

INSPECTION REPORT

GIRTON GLEBE PRIMARY SCHOOL

GIRTON

LEA area: Cambridgeshire

Unique reference number: 110610

Headteacher: Mrs Susan Baker

Reporting inspector: Tom Canham - 7523]

Dates of inspection: 1st – 4th October 2001

Inspection number: 197082

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Cambridge Road, Girton, Cambridge.
Postcode:	CB3 0PN
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Ann Bonnett
Date of previous inspection:	15 th April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Tom Canham 7523	Registered inspector	Geography; History; Science.	What sort of school is it? How high are the standards? How well is the school led and managed? What should the school do to improve further?
Paul Widdowson 13485	Lay inspector		How good are 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?
Susan West 22788	Team inspector	Art and Design; Design and Technology;[1] English; Music; Foundation Stage; English as an Additional Language.	How good are the curricular and other opportunities offered to pupils?
Tom Prosser 22669	Team inspector	Equal Opportunities; Information and Communication Technology (ICT); Mathematics; Physical Education (PE); Religious Education (RE); Special Educational Needs.	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the attractive village of Girton, close to the city of Cambridge, and most children attend school from the village, beginning at the start of the year in which they become five. It is housed in spacious post-war buildings, and has playgrounds, a swimming pool and a nearby recreation ground. There are 205 children on roll, of whom about 9% speak English as an additional language and 6% are from ethnic minorities. The proportion of pupils with special educational needs is below the national average. Children's achievement on entry is a little above average overall, although there is a wide range of ability. The proportion of children entitled to free school meals is low.

HOW GOOD THE SCHOOL IS

This is a very effective school that has improved substantially since its last inspection, takes good care of its pupils and achieves good standards. In the 2000 national tests, children at the end of Key Stage 1 achieved results that were above the national average in writing, and well above in reading and mathematics. Children at the end of Key Stage 2 were above the national average in science, and well above in English and mathematics. Teaching is lively, thorough and well supported by monitoring and advice. Leadership and management of the head and senior staff are a strength of the school, which now provides good value for money. Information Technology, however, still needs considerable improvement.

What the school does well

- Foundation Stage gives children a good start to school life.
- Standards at age seven and eleven in the core subjects of English, mathematics and science are good.
- Teaching is good, and there are very good arrangements for monitoring and supporting children's academic and personal development.
- Very good leadership promotes high standards and a very effective working relationship with parents.
- The governing body carries out its duties in exemplary fashion.
- Parents make a very good contribution to children's learning both at school and at home.

What could be improved

- Children's skills in information and communication technology are under-developed. They do not have sufficient experience of modelling, monitoring and control, nor use ICT often enough in other subjects.
- The presentation of children's work is not as good as it could be. There is not a consistent approach to setting out work, nor enough emphasis on the quality of handwriting.

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 last inspected in April 1997. It has made substantial improvement since then. Key issues have been tackled very well indeed. A new and very effective senior management team has been established, two-thirds of teaching is now good or better and a fifth is very good or excellent, with good arrangements and practice in assessment, and relationships with parents and the community have been markedly improved. National initiatives in literacy, numeracy, Curriculum 2000 and the curriculum for the Foundation Stage have been implemented efficiently. Significant improvements have been made in standards in the core subjects, provision for more able children is now good, and design and technology, which was well below expected standards throughout the school is now above the expected level at the end of Key Stage 1 and well above average at the end of Key Stage 2. ICT, on the other hand, still needs considerable improvement.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	B	A	C
mathematics	A	B	A	A
science	B	B	B	C

Key

well above average A

above average B

average C

below average D

well below average E

Unconfirmed results for 2001 have exceeded the statutory targets set for Key Stage 2 English and mathematics. Although these targets were somewhat lower than in previous years, due to the high proportion of children with special educational needs in the year group, the trend over the preceding four years has been one of steady improvement. Overall, the 2000 results were better than those of schools in a similar context, which is much to this school's credit. Lesson observations and scrutiny of work of children in Years 2 and 6 show that standards in English, mathematics and science are above average overall. Standards in design technology are above national levels at the end of Key Stage 1, and well above at the end of Key Stage 2, and are as expected nationally in other subjects except for information and communication technology, where they are still below expectations, and art and design and some elements of music, where no judgement could be made. Most children leaving the Foundation Stage for Key Stage 1 meet the government's early learning goals for this age group and many exceed them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Children have very positive attitudes towards school that enable them to learn well and make good progress. Pupils enjoy coming to school and find the work interesting and challenging.
Behaviour, in and out of classrooms	Pupils behave well. They are polite and show very good respect for the feelings and beliefs of others. A few exhibit challenging behaviour.
Personal development and relationships	Pupils' personal development is very good. All pupils have individual classroom responsibilities and the oldest pupils are very much involved in whole-school tasks. Relationships between children, and between children and adults are good.
Attendance	Attendance is good, and the school is improving punctuality.

TEACHING AND LEARNING

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

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

Teaching is good overall, and strongest in Key Stage 2. In two-thirds of the lessons observed, teaching was good or better and in a fifth of them it was very good or excellent. Very good lessons were seen in several subjects, taught by a range of teachers. In English, teaching is notable for the detailed nature of the planning, the clarity of learning objectives and the good use of plenary sessions to consolidate what has been learned and show what needs to be done next. In mathematics, the good quality of direct teaching has a marked effect on the quality of learning and achievement by pupils, due to teachers' good knowledge of the subject, high expectations of behaviour and learning and a rapid pace. Literacy and numeracy skills are well taught. Particular strengths of teaching are teachers' high expectations, the very effective management of children in most cases, and the quality of planning and assessment, all of which contribute strongly to children's pace and depth of learning. The teachers are alert to the needs of all different groups, including more able pupils and those with special educational needs; teachers know their pupils and their difficulties well and plan work accordingly.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. There is good use of trips and visits, and extra-curricular provision is very good. ICT, however, does not meet all the National Curriculum requirements yet.
Provision for pupils with special educational needs	Good. Children benefit from good quality support in lessons and some specialist teaching.
Provision for pupils with English as an additional language	Satisfactory. Children's progress is monitored carefully and they participate fully in all aspects of the school's work. The school makes the most of the limited specialist support available.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision for personal and health education, and for children's spiritual, moral, social and cultural development.
How well the school cares for its pupils	Good. A safe and caring environment, where good policies and procedures are well implemented.

Parents are pleased with the school and feel that it has improved considerably. Many help in classrooms and other activities. Parents' views are sought before coming to decisions on sensitive issues. All children's progress is carefully monitored and individual targets are set to help them improve. Social responsibility is learned in many aspects of school life, including the children's own School Council. Homework arrangements support children's learning effectively.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	A strength of the school. The school is very well led and managed with clear educational direction and very strong team working.
How well the governors fulfil their responsibilities	Excellent. The governing body fulfils its responsibilities most conscientiously, sensitively and effectively.
The school's evaluation of its performance	Very good. The school evaluates its performance rigorously, using statistical information to identify strengths and weaknesses and to help set priorities for development.
The strategic use of resources	Good. Expenditure and staffing are used well to achieve the aims of the school.

