provides an interesting range of activities outside lessons.	17	42	19	6	15

### Other issues raised by parents

An unusually high number of parents made written submissions to the inspection team. Most of these raised concerns about individual matters. These have been part of general discussions with the school. Some parents have a concern about the way in which bullying is dealt with and resolved. Others question the arrangements for dealing with special educational needs, both of pupils having difficulty in learning and those capable of higher attainment.

## **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**

44. Provision for children in the Reception classes is satisfactory overall. This is broadly consistent with that which was previously reported. The school is better at helping children to build upon their early language and numeracy skills, especially in speaking and reading, than at teaching writing. This is because teachers have adapted planning well to the national frameworks for those subjects. As a result children get off to a good start and continue to make steady progress. Planning for the other areas of learning is less effective because learning objectives for the activities are not always clear and sometimes not linked meaningfully enough to other learning. When this happens children's skills and their curiosity are not sufficiently challenged so they do not acquire skills and understanding as quickly.
45. When children come into Reception classes their achievements are at the level expected for their age. Early assessments show that a few children achieve higher than average in mathematical and language skills. All children make satisfactory progress and most are in line to reach the levels expected of them by the time they leave Reception class. Some children exceed expectations in language and literacy and mathematical skills.
46. The quality of teaching in the Foundation Stage is satisfactory overall. Teaching of reading, writing and number skills is good because skills are tackled in a systematic way. This enables children to achieve well by building on their earlier learning. Teaching in knowledge and understanding, physical and creative development is satisfactory. Children are provided with a suitable range of activities and experiences but what is planned does not always extend them sufficiently. Teachers provide well for children's personal, social and emotional development.

### **Personal social and emotional development**

47. On starting Reception class most children are confident enough to leave parents and carers and settle into daily routines. They show their increasing independence for example in hanging up coats and preparing themselves for registration and in dressing and undressing themselves for physical development lessons. Children build trusting relationships with teachers and classroom assistants. This helps them to feel settled and secure. They develop friendships with peers, often sharing activities in pairs or small groups. They express their feelings for others, sometimes in writing for example 'I like .....because s/he sits beside me'. Children develop a sense of 'place' and 'community' and behave appropriately when attending assemblies or during 'circle time'.
48. Teachers have appropriately high expectations of children and encourage them to consider how their actions might affect others. Children are expected to take turns, listen to others and help to tidy up after activities. There are good opportunities for children to learn the skills of co-operation and negotiation. This was demonstrated well in the way children enjoyed playing inside the large cardboard boxes that became 'houses' or 'space ships' as the children were led by their imagination.

### **Communication language and literacy**

49. Children make steady progress overall in this area of learning because of the teaching they receive. Children speak and approach reading confidently and most make good headway with their writing. By the time children leave Reception class the majority reach the targets set for their age. Some children exceed those targets and read and write sentences independently.
50. Children listen with enjoyment to stories such as traditional tales or The Jolly Postman. They retell stories accurately putting in the important dialogue, such as what the Three Bears said when they came home. Some children select books to read and enjoy sharing them, but others

are discouraged because of the uninteresting organisation and display in the book corner, which do not inspire children to browse quietly.

51. Basic skills are taught well. There is a good focus on the teaching of letter sounds and key words and most children use their knowledge to write simple words. Some children attempt more complex writing for example when sending a 'birthday card' to Goldilocks. The majority of children write their names unaided.
52. Children hold pencils correctly and know that print goes from left to right. They trace over writing accurately when practising letter shapes and show reasonable control when writing without prompts.
53. Teaching in this area is good overall, which results in the steady and sometimes good progress seen in reading and writing skills. Literacy sessions are well planned and all adults work effectively with groups during the planned activities. Opportunities for children to develop their 'language for thinking' in other areas of learning is inhibited because too often exploratory play is not punctuated by adult intervention to extend their descriptive and expressive vocabulary.

### **Mathematical development**

54. The school's baseline assessments show that children start their Reception year with average mathematical knowledge and understanding for their age. Most children increase their number skills at a steady rate because of the sound teaching in this area. By the end of their Reception year most children count reliably beyond ten objects. They know the sequence of ordinal numbers and the days of the week. The concepts such as 'bigger and smaller' 'light and heavy' are reinforced in number work and when children use multi-link cubes to balance the weight of an object or when sorting the 'Jolly Postman's Parcels' by size or weight. Higher attaining pupils are challenged by more demanding tasks. For example, they calculate the value of coins to twenty or fifty pence, and add and subtract numbers to ten and make their own 'number books'. Children recognise common two-dimensional shapes and use directional language accurately to control the movements of programmable toys.
55. Teachers plan numeracy lessons well. They are clear about what children are to learn and plan worthwhile activities to consolidate children's understanding. For example, some used a computer programme to match the sum of coins to the cost of posting parcels sent by story characters. Although learning opportunities within planned mathematics time are good the chances to enrich children's awareness in other areas of learning are missed. For example, too little was made of the counting opportunities during a music session, and exploratory play with sand, water and dough did not have a mathematical challenge.

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

56. Children's general knowledge about the world around them is in line with that expected of their age when they start school. Teachers build satisfactorily on their earlier experiences so that achievements meet the expected standards by the time children leave Reception.
57. Scientific knowledge is improved when children plant sunflower seeds and observe their rate of growth. They enjoy comparing their plants to see which is making the most progress. Children have watched very carefully through magnifying glasses the tank with frogspawn that turned from tadpoles into young frogs before their eyes. This has been an exciting experience for them.
58. Children are given satisfactory opportunities to build with a variety of materials as well as construction kits. Children develop their computer skills well in the computer suite and when working independently in the classroom. They show good control of the mouse when moving images around the screen or when clicking on an icon to use a 'paint' function.
59. Teachers provide good opportunities for pupils to develop their sense of place. This was supported well by the use of a video recording showing features of Crowland and the area around the school that children could recognise and locate. Discussion about their favourite place promoted good language development and awareness of the locality in which they live.