The headteacher and senior staff have been particularly effective in creating a culture where listening to the views of others and being prepared to change is the norm. Subject and other co-ordinators play key roles in monitoring and improving provision. There is a mutual confidence between senior management and other staff, which enables teachers to perform at their best and to feel valued. The school is well staffed, and qualifications are appropriate for the school's needs. The school site and building are spacious and provide good facilities that contribute well to children's learning opportunities. Equipment and books are of good quality and more than sufficient. Best value principles are applied well to management decisions and spending.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The standards achieved by children. • The school's insistence on good behaviour and consideration for others. • The way the school has improved over the last 5 years. • The very good relationships and links with parents, and good consultation. 	<ul style="list-style-type: none"> • Class sizes. • The amount of work children do at home. • Readier accommodation of parents' wishes by school management on some occasions.

The inspection team fully endorses parents' positive views.

The two large classes are satisfactorily supported by additional teaching staff, but the school is keeping the position under review.

Homework arrangements are effective and appropriate.

No evidence was found of undue reluctance to meet parents' wishes.

OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children are admitted to the school at the beginning of the year in which they are five. The intake varies, but children's attainment is a little above average overall. The present intake has settled quickly into school and most are in line to meet the early learning goals for their age, by the time they leave the reception year and many will exceed them. They are becoming confident in speaking and listening and in early reading, writing and number skills. Work provided is appropriately challenging and standards are often high.

2. The National Literacy and Numeracy Strategies have been introduced effectively. Lesson observations and scrutiny of work show that overall standards in English have been raised significantly since the previous inspection and now match national standards at the end of Key Stage 1 and are above national at the end of Key Stage 2. The last inspection judged them to be below the national average, and matching it, respectively. Standards in mathematics and science as revealed by this inspection are above national standards at the ends of both key stages. These improvements have been achieved during a period of considerable staff change at the school. Only two members of staff who were present at the last inspection are still working at the school. Both the deputy headteacher and the Key Stage 2 co-ordinator have been appointed during the last few months.

3. In recent years, the school's national assessment results for children aged seven in reading have been above national averages or, more recently, well above. In writing they were below average until 2000 when they rose above. In mathematics they have risen sharply from average to well above average or very high. The results for children aged eleven have been consistently above or well above average over the last three years, in all three core subjects. Compared with schools of similar background, the results in 2000 at the end of both key stages were at average levels, apart from mathematics where they were well above average. Unconfirmed results for 2001 indicate good achievements at the end of Key Stage 1, and targets almost met in mathematics and well exceeded in English at the end of Key Stage 2.

4. The school puts considerable effort into the analysis of data to find reasons for its results so that standards can be improved. Children's progress is very carefully monitored and the information gained is used effectively to plan programmes of work. Teachers ensure that activities planned are suitable for all abilities, including those who learn quickly and those who find it more difficult, often by providing different tasks for different groups of children. The school sets challenging targets for improvement, but is well placed to meet these. Individual targets are set for children, and these are discussed with them, and with their parents at consultation meetings each term. All this is having a positive impact on the raising of standards and is expected to continue to do so.

5. Children's listening and speaking skills and their standards of reading are good. They learn from an early age to take part in discussions and this is a particular strength in the school. Their writing is satisfactory, and could be better with more care in handwriting and presentation in general. In mathematics, their attainment is good. By Year 2 they can compute sums with a high degree of accuracy, and by Year 6 they use ratio and proportion to solve problems and are secure at rounding up decimals. In science, children set up simple experiments and understand the need for careful control of variables if a test is to be fair. Standards are good overall.

6. Standards in design and technology were well below expectations at the last inspection, but have been raised very substantially; children at the end of Key Stage 1 achieve standards above national expectations, and at the end of Key Stage 2 well above average. This is much to the school's credit. In art and design standards are now average at the end of Key Stage 1, although the last inspection found them to be below expectation; there was insufficient evidence to judge standards at the end of Key Stage 2. Standards in ICT, however, remain below expectations, but the school is now giving the subject overdue attention. Children are achieving at expected levels in geography, history, PE and RE, and in music (performing skills).

7. Scrutiny of children's work and lesson observations revealed no significant difference in the achievements of boys and girls. Most children with English as an additional language speak English fluently and achieve success across the curriculum. Those who are still at an early stage in the language achieve less well, but most are making satisfactory progress.

8. The achievement of children with special educational needs is good overall. Their individual education plans are detailed, and contain appropriate targets which both class teachers and learning assistants use effectively when working with them. The work of the learning support staff is valuable in helping children to experience success. The achievement of gifted and talented children is also good overall.

Pupils' attitudes, values and personal development

9. Pupils of all abilities, including those with special educational needs and English as an additional language, have very positive attitudes towards school that enable them to learn well and make good progress. Pupils enjoy coming to school and find the work interesting and challenging.

10. In lessons they are very attentive and concentrate well on the tasks they are given. Pupils share resources willingly and work well independently and collaboratively in pairs and in small groups. In the majority of lessons they listen carefully to the teacher, answer questions enthusiastically and take part in discussion.

11. Pupils' behaviour is generally good, although a few children exhibit challenging behaviour. In lessons they settle quickly and most work sensibly, concentrating on the tasks they are given. During play time they are lively and boisterous, but there is no evidence of rough or aggressive behaviour, isolation or harassment. Boys and girls play well together particularly in Key Stage 2. At lunch time pupils are well behaved. They are polite, well mannered, noise levels are acceptable and it is a very social occasion. Pupils move around the school in an orderly manner and open doors for each other and for adults. Pupils have a clear understanding of right and wrong and are aware of the school's code of conduct and expectations for good behaviour. They are involved in establishing their own classroom rules and consider the impact of their actions on others. They develop very good respect for the feelings and beliefs of others through religious education and a structured personal, social and health education programme. There was no evidence of bullying during the inspection. There were only two (fixed period) exclusions during the last year.

12. Relationships between pupils and between pupils and adults in the school are good. Pupils from different ethnic backgrounds are well integrated into the community and this is reflected in the ethos of the school. Pupils are happy to approach staff with any problems or concerns they may have. The residential visit for Year 6 pupils focuses on team building and has a significant impact on developing relationships.

13. Pupils' personal development is very good. All pupils have individual classroom responsibilities and the older pupils in Year 6 are very much involved in whole-school tasks which include helping in assembly, showing visitors around the school, helping the younger children in the cloakrooms and during wet playtime, and organising the lunch time roster. Each class has boy and girl representatives on the School Council, which meets regularly to discuss issues that affect the school. They organise fund-raising activities and have a say in choosing equipment for the playground. After school, many pupils enjoy a range of extra-curricular activities supervised by staff, which contribute to their personal development.

14. Attendance at the school is good, and above the national average. There are a small number of pupils who arrive late and the school has recently introduced a Late Book for pupils who arrive after registration. This has already had some impact on improving punctuality.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. Overall the quality of teaching is good. In 94% of lessons it is satisfactory or better, and in two thirds of lessons it is good or better, and in one fifth it is very good or excellent. In 6% of lessons teaching is unsatisfactory. This is a significant improvement since the last inspection when a quarter of lessons were judged to be unsatisfactory and only about one seventh were good or very good.

16. Weaknesses in teaching identified in the previous inspection have been tackled effectively and there have been significant improvements. There are three key factors that have been influential in the raising of standards in teaching. There have been significant changes in teaching staff since the last inspection. Teachers make good use of assessment to help them with their planning which has resulted in lesson plans incorporating differentiated work, which provides challenges for all pupils so that all learn at a good rate. The process of monitoring and evaluating teaching conducted by the headteacher and co-ordinators has had a positive impact on the quality of teaching as has the commitment of teachers to improve. In the two unsatisfactory lessons in Key Stage 1, one common feature was that the content of the lessons was not planned effectively to flow throughout the time. In the one unsatisfactory lesson in Key Stage 2 the teacher did not adapt the content of the lesson in response to a change of venue resulting in pupils' interest not being maintained and they became increasingly restless. These, however, are isolated examples amongst a good performance.

17. Particular strengths are teachers' high expectations, for example when a Year 6 group was made to think hard about the merits and demerits of political influences on schools in St Lucia, and the very good use of time, support staff and resources, for example the brisk pace and productive activities evident in most lessons. Teaching was less successful when the pace slackened so that pupils coasted or began to lose interest in a discussion, or when the lesson objective had not been grasped.

18. The teaching of English is good. Class teachers have a good understanding of the aspects of the National Literacy Strategy and they are confident in teaching the basic skills in all aspects of reading and writing. Planning for the literacy hour is effective and has been implemented well. Teachers have high expectations of their pupils and provide work that is well matched to the full range of needs and interests. The very good relationships between teachers and their pupils motivates and encourages even the most reluctant of readers and writers. On-going assessment through talking to individuals is a constant feature of English lessons. Comments in exercise books show how pupils might improve the quality of their work. Questioning is well used to challenge pupils' thinking and speaking skills.

19. Similar strengths and skills in teaching mathematics are prevalent across the whole school. In most of the lessons seen, the good quality of teaching ensures that pupils learn well. The teachers are putting to good use training in the principles of the National Numeracy Strategy particularly in sharpening pupils' skills in using number. Most of the teachers make frequent use of items such as individual white boards and number cards to allow them to quickly check each pupil's responses. In the majority of the initial mental number sessions, the pace is quick and the pupils are kept busy. In the more effective lessons, the teachers ask the pupils to explain how they arrive at their answers. Teachers present lessons in a variety of ways which capture pupils' interest, making them enthusiastic about number and giving confidence in their own abilities. Teachers manage children and resources efficiently and the learning support assistants give very effective support.

20. The small amount of teaching of information and communication technology observed varies from unsatisfactory to good. The few occasions during the inspection when direct teaching or pupil activities involving information and communication technology took place indicate that this area is under-developed. Some aspects of this curriculum area are not being addressed. Teaching in other curriculum areas is at least satisfactory and it is a strength in design and technology in Key Stage 2, where high quality questioning combined with giving children responsibility for their own learning leads to very good progress.

21. The teachers are generally alert to the needs of all different groups in the class. Boys and girls receive equal treatment and teachers use questions well to involve fully pupils of different attainment. The teaching of pupils with special educational needs is good. Class teachers know their pupils and their difficulties well and are very patient and caring. They plan work according to the underlying abilities of the pupils and address aspects identified in their individual educational plans. Teachers and learning support assistants are careful to ensure pupils with special educational needs are fully involved in class activities.

22. Teachers have a good knowledge and understanding of the subject they teach. They use the correct technical terms and subject specific language to develop pupils' knowledge and understanding. In a Year 5 lesson, for example, pupils demonstrated their understanding of the terms vertices, faces, open and closed as they sought to map the net of three-dimensional shapes. In a religious education lesson in Year 4 the teacher skilfully led the class discussion to enable pupils to appreciate and understand that heroines have ordinary as well as exemplary values. Planning in all classes clearly indicates what has gone before and builds upon previous learning. Work in most subjects is carefully planned to meet the individual needs of the pupils, with both the lower attaining and higher attaining pupils being given good support in their tasks.

23. The pupils and staff have very good relationships with one another and these add significantly to the quality of the work that pupils produce and the way in which they learn. The pupils feel that their contribution is valued and this appreciation helps build their self-esteem and encourages them to try harder. Teachers generally manage pupils very well and have high expectations of their effort and work.

24. The quality of day-to-day assessment is good. The teachers monitor the pupils' work well in the class giving encouragement and advice, as needed. In the majority of lessons, the teachers thoroughly assess the pupils' knowledge and understanding at the outset and then assess what they have learnt at the end of the lesson. Within the lessons teachers question pupils very well to gain insights into their levels of understanding and to challenge their thinking. In a small number of lessons, however, teachers ask questions that require too simple answers and do not ask supplementary questions to assess the depth of understanding. The teachers generally review their lessons well and use this information effectively to plan their future work.

25. The provision of homework is satisfactory. It is used well particularly in English and mathematics. In other subjects it is used well to consolidate and extend pupils' learning in class.

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

26. The curriculum offered to pupils in Key Stage 1 and Key Stage 2 is broad, includes all the recommended curriculum areas except for a few elements of ICT, and is suitably balanced. Time is regularly allocated for collective worship and following advice made at the last inspection, effective moments for inner reflection are now included.

27. The curriculum for children in the Foundation Stage of education covers all the recommended areas of learning. A secure outside play area is now established and here children have access to mobile toys. Opportunities for climbing, stretching, balancing and taking necessary risks are provided by use of the PE apparatus in the hall and by use of the adventure play area on the school campus.

28. All curriculum policies are properly documented. Curriculum planning has been improved and is now of good quality. Medium-term plans are suitably detailed and teachers meet together to complete their weekly planning. In this way they are able to consult with one another to ensure programmes of studied are followed. The progression and continuity of skills are assured in most subjects, but in art and design and music, where the Qualifications and Curriculum Authority guidelines are being adopted, skills are being built in from Key Stage 1 and have not yet had time to develop through the school.

29. The National Literacy Strategy and National Numeracy Strategy are effectively delivered and have been instrumental in raising standards.

30. Provision for extra-curricular activities is very good, and this is much to the credit of staff and volunteers who give up their time willingly. Pupils have opportunities to join a wide variety of clubs including physical activities, art, music and drama. Many visits are planned to enhance the curriculum and heighten learning. Pupils visit museums, galleries, places of worship and the theatre. Older pupils benefit greatly from two residential camps. Many visitors are welcomed to the school. More recently these have included people of other religious faiths, musicians, artists, and a local sculptor.

31. The good provision for children with special educational needs includes well considered adaptations of material and tasks, and good support for individuals. The school takes care to ensure that all children are able to participate and none are disadvantaged.

32. Provision for pupils' personal development is good. Through well-planned assemblies and discussion times pupils reflect upon issues of sharing, caring, consideration, trust and taking responsibility for their own actions. Through both key stages health education is suitably addressed in the science curriculum. Pupils learn to care for their bodies and a nurse visits to talk to older pupils about sex education and personal hygiene. Pupils are effectively made aware of the dangers of misuse of drugs through a whole community project.

33. The school is an integral part of the community and has many links with various groups, for example local churches and cricket and football groups. Pupils join in Feast Week and Holiday at Home Week during which they entertain senior citizens.

34. The school has effective links with partner institutions. A teacher from the secondary community college teaches French throughout Key Stage 2. When pupils transfer there they continue with the same syllabus. Trainee Teachers from Homerton College and Girton College visit for teaching experience. A professor from Cambridge University advises pupils on aspects of design and technology. Pupils have opportunities to visit the secondary school for music and drama productions and also to prepare for their next stage of education. The school has good links with feeder nursery schools and pre-school play groups. All of these now follow a curriculum which leads smoothly into the work pupils meet in the reception class.

35. Provision for pupils' spiritual development is good. This has been included in policies for each curriculum area and teachers are becoming increasingly aware of possibilities. There were many instances during the inspection period when pupils were entranced by experiences. Many times pupils were observed gazing at the fountain in the millennium garden, fascinated by the water and thoughtfully observing the messages on stones that read gentleness, joy, peace and love. One pupil was totally absorbed by the sound he made on the xylophone for a rising sun. On National Poetry Day, older children listened spellbound to the teacher's rendering of 'The Highwayman'. At the end of the key stage the teacher very effectively used stimuli of sounds and scents to trigger memories. In a religious education lesson a pupil compared the Qu'ran and the Bible and pondered on the possibility of one god, two gods or an all-encompassing god. All of these experiences heightened learning and deepened knowledge and understanding of the world around us.