- 60. Children learn about themselves and how they have changed. This is supported very well by a collection of photographs annotated with children's ideas for example 'when I was a toddler I could .....now I can.....'. Children begin to understand that there are cultures other than their own by learning about traditional celebrations such as Divali.
- 61. Teachers provide a satisfactory range of experiences in this area of learning, but often these are not meaningfully linked through planning to other work. For example there are few tactile displays for children to explore or follow up what they have been taught and not always the adult support to encourage questions so that children learn the language of cause and effect.

### **Physical development**

- 62. When children start school most move freely without inhibition and show expected levels of control in their body movements. They make satisfactory progress throughout their Reception year showing increasing awareness of others in the space around them and in their ability to climb, balance and sequence movements. Most travel around, under and over balancing equipment with confidence, showing good co-ordination and control. Children learn to listen and respond to given signals, adapting their movements, for example to represent different characters in a story.
- 63. Children manage finer movements well. They handle small tools confidently, for example when moulding and shaping malleable materials, and manage clothing and fastenings mostly without help.
- 64. Although children have satisfactory opportunities indoors to develop physical skills, outdoor provision is currently unsatisfactory. The school recognises this and there are plans to develop an outside area so that children have consistent access to large climbing apparatus and a range of wheeled toys. Teaching is satisfactory overall. Space and equipment are not always used effectively enough by teachers to encourage more imaginative movements.

### **Creative development**

- 65. Children's achievements are in line with expectations for their ages when they come into Reception class. Teachers build satisfactorily on earlier experiences by providing suitably challenging opportunities for children to work with a wide range of materials. Children explore colour, texture and shape and express ideas in different ways, for example by creating designs using seeds and pulses. They work creatively on larger scale models when building the 'Giant's House' from recycled materials.
- 66. Children develop musical skills satisfactorily. A good selection of percussion instruments is available to help them explore rhythm and sounds. Teachers do not always make the most of these opportunities by talking about the instruments, asking the children to describe the sounds they make, or by providing displays where children explore sounds independently.
- 67. There are satisfactory opportunities for imaginative role-play. 'The Jolly Postman's Post Office', effectively promotes speaking and writing opportunities and children play co-operatively to act out well known stories using dough, for example to make 'props' such as Goldilocks's birthday cake or the three porridge bowls.
- 68. Adults who help in Reception class work effectively with children when they are designing and making models or painting, but children's imaginative play is not always sufficiently stimulated by adult interaction.

### **ENGLISH**

- 69. Standards observed in English by the end of Year 2 and Year 6 match the standard expected for seven and eleven year olds. This is similar to the results of National Curriculum tests and

represents an improvement in the standard of writing in the school overall since the previous inspection. National Curriculum test results for the attainment of seven year olds in 2001 in reading are broadly similar to the national average and in writing results are above average. When these results are compared with those of similar schools, results are below average. However, the school makes the case that similar school comparisons measured against free school meals are unreliable in this local education authority and the inspection team agrees with the school. Most pupils perform at the average or above average levels in the tests in reading. Fewer pupils remain on levels below those expected for seven-year-olds. In writing, most achieve within the average to above average range but fewer pupils achieve the highest levels possible. Fewer pupils than in most schools remain at a level below expectation for their age. There are no consistent trends of gender difference in attainment. There are differences from year to year but no patterns emerge from the data. Results vary from year to year. Over a period of five years, the overall trend is upwards, although improvement in results is limited.

70. National Curriculum tests results for eleven-year-olds in 2001 indicate attainment that is broadly in line with the national average. This has been the trend in recent years, although the school is improving only marginally compared to the national trend of improvement. The inspection team has raised the similar school comparisons because of the local situation of free school meal uptake. When results are compared with similar schools, achievement in English is below average. Here there is a consistent trend of gender difference: boys perform below the performance of girls by more than a term of progress. The school trend of overall improvement is steadily upwards, but the steps of improvement are small. In 2001, although slightly more pupils than average gained the higher level, significantly more pupils than average remained on a lower level.
71. Standards in the work seen are very similar. Pupils achieve standards at seven and eleven that match those expected nationally in speaking and listening, reading and writing. In the work seen of seven-year-olds, they listen attentively, especially when concentrating on the content of the introductions to lessons. The accuracy of their responses shows that most have listened well. They respond properly to simple instructions. They join in discussions and conversations. Most contributions are relevant and expressed articulately. Some pupils are more difficult to understand because of the local dialect. Many eleven-year-olds are avid listeners and speakers. Some delight in mature talk, for example, when exchanging views about books and authors, or arguing about favourite footballers. Almost all respond well to more complex instructions, for example, when listening to the teacher's explanation of a different sort of task. Pupils of all ages are almost unfailingly willing to wait, be patient and observe the conventions of discussion and structured argument.
72. Reading standards for seven-year-olds match the standard expected nationally. Pupils have good word recognition skills. Higher attaining pupils read fluently and expressively with a good eye for punctuation. Average attaining pupils are not quite as fluent and hesitate slightly at words with many syllables. Lower attaining pupils have reasonable word recognition, although there are some minor omissions, not self-corrected and some word reversals. All pupils with whom reading interests were discussed had a favourite book, often the books they were reading then. They know the difference between fiction and non-fiction, although their book skills are frequently sketchy. For example, although they recognise the terms 'author' and 'illustrator' they do not know how fiction and non-fiction books are arranged in the library. It is then difficult for them to find a book by a favourite author or a non-fiction book with specific information they need. They have some understanding of the way in which a contents page is be used but, although they know where to find the index of a book, they do not know how to use it.
73. Reading standards for eleven-year-olds match the standard expected nationally. Higher attaining pupils read with clear and expressive voice without error. Average attaining pupils read accurately and fluently. Rare errors are self corrected and the sense of what they read is maintained. Lower attaining pupils read with occasional errors using word-building skills to work out unfamiliar words. However, punctuation is not well read and this restricts understanding of the text. Higher attaining pupils are confident about the use of contents and index. Good explanations of the glossary show that they understand this useful book feature. Other pupils are less confident about conventional library layout. They use colour coding rather than the number reference system, although some

have an understanding that the 'Green library book' (a cataloguing reference book) can help find a book with specific facts they are researching.