36. Good provision is made for pupils' moral development. School rules are emphasised in every classroom and great importance is placed on proper behaviour and consideration in sharing and caring for others. Teachers set good role models and so pupils clearly understand right from wrong. They are encouraged to discuss current issues like bullying and being fair and these are shared in assemblies and Personal, Social, Health and Citizenship Education (PSHCE) sessions.

37. The provision for pupils' social education is good. All are aware of good social behaviour and most are courteous and polite to visitors and to each other. Many have classroom responsibilities and they carry these out efficiently. Older pupils care for younger ones in a variety of ways. Two representatives from each class are members of the School Council. They take this responsibility very seriously and run their meetings efficiently. They bring an awareness of the school's responsibility to the wider world by organising charity events such as Jeans for Genes Day and Red Nose Day and draw attention to care of their own environment by sponsoring events to raise money to buy equipment for the school campus. With great pride they told inspectors of how they attended the opening of the Millennium Garden in their official capacity as members of the School Council.

38. The provision the school makes for cultural education is good. Through history and literature pupils have an awareness of their own culture. They visit the Open Air Theatre in Regents Park to see Shakespearean productions and visit the Fitzwilliam Gallery in Cambridge to look at art and artefacts. In religious education they are visited by people from other faiths and have opportunities to visit religious buildings. Assembly music introduces them effectively to a wide range of modern, classical and cultural compositions. The library contains a good range of multi-cultural literature and poetry. Because of diversity of nationalities within the school pupils are becoming increasingly aware of the traditions of others and this prepares them for life in a multi-cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school provides a safe and caring environment for its pupils and staff which creates a good learning environment. There is a detailed health and safety policy and the headteacher, staff and governors on the Health and Safety Committee conduct regular inspections of the school. Any issues are reported to, and monitored by, the governing body. There are clear procedures for dealing with accidents and all teaching and non-teaching staff have undergone basic first aid training. All accidents are recorded appropriately. The school has a clear policy on dispensing medicines in school, which is clearly stated in the school brochure. The school has a child protection policy, which follows Local Education Authority (LEA) guidelines, and the head teacher who is the named person, regularly updates the staff on child protection issues. The staff have written guidelines on how to identify children who might be at risk. All staff are aware of pupils with special medical needs.

40. The behaviour policy is detailed and effective with a clear system of rewards and sanctions that are applied consistently throughout the school. The policy also covers bullying, racial harassment and attendance. The good procedures for monitoring and promoting good behaviour have established an orderly community and a good learning environment, which has a positive impact on attainment and progress.

41. Attendance registers are marked accurately using appropriate symbols and the education welfare officer regularly visits the school to monitor attendance. Unexplained absences are rare but if they occur, the headteacher is informed and she makes contact with parents. Parents are regularly reminded about the importance of good attendance and punctuality.

42. The school provides effective support and guidance for all its pupils, including those with special educational needs and English as an additional language. There is good provision for personal, social and health education through a planned programme for all year groups. The policy of including every child, regardless of their needs, is effective.

43. Significant improvements have been made in the arrangements and quality of assessment since the last inspection. Careful consideration has been given to all the issues raised in the report. Considerable work has been done to develop teachers' expertise and understanding, especially in relation to the implementation of the National Literacy and Numeracy Strategies. Assessment procedures and arrangements covering the whole curriculum are good; staff regularly assess pupils in a variety of appropriate ways and for a range of purposes from the first weeks of children's entry into the reception class.

44. Good procedures are in place to identify pupils with special educational needs and for assessing and reviewing their progress. Considerable information is collected on the progress of pupils with statements of special education need, which is used to plan their learning as well as to record their progress. The school monitors the progress of more able pupils and plans the curriculum to meet their needs.

45. Overall, good use is made of assessment information to guide teachers' planning. Information from a variety of sources is often used to target weaknesses within the delivered curriculum. Teachers look closely at national test results to find out if changes are needed to tackle weaknesses. Pupils are regularly assessed and the tracking of pupil's progress and attainment is now effectively established and is being used by the school to set pupil's personal targets. Teachers are diligent in marking and assessing pupils' work and examples of well targeted and helpful guidance are found within pupils' books. The use of assessment within the school is helping to raise levels of attainment and progress.

46. Teachers know the pupils very well and personal development is very effectively monitored and supported. The progress the pupils make with their personal and social development is observed and recorded by teachers and there is a separate section within the annual record of achievement, which gives parents some very good examples of pupils' attitudes and personality at school.

47. Sex education is dealt with effectively, in Years 5 and 6, as part of the personal, social and health education programme and involves a contribution from the school nurse.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school has established a very good partnership with parents which has a significant impact on the quality of pupils' learning and the progress they make. Most parents are very supportive of the school and the work it does. The school regularly monitors the views of parents, which are used to inform decision-making. This is a significant improvement on the last inspection, when the home/school partnership was much more limited.

49. The school provides very good quality information to parents through the prospectus, the governors' annual report to parents and regular and attractive newsletters. Pupils' annual records of achievement provide very good information on attainment and progress and review and set new targets in English and mathematics. They include pupils' comments and a section on personal development, which is written imaginatively with very vivid examples of pupils' attitudes and personality that parents find accurate and astute.

50. The school's provision for discussing children's progress and explaining the curriculum is also very good. There are termly consultation evenings for parents to discuss their children's learning and progress with teachers. This includes target setting and reviewing targets that have previously been set. The meeting in the summer term provides the opportunity for parents to discuss the pupils' annual record of achievement and the progress they have made. In addition the school holds open mornings which gives parents the opportunity to share in the work the children do at school. Curriculum evenings are also held to focus on particular subjects within the curriculum, the most recent being on science.

51. Parents of children with special educational needs are involved in target setting and reviews of individual education plans and are well informed of their children's progress.

52. Parents are encouraged to contact staff if they have problems or concerns, and most find the school a welcoming place. The time at the beginning of the school day when parents deliver their children is well used for informal discussion with classroom teachers. There is a home-school group comprising parents, staff and governors which meets regularly to discuss issues affecting the school including those raised by parents. They have recently been involved in the initiative to plan 'safe routes to school'. A few parents have raised concerns with the inspectors about the school's attitude to challenge from parents on certain issues; inspectors' enquiries found that the school had tried to accommodate parents' wishes where possible and where there was no prejudice to children's interests.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The previous inspection showed some serious weaknesses in leadership and management, and a key issue stated that the school needed to develop effective management strategies to ensure the co-operation and collaboration of the whole school community. This has been achieved handsomely, through the determination, vision and skilful team-building of the headteacher, very well supported by many new staff and governors. The leadership and management of the headteacher and key staff are now strengths of the school.

54. The headteacher works closely and effectively with the deputy head and the Key Stage 2 co-ordinator, who form the senior management team. Roles are clear and delegation is appropriate. Subject co-ordinators lead and manage their subjects well; in each subject there is a sound policy and a good scheme of work. The co-ordinators provide good advice and support to their colleagues, and monitor teachers' planning and children's work regularly; some have also observed their subject being taught and have given valued feedback to their colleagues. There is a very good staff development policy, which is well implemented.

55. Monitoring and evaluation are carried out very rigorously, with a consequent beneficial effect on planning and teaching. There is careful analysis of annual statistical data, from which key areas for development are initially identified. The LEA's assigned inspector carries out an annual review of the school, jointly with the headteacher and the chair of governors, and other LEA specialist staff have monitored the development of the literacy programme. Teachers make good use of the school's collection of subject portfolios, with examples of children's work judged to be of specific standards, to check the progress of their own classes and the appropriateness of their teaching objectives, and are effectively appraised by management through the new Performance Management initiative. Finally, parents also contribute, by completing an annual questionnaire, offering their own observations and ideas.

56. The School Improvement Plan is an important tool for the staff and governing body, and sets out very clearly the school's plans and how they are to be delivered, with appropriate details such as responsible persons, target dates and estimated costs. The priorities identified are very appropriate, achievable and are directly linked to key aspects of the school. Performance objectives set for the headteacher and staff relate closely to School Improvement Plan priorities. The staff and governors all share a strong commitment to improvement, and undoubtedly have the capacity to succeed. Improvement since the last inspection has already been very good.

57. The governing body is exemplary in its enormous commitment to the school, its breadth of vision, and in its well judged balance between sensitivity and challenge where needed. It fulfils its statutory responsibilities most effectively, and is searching and rigorous when examining the performance of the school and looking for improvement. A good example is the governors' perception that children needed to take more responsibility for their own work, behaviour and attitudes; this has been a priority in the School Improvement Plan, and the governors have witnessed the results from its successful implementation. The governors have supported the school's good work on adapting to the National Literacy and Numeracy initiatives, and can now give full attention to necessary ICT improvements.

58. Resources are used strategically to good effect, for example in the use of Standards Fund grant from the government for training teachers in areas identified for development, and in expenditure on ICT hardware and software to meet identified weaknesses. Best value principles are apparent in the school's rigour in comparing its performance against others, its

clarity of rationale for its spending plans, its willingness to consult parents and others about observed needs, and its readiness to look elsewhere for services as and when appropriate, along with competitive tendering as a matter of course for significant items of expenditure. In addition, the school secures much voluntary help where it can, from parents and others in the local community.

59. There is a good match between the number and qualifications of teaching and non-teaching staff and the needs of the curriculum; all teachers are trained to teach in primary schools, and there is a good range of ages and experience, but only one male teacher. All subjects have a designated co-ordinator. Recruitment of teachers does not currently present difficulties.

60. The accommodation is very good and makes a good contribution to children's learning. The hall and other rooms are of a good size and shape, and corridors, although long, are wide. The playgrounds are of satisfactory size, and easy use is available of the recreation ground adjoining the school. The school also has its own swimming pool and a wildlife area with pond. The school is improving security arrangements with the help of a government grant. Resources for all subjects are sufficient and of adequate quality, sometimes better. However, insufficient use is made by children and teachers of classroom and other computers for learning purposes.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. The governors, headteacher and staff should:

- raise the standards of attainment in information and communication technology by
 - ensuring that the ICT curriculum for children in Key Stages 1 and 2 covers all the elements of the programmes of study, in particular modelling, monitoring events and controlling technology
 - providing more opportunities for use of ICT skills, such as data handling and word processing, across the curriculum.

They should also consider the following minor weakness:

- improve presentation of pupils' work by
 - developing a consistent approach to routines in setting out children's work
 - putting more emphasis on the quality of handwriting.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	25	15	3	0	0
Percentage	2	17	47	28	6	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		205
Number of full-time pupils known to be eligible for free school meals		6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		50

English as an additional language	No of pupils
Number of pupils with English as an additional language	19

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
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
	2000	9	13	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC level 2 and above	Boys	7	6	9
	Girls	10	11	13
	Total	17	17	22
Percentage of pupils at NC level 2 or above	School	77 (90)	77 (80)	100 (97)
	National	83 (82)	84 (83)	90 (86)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 2 and above	Boys	7	9	9
	Girls	10	12	13
	Total	17	21	22
Percentage of pupils at NC level 2 or above	School	77 (93)	95 (97)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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
	2000	13	19	32

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	12	12	13
	Girls	16	17	18
	Total	28	29	31
Percentage of pupils at NC level 4 or above	School	88 (82)	91 (71)	97 (82)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	11	12	13
	Girls	18	17	18
	Total	29	29	31

Percentage of pupils at NC level 4 or above	School	91 (82)	91 (84)	97 (82)
	National	71 (68)	71 (68)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	2
Black – other	3
Indian	1
Pakistani	3
Bangladeshi	
Chinese	1
White	196
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YF – Y6

Total number of qualified teachers (FTE)	9.3
Number of pupils per qualified teacher	22.47
Average class size	26.1

Education support staff: YF – Y6

Total number of education support staff	8
Total aggregate hours worked per week	150

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

Financial information

Financial year	99/00
	£
Total income	418,960
Total expenditure	405,616
Expenditure per pupil	1978.60
Balance brought forward from previous year	16,771
Balance carried forward to next year	30,113

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	208
Number of questionnaires returned	110

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	49	3	3	1
My child is making good progress in school.	38	55	5	1	1
Behaviour in the school is good.	34	62	4	0	0
My child gets the right amount of work to do at home.	18	54	17	4	7
The teaching is good.	42	54	1	0	3
I am kept well informed about how my child is getting on.	32	46	16	2	4
I would feel comfortable about approaching the school with questions or a problem.	48	45	2	3	2
The school expects my child to work hard and achieve his or her best.	48	45	4	1	3
The school works closely with parents.	34	51	12	3	0
The school is well led and managed.	31	53	8	4	4
The school is helping my child become mature and responsible.	41	50	6	1	2
The school provides an interesting range of activities outside lessons.	28	49	13	1	10

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

Areas of learning for children in the Foundation Stage.

62. The school makes good provision for children in the reception class. Children are admitted to school at the start of the school year in which they are five. The reception teacher has good liaison with feeder pre-school groups and meets parents and children there prior to them coming to school. Three part time learning assistants ably assist her. One of these assistants spends the majority of her time working on a one to one basis with a child with special needs. Assistants also work closely with a child who speaks little English and also has learning difficulties.

63. Overall, when they enter the reception class the standard of children's knowledge and understanding is a little higher than expected for their age. When they leave the reception class moving into Key Stage 1, the majority of children meet, and many exceed, the early learning goals set out in the new Foundation curriculum. Most children therefore make steady progress in the reception class and some make good progress. The reception teacher has created a stimulating learning environment with thoughtfully planned bays This allows practical, constructive and more formal activities to take place in suitable areas whilst still in view of the teacher or her assistants. This layout is mirrored with similar activities when children are in the new, enclosed outdoor area. Children's work is attractively displayed. The curriculum is well planned and covers all the recommended areas of learning. Because of the good liaison with pre-school groups, activities build on prior learning. Children are motivated and encouraged to take part in a variety of activities. The children who have special educational needs are catered for well and all adults have a sensitive awareness of their needs. Both the teacher and her assistants make continual assessments of children's achievements and progress in all areas of work and these are entered into their personal records. Samples of work are annotated and collated.

64. The quality of teaching seen was always at least satisfactory, often good and sometimes very good. Assistants are well briefed and follow the class teacher's role model well. All support children in their learning fostering early independence and responsibility. Questioning is almost always good, consolidating language and introducing new vocabulary. Children are encouraged to give reasons and predictions. Work is planned well ensuring room for individual development within each activity. Focus group work is assessed carefully and these assessments are considered when future work is planned.