74. Writing standards for seven-year-olds match the standard expected nationally. Pupils write for a good range of reasons. They write poetry, letters, recipes and instructions. While handwriting is not neat it is usually legible. Even higher attaining pupils make frequent spelling errors (for example, 'scared' becomes 'scead' and 'very' becomes 'verry'). The content of what pupils write is good: they have good ideas. However, punctuation is rarely used well, except in specific punctuation exercises. Pupils have regular opportunities to practise cursive writing skills but their joined handwriting does not appear consistently in other pieces of writing. There is some good use of literacy skills in other subjects. For example, a good account was given of 'London's Burning' as an exercise in history. However, many pieces of work in other subjects require the completion of a worksheet. This inhibits the use of literacy skills, especially for higher attaining pupils.
75. Writing standards for eleven-year-olds match the standard expected for pupils of this age. As with younger pupils, eleven year olds have good ideas and write expressively and with style across a wide range of types of writing. They re-tell 'Macbeth' accurately. They write one side and both sides of an argument. They write to persuade and motivate. They write their own sensitive poetry. Year 6 in particular wrote very sensitive haiku (a Japanese form of poetry) on feelings. They write their own plays. However, there is still a lack of 'correctness' in the writing. For example, a higher attaining pupil wrote 'would of' rather than the correct 'would have'. Another pupil spelt 'wears' as 'wheares'. Although some pupils use speech marks correctly at times, other more basic punctuation is frequently omitted. Pupils learn good cursive writing skills. Some Year 6 pupils present their work beautifully: some do not use the skills they have developed in handwriting sessions.
76. The teaching of English is good overall. Lessons seen ranged in quality from excellent to satisfactory. The best teaching was seen in Years 3 to 6, although there was one very good lesson with a Year 1 class. The most consistent strength of teachers is the management of pupils. This is a common feature in all classes, even when the pace of the lesson is slower, where teachers are less confident with the content of their lessons or where tasks are less closely matched to prior attainment. In the best lessons, teachers are brisk and demanding. Pupils respond well to this. Tasks are carefully matched to challenge pupils' existing knowledge and understanding and to motivate them towards learning new skills. Where teaching is at its strongest, relationships are good and are characterised by a gentle sense of humour. This does not get in the way of the content of the lesson; rather it encourages pupils to enjoy what they are doing and to work hard. The volume of work of individual pupils presented for analysis shows that they concentrate on their tasks. There are some inconsistencies in the quality of teaching, aspects of which show through in the work sample. Some pupils get good quality homework that reinforces and further develops their skills. Some pupils get homework in inconsistent patches. There is a good home and school dialogue in reading for some pupils. In some cases, the home and school dialogue does not support the learning needs of pupils. There is some good marking. The best marking seen gives the pupils praise for what has been done well, identifies what can be done to improve the work and refers to the pupil's targets for further progress. Marking in some classes is cursory and unhelpful: sometimes just a tick or an encouraging word. Where additional support is available to teachers, this is usually used efficiently. Learning support assistants are frequently targeted to support specific pupils with special educational needs. This benefits the progress made by these pupils. Sometimes support assistants are passive during lesson introductions. Opportunities to be more involved in assessment and support for individuals are lost when they are not involved more actively.
77. The curriculum for English is satisfactory. The national strategy for teaching literacy skills has been implemented effectively and now forms the framework through which English is taught. The school supplements the literacy strategy with specific teaching in areas of need. Some of these needs have been identified through the analysis of assessment data. Sufficient provision is made for learning spelling and handwriting, although some of these skills get scant attention from some pupils. There is good use of literacy skills in other subjects, for example in some history and religious education tasks. However, the whole school use of literacy skills is diluted by the use of work sheets. There is limited evidence of the use of ICT in pupils' exercise books but there is

good evidence of word processing in ICT folders and on display in classrooms. However, there were infrequent opportunities for pupils to use computers as an aid during English lessons, for example, to compile notes or to support the learning of spellings. Some pupils make good use of the library as part of their English curriculum. It is not clear whether or not all pupils do this consistently. A lack of familiarity with library features on the part of some pupils suggests that there is not a consistent use of reading for independent study. Some pupils make good use of the library ICT facility for checking up on books read. There are good strategies for assessment across a range of English skills. The school makes effective use of non-statutory tests in English to help the creation of whole school targets. However, not all the data available to the school is used to its fullest extent. Assessment is used successfully in Years 3 to 6 to set and group pupils by ability. This works well. There is a three-year trend of the under attainment of boys compared with that of girls. This trend has not yet been successfully reversed through using assessment data to modify the curriculum for boys.

78. Two members of staff currently manage the subject area on a temporary basis. At present, the management of the subject is in a maintenance phase. There are a number of significant priorities for a new subject manager to develop. One is to eradicate the inconsistencies in homework and marking between year groups and between classes. . Another is to develop strategies so that pupils use the good skills they are learning more consistently in their extended writing. The library does not encourage the development of good reading for independent learning. The space is good. The shelves are used for a number of purposes and this is confusing for younger pupils. Many books are elderly. There has been no recent investment in quality books for research. Books are not stored consistently according to good library practice: fiction by author's surname and non-fiction using a standard reference system. Other resources are suitable, adequate and well used. Standards in writing have improved since the previous inspection.