Personal, social and emotional development.

65. Teaching in this area of learning is good. Very good relationships are rapidly developed between teachers, parents and children as all have become acquainted in the last weeks of pre-school groups. A very welcoming atmosphere is provided in the reception class and children respond to this. They are quickly introduced to routines and high expectations of behaviour and mutual respect is quickly established. They know, for example, that they must clear away one activity before moving on to the next; children experimenting with paint and textures know to put on aprons, to wash their hands when they have finished and replace the aprons on the pegs. Almost all adhere to rules. Although

most children get on well together, one or two children still prefer solitary activities. Many children are beginning to work and play amicably together for increasing periods of time. They take turns sensibly in supervised and unsupervised play and share equipment sensibly. They enjoy simple duties like pouring out the drinks at snack time. In whole-class talk time they sit and listen quietly, take turns and listen to each other's suggestions and answers. They know right from wrong and admonish those who do not obey the rules! All children are continually encouraged by the positive attitudes displayed by all adults. They have caring attitudes to each other. Their behaviour is very good and although they had only been in school for four weeks, during the inspection period no untoward or disruptive behaviour was seen. Children in reception are secure and happy. As there are varied and challenging activities they acquire positive attitudes to their work and firm foundations are set for Key Stage 1. Attainment in this area of learning is good.

Communication, language and literacy.

66. Almost all children in the reception class have communication skills which are above those expected for their ages. The exceptions are those children who have a specific educational need or for whom English is a second language. Most are able to hold sensible conversations and do so readily. Teaching is effective and well-informed, with a strong emphasis on exploiting opportunities for communication, high expectations by all adults and caring attitudes, which enable children to quickly gain in self-confidence and communicate freely with adults and peers. In whole-class sessions they offer ideas and suggestions, often without prompting. These ideas are relevant and display a good vocabulary. For example, one child knows people in a story are called 'characters' Because of the teacher's happy disposition, learning here is fun and children thoroughly enjoy joining in stories with expressive phrases such as, 'soggy, boggy marsh', and 'Fish, swish, splash!' She encourages participation and many anticipate the next page remembering previous times with the same story. Higher attaining children are able to memorise the sequence of events. Activities built around the story are introduced in such an inviting way that children anticipate interesting things to do and are eager to start. Children who are to read look carefully at the reading folders to decode their own name. Through questions the teacher emphasises the right way to hold the book, discuss pictures and identify words. She involves all and children's knowledge, understanding and learning is developed by their answers to questions. Because of the way the teacher steers them through, they realise that stories have a beginning, a middle and an end. Higher attaining children are already decoding captions and short sentences, taking their clues from the pictures.

67. When working on the computer children recognise short instructions. They are encouraged to take books home to share with parents and parents are guided in ways they can help to develop their child's reading. All children enjoy emergent writing and frequently choose writing activities. Some can write their own names on pieces of work, although letters are not yet formed correctly. Through 'Jolly Phonics' they begin to recognise letters and practise these. Almost all children are in line to achieve the early learning goals for language and literacy and many will exceed them at the end of their reception year.

Mathematical Development

68. When children enter the reception class they are less confident with number than other areas of learning; consequently the teacher takes every opportunity to build mathematical concepts and skills. Teaching strengths include good organisation, very good use of assistants, a brisk pace in mental mathematics and very good attention to routines. Through number games and rhymes they count to ten and back again. They recognise

bigger/smaller and fatter/thinner and can order a simple sequence of sizes together. Through stories and activities they are already confident in their recognition of shapes and name triangles, squares, circles and rectangles. They are beginning to identify features of each for example the number of sides, and to find similar shapes in their classroom environment.

69. When working on the computer with number games they know that if they are instructed 'bigger' they must count up and if 'smaller' they must count backwards. For example, one child tells another 'Up here it says smaller so I'll do 3. Now it says smaller so I'll do 2 and if it still says smaller it must be 1'. Mathematical concepts are developed through many of the curriculum areas. Children print repetitive patterns in paint, sequence time span with a series of pictures and make shape patterns and pictures by moving images on the computer. The standards children are currently attaining and the progression of work the teacher has in her long-term planning indicate that almost all children are in line to achieve the early learning goals for mathematics at the end of their reception year.

Knowledge and understanding of the world

70. Children enter the reception class with a wide variety of experiences, so the teacher builds effectively upon these and widens knowledge and understanding. Good use of every opportunity is made to give children first hand experiences; for example, a policeman, a dentist, a scientist, grandparents and a new mother and baby are among guests invited in to the class to talk about their work and important facts. Children walk around the local environment looking at various features and buildings. They visit the post office and talk to the postmistress about her work. They travel to the Fitzwilliam museum and then hold their own Victorian washday.

71. Previously in work on growth children have looked at bulbs and seeds. A range of experiences have added significantly to their knowledge: growing radishes and recording the growth in pictures, discussing what they have in their lunch boxes and making up prototypes containing sensible things to eat. They know what objects give off light and list these in their homes. They understand simple technology and use the mouse and some keys to complete computer games. Through 'feely' games they are just beginning to identify textures and associate words like rough, smooth, spiky with objects they are feeling. They are able to feel and describe the differences between paint with rice in and paint with sand in. They discuss the weather each day identifying simple terms like sunny, cloudy or raining and developing powers of observation. Through these and many other related activities children are developing a keen awareness of the world in which they live and are in line to achieve the early learning goals set for them.

Creative development

72. Creative opportunities are carefully planned by the teacher, with good preparation and use of resources, to give children a sound understanding of our colourful world. From the earliest moment they are only allowed access to red, blue, yellow and white and are encouraged to mix these to create greens, oranges and browns. Consequently their work is individual and imaginative in their interpretation of the world around them. They paint people, animals and scenes and are given the freedom to develop their own ideas without unnecessary direction or restriction. Some of their work is supervised and this is to ensure that they adopt the correct techniques and skills and understand the use of varying

quantities of paint. They are then left to their own devices to experiment and complete tasks. There was insufficient evidence so early in the school year to judge whether children have access to as wide a variety of media as is desirable for children of this age. Similarly, although children sing simple rhymes and counting songs, there was no other evidence of music making seen during the inspection period. Overall, attainment of the early learning goals is likely to be achieved by almost all by the end of the school year.

Physical development.

73. Through a wide variety of activities children's physical skills are soundly developed so that all except those with specific educational need are well on the way to achieving the early learning goals rapidly. Regular PE lessons are timetabled in the school hall and the teacher uses these well, showing good subject knowledge, to develop both small and gross motor skills. Children run and jump with an increasing awareness of space avoiding others and rarely bumping into them. They flex fingers and toes and stretch and curl forming small, wide and tall shapes. They follow instructions well memorising actions and during the inspection particularly enjoyed being pirates. In order to widen their experiences the teacher has very appropriately introduced the Write / Dance programme enabling language and movement to develop side by side. After exercise they recognise that they are 'puffed' and that they are hot and know that this is because they have worked hard. They know that they must slow down at the end of the lesson so that they are able to walk calmly and quietly, in line, back to the classroom.

74. All change into PE kit and dress again unaided. Those having difficulty are 'talked through' by an adult. Although children have a splendid enclosed area where they can use mobile toys, this is small and does not afford them the necessary practice in travelling distances at speed. Opportunities for climbing, stretching, balancing and taking necessary risks, however, are provided by use of the PE apparatus in the hall and by use of the adventure play area on the school campus. Fine motor skills are developed well and children use crayons, scissors, paintbrushes and pencils with increasing dexterity. They complete constructional toys and manipulate the 'mouse' with ease. The standard of physical activity seen during the inspection indicated that pupils will have mastered the required skills by the end of their reception year and many will have exceeded them.

75. Overall the Foundation Stage provides a good start to children's education.

ENGLISH

76. Work seen during the inspection period indicated that above average results in the 2001 national tests at the end of Key Stage 1 might be maintained. The Key Stage 2 work seen during the inspection period indicated that test results for the current cohort will be considerably higher than in 2001, when high numbers of children with special educational needs in the age group naturally affected the outcome. Booster groups, of children having extra attention to raise their performance, are already in place and are effective. Standards overall are good.

77. Throughout the school pupils' speaking and listening skills are good. They listen well, only losing concentration when the pace of lessons is slow. Teachers encourage pupils to participate in discussion and they do this well. Many opportunities are provided for them to air views, make suggestions and arrive at solutions. In small groups or pairs they are encouraged to share ideas, hypothesise and predict. They do this sensibly reporting to the whole class with confidence. This strategy progressively develops speaking and language skills.

78. All pupils enjoy reading and those who take advantage of the home/school reading scheme benefit greatly. All pupils take books home regularly.

79. Learning support assistants and some parents work effectively with pupils to develop their reading skills in lessons. In guided reading sessions, pupils look carefully at texts and teachers' questions develop pupils' thinking. At the end of Key Stage 1, although it is early in the school year, higher attaining pupils read fluently with expression and understanding. They enjoy humour in the text and recognise similes. Average and lower attaining pupils are only just beginning to build a bank of decoding skills. They refer to pictures for clues, use phonics and build up words slowly. They read carefully taking note of punctuation. All are keen to talk about the parts of the story they enjoy, what happens next, and understand why this is so. However, although all pupils know what an author and an illustrator do, only the higher attaining pupils can name any authors and they are not as familiar with as wide a range of names as is usually found at this age.

80. Reading skills are developed well through Key Stage 2 so that in every year group higher attaining pupils are exceeding the reading standards expected for their age. Many other pupils enjoy reading and read fluently taking note of punctuation and adding expression. Teachers make good use of text sessions in literacy hour and pupils were seen reading aloud together, sharing humour and identifying hidden meanings. At the end of the key stage pupils tackle unknown words confidently. They discuss the stories they are reading sensibly and can compare the styles of different authors maturely noting similarities and differences in their use of language. Higher attaining pupils recognise individual styles and can name many authors. They are familiar with the Dewey system and explain how it is used. The quality and range of fiction provided in the library for pupils has raised the standards of reading. Texts presented for guided reading are interesting and challenging and pupils enjoy these sessions.

81. At the end of Key Stage 1 pupils show growing awareness of punctuation in their writing; almost all use full stops and capital letters appropriately. Some are beginning to formulate questions and enjoy using these to 'interrogate' robbers in the big books. They have discussed describing words and used these for different settings; higher attaining pupils have mastered speech marks and are using these to add dialogue to their stories. Teachers try to ensure that pupils understand the tasks they are set by requiring them to write learning objectives in their books before starting their work. Higher attaining pupils have no problem with this, but lower attaining pupils who have poor handwriting skills and are unsure of spelling, sometimes spend much of the lesson writing learning objectives down and have little time left for the allotted tasks. Some higher attaining pupils have neat handwriting and their letters are even and joined correctly. However, the majority of pupils write in mixed case and mixed styles and take little pride in the presentation of their work. Although spellings are learned systematically and practised for homework, when pupils come to use these in their books they are often careless about accuracy.

82. The written work done in Key Stage 1 is successfully built upon in Key Stage 2 to produce good descriptive passages using adjectives, simile and metaphor. Pupils are encouraged to edit their work. For example in Year 4, 'red' becomes 'fiery red, like a pool of lava.' As pupils become aware of the effect of good descriptions they begin to experiment with fantasy. Some enjoy recording first copy work on the computer, editing mistakes quickly. They are aware of time limits and work conscientiously, eager to get work finished to read back to the class. In Year 5 pupils are editing their own fables. They have identified the features of a fable and work to this structure. Whilst keeping the storyline clear they add similes and descriptions to make them interesting to read and the resulting morals are very relevant. When editing, spellings are corrected and higher attaining pupils introduce more complex sentence structure. Pupils in Year 6 are discussing the 'flashback' technique in story writing. The teacher exemplifies 'triggers' to memory well by using the senses of sound,

sight and smell. The room is darkened and pupils are totally involved by her voice and setting. All are able to recapture memories ranging from ordinary occurrences to more exotic imaginings. For example 'Every time I hear the rustling of trees in the wind I am sheltering from the hurricane.' Because of all these progressive experiences, at the end of the key stage pupils' writing is interesting, imaginative, and full of good vocabulary and extended phraseology.

83. Poetry is similarly well developed. At the beginning of the key stage pupils enjoy, raps and chants, recording their favourites on tape. They write their own poems endeavouring to include similes, for example 'Wolf, with teeth as sharp as a sword.' Others have examined Cinquain and Haiku whilst older pupils have effectively mirrored Miroslav Holub's poem 'Go to the door'. On National Poetry Day Year 5 were spellbound by the teacher's excellent reading of 'The Highwayman', effectively exemplifying the use of language in narrative poetry. At the end of the key stage some pupils have recalled their own experiences at camp in poetry form using phrases like 'I hear the call of the countryside' and 'smell the fear, taste the excitement, see a place to enjoy'.

84. Following the co-ordinators' careful analysis of standards achieved in tests, this academic year pupils have been made increasingly aware of the importance of presentation and handwriting. Although this is beginning to have impact in some year groups, a consistent style and routines of presentation are not yet planned through all years or across key stages. Pupils who are withdrawn for additional literacy work and those with special educational needs are well supported by learning assistants and make good progress. Speakers of English as an additional language make satisfactory progress.

85. Throughout the school, work is marked regularly; however teachers do not consistently include developmental points, which would help pupils improve their work. Marking is particularly effective at the end of Key Stage 2 and this is having a very positive effect on pupils' work. All pupils have literacy targets, which are reviewed regularly. There is some use of information technology to present pupils' work, but this is not used with sufficient consistency.

86. The quality of teaching seen was almost always satisfactory and in Key Stage 2 was always good or very good. The National Literacy Strategy is used well and adapted to pupils' needs, and has had a positive effect in raising standards. Planning is sufficiently detailed, learning objectives are clear and plenary sessions consolidate what has been learned and what needs to be done next.

87. The co-ordinator, though new to the school, has worked very hard to bring herself up to date with procedures and standards. She monitors teaching and planning and gives helpful comments. The focus of assessment of work is changed regularly so that a variety of aspects of English are reviewed over the year. Work is moderated and annotated, guided by national levels. However, teachers' assessments skills are not consistently secure. The co-ordinator has a suitable personal action plan of what she intends to do over the year and the subject is a priority in the School Improvement Plan.

MATHEMATICS

88. Standards are good and have overall improved since the last inspection, particularly in the percentage of pupils who do better than expected for their age. Performance in standardised tests is showing overall improvement for the last three years. Inspection evidence supports these findings.

89. By the age of seven pupils know place value to a 100. Pupils' work, in class and in

their books, shows at least satisfactory progress as they move through Key Stage 1. By Year 2 pupils compute sums with a high degree of accuracy and are developing secure mental strategies and can use number facts to undertake simple computational sums. Pupils use the mathematical names of common two- and three-dimensional shapes and can describe some of the features, such as faces, corners and edges. Pupils are developing a sound knowledge of measures and can estimate and measure weight and length in both standard and non-standard units.