## **MATHEMATICS**

79. Attainment by the end of Year 2, and Year 6, is in line with national averages. Although this matches the standards reported at the time of the last inspection, there is evidence of recent improvement in standards in Years 3 to 6, but not in Years 1 and 2. A key factor in the Year 3 to 6 improvement is the consistently high standards of teaching pupils now receive. The newly qualified teachers have played a major part in this development.
80. In last year's National Curriculum tests (2001) for seven year olds, the school's results were in line with national averages for the proportion of pupils achieving the national standard (level 2), but below average for those exceeding this level (level 3). The school's test performance since 1997 remains virtually unchanged from year to year, gradually falling behind national improvements and failing to match the standards found in schools of similar intake. Inspectors find little change in the performance of the current Year 2 pupils. Most pupils achieve the national standard. This represents good progress for the sizeable minority of pupils who entered the school with below average numeracy skills. In contrast, only a relatively small number of pupils achieve higher standards. This small number does not reflect the proportion of above average pupils when they entered school. Underachievement by the higher attaining pupils at age seven persists as a significant feature in the school's performance.
81. The school's National Curriculum test results for eleven-year-olds show a similar lack of progress between 1997 and 2001. Although overall results tend to match national averages, the underlying trend when compared to schools nationally shows a slightly above average proportion of pupils reaching the national standard for Year 6 pupils (level 4), but a significantly lower proportion of pupils exceeding this level. Compared to schools of similar intake, standards are below average. National comparative data also indicate that last year's Year 6 pupils performed below the national average in the progress they made since taking the National Curriculum tests at age seven. Inspectors found a much more positive picture in the standards being achieved this year in Years 3 to 6. Very good teaching, coupled with effective planning and the impact of national initiatives to help raise standards, have positively affected pupils' achievement right across the ability range, but particularly that of the higher attaining pupils. The school's weakness in this area appears to be well on the way to resolution.

82. By the end of Year 2, most pupils have an appropriate grasp of basic number facts, but many still need a lot of support to manipulate numbers mentally. Most pupils confidently count orally up to 100, and beyond; count in 5s and 10s, and know their 2 times multiplication tables. Pupils recognise odd and even numbers, and simple number patterns. They successfully identify the major two and some three-dimensional shapes. Pupils understand some basic measures; they tell the time on analogue clocks, and measure length in centimetres. They are less clear about other forms of measure such as litres and kilograms. Pupils develop a sound understanding of simple fractions, such as halves and quarters, and many write these in numerical form. Their mathematical vocabulary is developing appropriately.
83. Although the majority of pupils in Year 2 make appropriate progress, especially those who entered the school with limited number skills, others fail to make the progress they should. This is more evident in one mixed Year 1 and 2 class than the other, where many pupils tend to lack confidence and understanding when handling numbers. Not enough attention is given in the teaching to ensure that pupils' learning is systematically focused on building up a range of different ways and methods of working with number. Too often pupils either guess or remain silent when faced with a simple calculation. The higher attaining pupils in both classes are generally under challenged. Scrutiny of their completed work shows little evidence of higher attainment; for example, pupils working with negative numbers, gathering data and representing this graphically, or pupils extending their knowledge of fractions. In contrast, pupils with special educational needs are well supported. Their learning is appropriately targeted to meet their needs.
84. By Year 6, the vast majority of pupils of all abilities have an appropriate, or better, grasp of their multiplication tables. The emphasis placed on mental work has resulted in pupils handling mental arithmetic confidently and accurately. Almost half of the top ability group, comprising some three-quarters of the Year 6 pupils, made no mistakes when doing a mental test on fractions that required a rapid recall of the full range of multiplication tables. Pupils have a sound knowledge of two and three-dimensional shapes. They measure and draw angles accurately and know how to calculate the area of a flat surface. Pupils in the top group relate fractions to decimals and convert one to the other, realising that equivalent fractions can be broken down to make the conversion to decimals easier. In all of the lessons seen in Year 5 and 6, pupils confidently identify and explain the strategies they use when working with larger numbers. For example, in the middle ability group, pupils were quick to point out that an easy way of calculating three quarters of 800 is to take three quarters of 100 and multiply it by 8. Similar levels of confidence are evident in the Year 3 and 4 classes. Pupils in the middle ability group recognise that 90 degrees is one quarter of a full turn, and rapidly calculate that three quarters of a full turn is 270 degrees. Pupils make good use of their numeracy skills in other subjects, particularly in ICT. They create spreadsheets to record their progress in mental tests. In science, they use line and frequency graphs to record their findings, and in geography in Year 3 and 4 pupils produce climate charts in their topic work on India. Weaknesses in pupils' achievement in data handling, a key shortcoming reported at the time of the last inspection, are no longer an issue.
85. The quality of teaching and learning in Years 1 and 2 is satisfactory overall. In Years 3 to 6, it is very good and pupils' learning is good. In all classes, teachers develop very warm and positive relationships with pupils and manage them well. The same consistency, across all classes, is not evident in the planning for pupils' learning. Planning in the Year 1 class is well matched to the needs and abilities of the pupils and the teaching is well focused towards achieving lesson objectives that are precisely formulated. In contrast, planning in the Year 1 and 2 classes is sound for the majority of pupils, but often inadequate for the higher attaining pupils, who tend to underachieve as a result. In some instances, it is not clear what teachers expect of them in terms of National Curriculum standards of attainment. In each of the Year 1 and 2 lessons seen, this group of pupils was not sufficiently challenged by the tasks set for them. Lessons were appropriately structured but lacked rigour and demand. This stands in marked contrast to the teaching in Years 3 to 6 which is full of spark, stimulation and pace, allied to very thorough lesson planning. Lessons have a distinctive buzz about them. Pupils enjoy the challenge. They work hard, listen carefully and make good progress. Shortcomings in pupils' prior learning are effectively overcome by consistently high quality teaching. This establishes very clearly the skills and knowledge that pupils need to develop in order to attain the standards of which they are capable.

86. The subject is well managed by the subject manager within the limitations of the school's current management systems for raising standards. The National Numeracy Strategy has been appropriately implemented throughout the school, and assessment and monitoring arrangements are now in place for checking on standards and taking action. As yet, neither of these developments has had sufficient impact on tackling the school's lack of progress in raising standards, the latter because they are too recent, and the former because the subject manager's role is still not adequately developed as a vehicle for development planning. As a teacher and team leader in Years 3 and 4, the current subject manager is able to effect developments very directly and effectively in the Year 3 and 4 classes. Beyond this, her capacity to bring about improved standards throughout the school is limited.

## **SCIENCE**

87. When pupils are seven and eleven years old, the standards they achieve in science match those standards expected nationally. This represents a decline in standards among eleven-year-olds since the previous inspection report. However, there has clearly been a recent upturn in pupils' attainment after a significant fall since the previous inspection. This is demonstrated by the continuing trend of improvement over the last three years in national tests following a significant fall in 1998. Fewer pupils than is usual in most schools achieve the higher levels possible at this age.
88. Most pupils in Year 2 have an appropriate understanding of living things, materials, and physical processes in science. For example, they describe how ice changes in various conditions through experiments and write about the life cycle of a frog. In a lesson on plant growth, pupils understand that plants have a variety of roots and that roots are essential for plant growth. They observe and record their findings in a variety of ways. They recognise that plants grow from seeds and produce a recognisable vegetable. Most pupils respond to suggestions about how to find things out about roots. Pupils' books show that they record their work in a systematic way in their own writing. However, exercise books show that there is considerable variation in standards and volume of work between classes and ability groups of pupils. Few pupils attain standards that are significantly better than the average.
89. Pupils, including those pupils with special educational needs, make satisfactory progress as they move through the school. In a Year 4 lesson on how to help plants grow well, higher attaining pupils make predictions about how a plant grows. They recognise a fair test by carrying out an ongoing experiment with varying amounts of water given to a number of the same size of tomato plants over time. The results are entered regularly into a spreadsheet on a computer and the results made into a chart. Pupils in Year 6 have acquired an understanding of the appropriate range of scientific knowledge. For example, they have carried out experiments with forces in water, soil, electric circuits and evaporation. They show an understanding, through well-presented written work, of how to communicate their findings using appropriate scientific language. In a Year 6 lesson, pupils examine and observe a variety of plants, recording in a table what conditions best apply to good growth, such as direct sunlight, wind and depth and kind of soil. However, few pupils work above the expected level for their age. For example, there is little evidence that they are identifying their own approach to answering scientific questions or selecting apparatus for a range of tasks.
90. Teaching in science is good overall. There is some good teaching in Years 1 and 2. For example in a lesson on plant roots, pupils in Year 2 make good progress in understanding that there are a number of ways in which they can scientifically learn about plants. The teacher provided a variety of stimulating activities in a highly paced lesson. However, there is a lack of consistent planning and time allocation between classes. In mixed age classes, such inconsistency affects the opportunities for pupils to learn according to their abilities and age. This is having a particular effect on the attainment of higher attaining pupils, whose books show a wide variation in the volume of work from class to class.
91. Good and very good teaching throughout Years 3 to 6 was seen in lessons during the week of the inspection. Teachers are giving pupils increasing opportunities to do investigative work and scientific enquiry. This is beginning to have a positive effect on standards. In a very good lesson in Year 4 concerning plants and water, the teacher provides the opportunity for pupils to investigate

how a plant takes up water in groups as well as carrying out ongoing experiments on the growth of plants over time. Significant previous learning and acquisition of skills is evident in the confident way pupils go about measuring, observing and adding to their results in a spreadsheet on the class computer. The good use of resources in a Year 6 lesson on the conditions needed for plant growth stimulates pupils and maintains a high level of interest. Pupils work with energy and discuss the conclusions they are reaching and the best way to record them, often excitedly disagreeing. Teachers give pupils many opportunities to write for themselves when recording their experiments and the high expectations of methodical work is reflected in pupils' books. However, teaching mixed age classes of varying abilities demands that pupils tackle challenging work according to age and ability. There is currently little evidence, in exercise books seen, that higher attaining pupils are being given opportunities to extend their skills and knowledge.

92. Consistent and structured assessment procedures exist across the school. This resolves the issue raised at the previous inspection. Substantial and detailed data is now available on pupils' attainment in science. However, whilst the subject manager has achieved much in this direction, there is still insufficient use of the information to raise the attainment of higher attaining pupils. It is important for teachers to have a common view of their aims on behalf of pupils.

## **ART AND DESIGN**

93. Standards seen in art are better than typically seen at the end of Years 2 and 6. These high standards have been maintained since the time of the last inspection.
94. There have been some improvements in the provision of resources and in the overall quality of teaching. At the same time national subject guidance has added strength to the curriculum in that teachers are clearer about what is to be planned and taught. Assessment procedures have also been introduced which enable teachers to more easily judge progress and standards.
95. The quality of teaching and learning seen in art lessons is consistently good. Basic skills are taught well because teachers have secure subject knowledge. This was evident in a lesson for Years 5 and 6 pupils who made very good progress in their understanding of and ability to add perspective to their drawing because the teacher demonstrated the technique simply and clearly. Teachers establish very good relationships with pupils. This promotes a very good working environment in which pupils behave sensibly and accept some responsibility for their own learning. For example, in one lesson, pupils were able to evaluate the work they had done earlier, decide how they might improve it and select the resources they needed to continue their work. Teachers' planning and organisation of lessons are good. Resources are prepared in advance so that pupils engage quickly in activity without any loss of time. This was especially rewarding to a Year 1 group who were able to make a simple printed design having the satisfaction of achieving the lesson objective.
96. Work is attractively displayed around the school indicating the value teachers place on pupil achievements. An impressive range of work is displayed in the 'gallery'. This includes work that shows very sensitive use of paint and pastel as well as some three-dimensional exhibits in clay.
97. Detailed observational drawings of plants and fruit, work in fabrics depicting the seasons and some good representation of sun flowers in the style of Van Gogh contribute to the range of work seen in Years 1 and 2. Pupils also make good use of the environment to observe shapes and textures that they later recreate in clay tiles or papier-mâché sculptures.
98. Pupils in Years 3 to 6 benefit from visits to the Tate Gallery or the Tate Modern where they improve their knowledge of art by studying works by Mondrian, Dali or Matisse. Pupils develop techniques in drawing and collage in other subjects such as science when using recycled materials to create 'human' shapes or using the computer to recreate the delicate patterns in Hindu design or computer generated landscapes.
99. Art is managed well by the subject manager whose expertise and enthusiasm for the subject ensures challenge and high standards are sustained. Areas for improvement, including the development of sculpture and pottery and possible links with local artists, have been identified along with subsequent in-service training for staff. Resources are plentiful and of good quality. This enhances the work produced throughout the school. There is no current evidence of ICT being used to support learning in art and design.

## **DESIGN AND TECHNOLOGY**

100. Standards seen in design technology remain in line with expectations at the end of Year 2 and Year 6.
101. Since the last inspection the use of national subject guidance to help curriculum planning has resulted in a better focus on designing and making skills. Resources have also been enhanced to meet the demands of the topics now planned.
102. Only a small number of lessons were seen due to the organisation of the school's timetable. However on the evidence of pupils' work displayed and teacher's planning, as well as the taught lessons observed, teaching and learning are satisfactory overall.

103. Year 1 and Year 2 pupils generated good ideas for playground designs because their teachers took them to the local park to see how the playground equipment worked. Afterwards, Year 2 pupils collaborated well when working on their own designs. Year 1 pupils used different materials imaginatively to construct model slides. Teachers questioned pupils well to help them clarify ideas before beginning work. In one lesson there was good support from a parent who probed pupils' ideas helping them to solve problems about how to fix materials together.
104. Work displayed in Year 3 and Year 4 classrooms shows that pupils have learned appropriate skills in designing and evaluating their work. After examining purses and money containers, pupils then designed and made samples of their own. The use of card, however, represented only limited progress in making skills, as there were no tests or evaluations of different materials to decide which would have been most suitable for that product. Consequently opportunities to work with a range of materials were missed.
105. In Years 5 and 6, pupils construct 'moving toys' using cam systems to 'create movement'. Pupils learn the difference between rotational and linear movement and how one can cause the other giving them a clearer insight into mechanical movement.
106. The subject is managed satisfactorily. The curriculum is planned in a two yearly cycle to ensure that pupils gain a variety of experiences using different materials. The subject manager, through talking to pupils about what they have done, monitors the quality of work. There are few opportunities to work alongside colleagues to see work in progress. No ICT was seen that supports work in design and technology.

## **GEOGRAPHY**

107. Attainment at the end of Year 2, and Year 6, is below that found in most schools nationally. This represents a fall in standards since the last inspection when attainment was reported as in line with national expectations, albeit that a substantial minority of pupils was not reaching this standard. Higher attaining pupils, in particular, were reported to be underachieving. Also noted was a lack of specific attention to the requirements of the National Curriculum, low expectations by some teachers, and inadequate provision and use of resources generally. Many of these weaknesses persist in the teaching of Years 1 and 2 pupils. The situation is much improved in Years 3 to 6 as a result of good planning and teaching. Nonetheless, pupils are unable to make up all of the lost ground by Year 6.
108. By the end of Year 2, pupils' knowledge of the United Kingdom and the world is unsatisfactory. They know something about their own locality and use street maps appropriately. They construct their own plans of the area around the school, and have a basic understanding of how to use co-ordinates to find places on a map. Few pupils, including higher attainers, have experience of using an atlas, while many do not know what an atlas is. When shown an outline map of the world, many pupils did not recognise it. Pupils develop few fieldwork skills; for example, learning how to carry out simple weather surveys. Overall, by age seven, pupils are poorly prepared for the more challenging work that lies ahead.
109. By the end of Year 6, pupils have made significant progress because they are well taught. This was evident in their work on India in Year 3 and 4, on Korea and Japan in Years 5 and 6, and in their studies of the Crowland locality. They enjoy the subject and see its value to them. Effective links with their history studies also help; for example, the work undertaken on tracing Drake's circumnavigation of the globe. Pupils successfully distinguish between continents and countries and know the capital cities of the major world nations. They use atlases and know how to interpret the physical features represented on maps. They are not familiar with Ordnance Survey maps. Although by Year 6 pupils do well to develop an appropriate body of geographical knowledge, they still do not have sufficient skills to conduct an in-depth comparative or investigative study for themselves.
110. Teaching overall is satisfactory, but is variable in quality. In Years 3 to 6, teaching is largely good. In Years 1 and 2, it is less effective. Although all teachers manage pupils well, there are

clear differences in the quality of teachers' planning across the school. In Years 1 and 2, teachers' lesson plans are unsatisfactory. They lack sufficient focus on the precise knowledge and skills pupils are to learn, both in relation to their age and abilities, and in relation to National Curriculum demands. The medium-term plans are inadequate, in some cases, as tools for helping pupils to attain appropriately. In Years 3 to 6, on the other hand, team planning effectively identifies pupils' needs and tries to match these to the standards expected of pupils nationally. Imaginative and challenging teaching, coupled with good use of resources, is raising standards of attainment and pupils' interest in the subject. Too often, however, the pace of learning is slowed by teachers having to go back to make good the gaps in pupils' skills and knowledge.

111. The failure to improve standards in recent years results from inadequate attention to checking how effectively the school is meeting national requirements. This situation has now been procedurally rectified. However, current arrangements place responsibility for action on the three team leaders. This is a weakness. There are examples of the use of ICT to support research in geography.

## **HISTORY**

112. Attainment by the end of Year 2, and Year 6, is in line with that found in most schools nationally. This matches the standards found at the time of the last inspection. The previous inspection report identified a number of weaknesses in teaching and learning, including underachievement by many of the higher attaining pupils, unchallenging teaching in some classes and limited resources. These shortcomings have been largely overcome. A lot of the teaching, especially in Years 3 to 6, is very stimulating and imaginative. Resource provision is much improved. Overall, there is now a greater consistency in the quality of the provision and in the progress pupils make.
113. By the end of Year 2, pupils have an appropriate understanding of what is meant by the past. They know that our knowledge of the past is built up in lots of different ways; for example, from pictures, written documents and artefacts. When studying the Great Fire of London, they realise that much of our information about the fire comes from Samuel Pepys, who was present at the time. They successfully explain why the fire spread so rapidly and write accurate descriptions of the events that took place. When examining artefacts, pupils offer simple explanations for differences between the present and the past; for example, that in Victorian times there was no electricity and that Victorian homes were very different to our own.
114. By the end of Year 6, pupils have made appropriate progress in developing their historical knowledge and skills. They know the outline "facts" of the periods they study. They confidently recall the main events of the Tudor period, including an explanation of Henry VIII's quarrel with the Pope. Pupils articulate the main differences between one period of history and another, and when these occurred. They develop an infectious desire to know more about the past as a result of the way the subject is presented and taught. Their accounts of life as an evacuee in World War II, while imaginatively reconstructed, are nevertheless firmly embedded in the history of the period, as recorded by people who had undergone the experience. Pupils know the value of evidence and its importance to historians. They also understand the importance of words such as "how", "why" and "when" in the development of historical knowledge.
115. The quality of teaching is satisfactory in Years 1 and 2, and good in Years 3 to 6. Teachers have very positive relationships with pupils in all classes. They manage pupils well and bring history to life for them. This is aided by a strong focus on first hand-experience, both in the use of artefacts and in visits to local sites and museums. The way teachers used the occasion of the replacement of the bell ropes in the local abbey (carried out once every 200 years) to arrange for pupils to place written evidence of their visit at the top of the bell tower, knowing that this evidence would not be discovered until 2202, is an impressive example of this approach. This participatory approach is carried over into lessons. Pupils, especially in Years 3 to 6, are constantly challenged to explain why things happened as they did, and how we know about them. The slightly better teaching and learning found in Years 3 to 6 is the result of more effective planning to ensure that pupils increase their skills and understanding progressively as they move up the school. In Years 1 and 2, teachers' planning is not as clear about how historical knowledge and skills are developed in relation to pupils' ages and prior attainment over the two years. Topics sometimes draw too little distinction between history, art, design and technology and literacy,

with the result that the requirements of the National Curriculum are not always as effectively covered as they might be.

116. Improved management of the subject has had a greater impact on raising the quality of provision in Years 3 to 6 than in Years 1 and 2. This is because the subject manager role is still not sufficiently well developed to ensure that she is in a position to monitor standards and support development in all classes throughout the school. Currently, the subject manager has little access to the work of Year 1 and 2 classes. Pupils have opportunities to use computers to research information for history.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

117. The attainment of seven-year-old pupils matches the standards expected nationally. Eleven-year-old pupils attain standards that are above those expected nationally, which is an improvement since the previous inspection report.
118. Year 2 pupils have a good understanding of handling text in a word processing program. They confidently describe how to change size, style and colour of text according to their needs. Some pupils understand how to compose their writing directly on to the screen, changing and improving their work as they progress. They know how to access information on a CD-ROM to help their learning in subjects such as geography and science. Mathematical skills are enhanced through entering data collected on the volume of traffic at given times of the day and making pie charts and bar charts of the results. Pupils are confident in their handling of the mouse and keyboard when using an art program. They produce good quality computer artwork of, for example, snowmen, using a wide range of tools and effects. However, their knowledge of planning and giving instructions to make things happen is weak. They describe giving on-screen robot instructions to make it move with single commands, but do not understand how to plan for more complex movements involving a short series of steps.
119. Pupils, including those pupils with special educational needs, make good progress as they move through the school. Pupils in Years 3 to 6 have many opportunities to use their ICT skills to support their learning in other subjects. For example, pupils in Years 3 and 4 use a spreadsheet in science to record the measurements they are taking over time of the growth of tomato plants under various conditions. They produce computer-generated charts of the results. Year 5 and 6 pupils gather information from CD ROMs and the Internet for a wide variety of topics in subjects such as history and geography. They demonstrate confident skills in framing questions for searching the Internet for relevant websites. In a mathematics lesson, higher attaining Year 6 pupils use a spreadsheet to monitor, independently, their own test results. They interpret their results, analysing the best, worst and average scores with comments on progress. They demonstrate sophisticated skills in predicting and interpreting their work, which they present very clearly. Year 6 pupils have a highly developed knowledge of making slide presentations. They use advanced skills to make complex sequences of instructions for each slide in a series of up to six slides sometimes. They combine text, graphics, sound and animation that they have drawn from a number of sources including Internet websites. They choose topics independently such as "Looking after a parrot", "Our trip to the abbey", "Catching a mouse" and "Sharks".
120. Teaching of ICT is good overall, with some very good teaching in Years 3 to 6. Teachers have very good subject knowledge, which is very effectively used to enhance pupils' skills and knowledge. They are confident when demonstrating new techniques, using the computers and solving problems. This is evident in the skills pupils have previously acquired, and use as a matter of course during lessons. Teachers give older pupils a wide variety of stimulating tasks, which ensure that many lessons are exciting places to be. In these lessons, both teachers and pupils know what they want to achieve and share their ideas in a very productive learning environment. Very good classroom management is assured through very well established working routines and because pupils want to be involved in their work.
121. The subject manager is enthusiastic and has worked hard to develop the subject throughout the school. There have been substantial improvements in assessment procedures since the previous inspection report, with a portfolio of pupils' work being a particularly useful reference for all

teachers to share ideas and have a common view of standards. The progression of pupils' skills and knowledge as they move through the school is furthered through lesson observation, support, monitoring of planning and appropriate curriculum guidelines. Resources are good and used very effectively to enhance pupils' learning. Teachers have a very good understanding of the potential of the computer suite and appropriate software, which is widely used by all pupils in the school.

## **MUSIC**

122. Attainment in music is below the standard expected when pupils are seven. It matches expectations nationally when they are eleven. Insufficient music lessons were seen with Years 1 and 2 to make a judgement on the quality of teaching. However, it is clear from discussions with pupils that the full curriculum is not taught. Very little teaching was seen in Years 3 to 6. The teaching seen was good in quality and discussions with pupils and scrutiny of written work imply effective use of teachers' knowledge. Some elements of attainment in Years 1 and 2 have not been maintained since the previous inspection. Pupils do not listen to music on a consistent basis as part of their music curriculum.
123. Year 2 pupils sing a range of well-known songs. In assembly they join in enthusiastically, singing with good diction and sense of pitch. They use a selection of percussion instruments to reflect the words of songs such as 'Rain, Rain, Go Away'. However, they are unable to recall any occasion on which they have consciously listened to music and evaluated its structure, tone or effect. On the other hand, pupils in Year 6 recall music lessons with enthusiasm. They talk about songs they have written and performed in Christmas shows and assembly. They explain how to sing a round in two parts. In their written work, they listen to and evaluate music from a range of different styles, including classical western European music and music from other cultures. They identify their favourite movement from Holst's 'Planets' suite. They have a good general knowledge: of the instruments in the classical orchestra; of their own favourite pop-music that the teacher encourages them to play and discuss as part of some lessons.
124. There is insufficient evidence to make an overall judgement on the quality of teaching. Because pupils do not reach the standard expected when they are seven, the implications are that teaching is unsatisfactory over time in Years 1 and 2. The implication in Years 3 to 6 is that teaching is at least satisfactory. There is good use of teacher knowledge in the lesson seen. The work of pupils shows an insight on the part of teachers in the preparation of teaching materials and tasks that match pupils' needs. In the lesson seen, the teacher made good use of the classroom computer so that some pupils could do a task that matched the compositions task the rest of the class were making. Currently the school has no music subject manager and the overview of planning in the subject suffers as a result. The full curriculum is not taught in Years 1 and 2. As a result, pupils do not gain the expected skills and background of knowledge expected. This is not the case in Years 3 to 6 where there is sufficient teacher knowledge to ensure coverage of the curriculum. A good feature of music in the school is that older pupils keep a notebook with tasks that record their musical experiences. The school has done well to maintain the visiting peripatetic music service. Pupils with ability, potential and inclination learn to play a good range of instruments.

## **PHYSICAL EDUCATION**

125. Attainment at the end of Year 2, and Year 6, is similar to that found in most schools nationally. At the time of the last inspection, standards for Year 2 pupils were above national expectations, due largely to the expertise of individual teachers who have since left the school. Standards remain high in swimming throughout the school, as do the standards achieved by a minority of pupils, both girls and boys, when representing the school in local and regional sports events. The school offers pupils a wide range of sporting activities outside school, including football, netball, rugby, cricket, rounders and athletics, all of which are well attended and add significantly to the effective progress many pupils make in physical education. The help given by parents to this aspect of the school's provision, including helping with the teaching of games lessons within the school timetable, is considerable and is helping to raise standards. Pupils greatly enjoy the subject. The quality of the school's resources and facilities for the subject remains good.
126. By Year 2, pupils make good progress in swimming. Most swim unaided and confidently. In gymnastics, most pupils show appropriate control, co-ordination and balance in the activities they perform. They construct simple movement sequences, using changes of direction and pace. In the one lesson seen, pupils tended to be better at exploring different forms of movement than in producing high quality performance. However, the teacher's emphasis on high standards, and on examples of good practice, enabled most pupils to improve their performance. Pupils concentrate

well, try hard, and work safely in response to teachers' instructions and expectations. No dance lessons were seen.

127. By Year 6, a significant number of pupils achieve well for their age and physical abilities. All current Year 6 pupils achieve the National Curriculum expectation of being able to swim 25 metres unaided. Many are very strong swimmers, with appropriate water safety skills and awards. A number of pupils do well as members of local teams. The majority of pupils have sound games skills and an appropriate knowledge of the rules and principles of the sports they perform. Most catch and throw accurately, although their performance would be improved were teachers to be clearer about the technical skills involved in these activities; for example, in throwing a mini-discus or javelin. Pupils are aware of the need for exercise. They respond appropriately to routines and are supportive of each other in team situations. No dance or gymnastics lessons were seen.
128. The quality of teaching in the lessons observed was consistently at least satisfactory. In one lesson seen it was good. Teachers organise and manage pupils well. Lessons are appropriately structured, but teachers are sometimes unsure how to develop activities that enable pupils to practise physical skills that are clearly defined and taught. Teachers spend time explaining what pupils are to do, but not enough time on how skills are to be acquired. Activity levels drop when pupils are required to listen rather than perform. They remain uncertain about what they need to practise in order to improve. Teachers provide ample praise and encouragement. However, praise is not followed by evaluation of what is good. Although subject knowledge is sound, the quality of teaching and learning would benefit from a strengthening of teachers' personal knowledge of the subject. Further development of the school's scheme of work would help teachers understand better about the progression of skills. The school is well placed to do this.

## **RELIGIOUS EDUCATION**

129. Standards of attainment match the expectations of the locally Agreed Syllabus when pupils are seven and eleven. Standards have been maintained since the previous inspection. Pupils in Years 1 and 2 learn about stories from the Bible and have an understanding of some aspects of other world faiths. For example, they learn about Jewish places of worship and about the Jewish holy book. They enjoy their lessons when they are practically based, for example, in the recent simulation of a Christian marriage. Pupils in Years 3 to 6 build on their earlier knowledge and understanding. Good displays in classrooms help them understand aspects of Judaism and Hinduism. They make parallels between the practises of different religions, for example in the use of symbols. Some visits to churches support pupils' learning. This includes visiting a mosque on a field study visit to London. Pupils acquire a broad factual knowledge. There is less emphasis on learning from religion, although a worksheet was well crafted by a teacher to get pupils to explain their feelings and views about aspects of religion. A good aspect of pupils' learning in Year 6 is that pupils give good and mature reasons for learning religious education in school.
130. On the basis of the small amount of teaching seen, the evidence of teachers' planning and the samples of work, teaching is satisfactory. Teachers have good knowledge and understanding of the factual content of the subject. They are less adept at drawing out the learning from religion aspect. The work seen suggests effective coverage of the locally Agreed Syllabus. Tasks are appropriate to the content of the work but frequently require the completion of a worksheet. Some of these are effective where the teacher specifically designs them for the lesson and with the needs of the class in mind. Other worksheets do little to support the broad needs of the different ability groups within the class. There was no inspection week evidence of ICT being used to support learning in religious education.
131. The coverage of the curriculum is satisfactory. Some good use of visitors and visits enriches the curriculum. One lesson given by a visitor during the inspection was a particularly good piece of enrichment. There is some repetition within the curriculum. For example, study of Judaism is repeated in several year groups, without a great deepening of the content learned. Displays – both of pupils' work and of religious objects and posters – enhance learning across the curriculum. The Christian wedding ceremony work was well enhanced by posters, children's writing and photographs of the event. The subject manager is new to the role. She has a good understanding

of current provision and insight into what needs to be done to further develop the subject. Resources are adequate and well used.