90. By eleven pupils handle large numbers competently, using knowledge of factors and multiples to divide and multiply numbers. They use mathematics to solve problems involving multiplication, division and percentage and explain and discuss alternative approaches to working out the task. Pupils are becoming confident and are able to make decisions about which methods to use when faced with a mathematical problem. They decide whether it is more efficient to do it mentally or whether to use paper and pencil. They use ratio and proportion to solve problems and are secure at rounding up decimals to the nearest whole number. Pupils are able to describe the properties of two- and three-dimensional shapes and identify nets from an open cube. Pupils are making good progress.

91. The National Numeracy strategy has been adopted with enthusiasm by staff and its use has improved the quality of teaching and learning. The teachers successfully use the recommended lesson structure to develop pupils' mental strategies, to teach and help pupils learn and practise new knowledge and skills, and to summarise pupils' achievements at the end of each session. Overall the quality of teaching in Key Stage 1 is satisfactory and it is good in Key Stage 2. No unsatisfactory teaching was observed and teaching in some of the lessons in Key Stage 2 was very good. The good quality direct teaching has had a marked effect on the quality of learning and achievement by pupils. In nearly all of the lessons seen, teachers have a good knowledge of the subject, expectations of behaviour and learning are high, the pace is rapid and much is achieved by pupils in single lessons. In a small number of lessons the pace of delivery is too slow and pupils do not have a clear understanding of the target to be met by the end of the lesson. Work is well differentiated, so more able children are challenged and not held back.

92. Pupils with special educational needs are supported well and teachers are careful to ensure the full involvement of these pupils in mathematics lessons. They make good progress. Specific targets are identified on pupils' individual education plans and they make good progress overall. The close liaison between the class teacher and learning support staff ensures that they are made fully aware of the aims of the lesson. Pupils who speak English as an additional language make satisfactory progress in mathematics.

93. Most pupils have appropriate attitudes to the subject and often these are good. They mostly work hard, listen carefully and take pride in their achievements. They mainly behave well and clearly enjoy the challenging mental work and practical tasks provided for them. On a few occasions within Key Stage 1, some pupils lose concentration when the tasks are either too difficult, undemanding or management strategies employed by the teacher are less effective.

94. The arrangements for assessment are good. Results from a variety of sources, including past papers, are analysed carefully and used to target underachievement and the needs of different pupils. All pupils are assessed on a regular basis to enable teachers to gauge overall progress and attainment. This information is used effectively as the school's

proof of progress for each pupil. Increasingly effective use is made of continuous assessment to guide teachers' planning and to modify tasks and teaching methods appropriately. Good attention is given to providing personal targets, which are discussed and evaluated fully with the pupils.

95. The school has made good progress since the last inspection. Standards have improved significantly. Standards of teaching have risen and good strategies have been put in place to maintain this improvement, including in service training and the implementation of the National Numeracy Strategy. The subject leader is effective in supporting and advising colleagues and in managing resources. She takes an active part in monitoring teaching, using her findings to support colleagues better, evaluate the standards of attainment in the school at the time and to identify ways in which to raise the standards of learning further. She has a clear vision for the future development of the school's provision for mathematics over the next few years.

SCIENCE

96. In the statutory teachers' assessments for 2000, the number of pupils at the end of Key Stage 1 assessed as achieving the national expected levels was very high. In the national tests at the end of Key Stage 2, achievement was above national expectations but comparable to schools of a similar background. This is an improvement on the findings of the previous inspection report, which is confirmed by this inspection.

97. Analysis of pupils' work and observations of lessons indicates that pupils in both key stages attain at levels a little above average. In Key Stage 1, younger pupils learn about the make-up of the human body, and can recognise the similarities between people's faces and the differences. They know the names of many parts, such as elbow, shoulder and eyelashes, and some can write these. They discuss and record meals taken and their favourite foods, and can match materials to uses in a simple way. Pupils at the end of the key stage can identify how their bodies have changed as they grow up. They are able to perform a simple experiment to test the absorbency of breakfast cereals, predicting the likely outcomes and comparing results with their forecasts. They observe well, comment vividly on their observations and use equipment and materials competently and safely.

98. In Key Stage 2, younger pupils choose and test musical instruments to see how loud and soft sounds can be made. From their investigations into pitch with rubber bands, they can distinguish between a fair and an unfair test. Older pupils investigate pulse rates, which they can calculate, and explain correctly what a pulse is. Pupils at the end of the key stage have a wide knowledge of ways of ordering and presenting the results of their investigations, such as tables, pie charts and graphs. They know and use scientific terms, and can sort creatures by the characteristics they share. They can describe how to separate materials such as salt and sand, and know the basic elements of human reproduction. They can put forward well thought out hypotheses, suggest ways of testing them and offer ideas for improving their rigour. Presentation of work is of variable quality.

99. Pupils with special educational needs and those with limited English-speaking skills generally make at least satisfactory progress in science, and in most lessons more able pupils are sufficiently challenged. Pupils in general enjoy science lessons. They work hard, discuss and share tasks together well in pairs and groups, and use equipment and materials sensibly and effectively. They are prepared to think hard and maintain a good level of concentration over a lengthy period of time.

100. Teaching is good, a marked improvement since the last inspection, when it was found to be satisfactory, but needing more challenging tasks and to build on what pupils already know and learn. These requirements have now been met. At Key Stage 2, interesting tasks that relate to pupils' own experience and match their learning needs are offered, and pupils, even those whose behaviour is demanding, are managed effectively through capturing their interest and maintaining a good pace. Pupils are challenged to predict outcomes, and to explain their reasons. Teaching is less successful when the pace slackens or the objectives of a lesson are not clear. At Key Stage 2, there is a good emphasis on rigour, in questioning the fairness of a test, in debating the information needed, and in the quality of the recording process. Presentation of experiments and results needs to be neater and better laid out. Overall, teaching shows at least an adequate subject knowledge, often better, a good use of scientific terms and there is a good emphasis on making predictions - for example, which cereal would absorb most moisture and why? - gathering appropriate information and challenging the rigour of tests and the validity of argument.

101. Use of information and communication technology in science, however, is still insufficient, a criticism of the last inspection, but the school is beginning to tackle this shortcoming through its School Improvement Plan, and more particularly, through national training for teachers.

102. The subject co-ordinator is enthusiastic and is pursuing appropriate developments with his colleagues. Planning and assessment are well supported by an LEA scheme of work and a school portfolio of pupils' work, which would benefit from some expansion. Resources are satisfactory, and there is a useful pond and wildlife area, which are being developed this year. The curriculum is also enriched by events such as a science week in the school and a visit last year to the Science Museum for two year groups.

ART AND DESIGN

103. Only one lesson of art and design was seen during the inspection period. Evidence was gained from scrutinising sketchbooks, looking at displays, talking to teachers and pupils and looking at teachers' planning. At the end of Key Stage 1 the standards of pupils' work match national expectations. There was insufficient evidence to make a judgement on the standards achieved in Key Stage 2. There is some improvement since the last inspection when standards were judged to be below expectations at both key stages. Work then lacked range and depth. This has improved at Key Stage 1 and is now satisfactory. There was insufficient evidence presented for scrutiny to judge whether this has improved at Key Stage 2.

104. Throughout the school the skill of colour mixing is developed well. Pupils only have access to red, yellow, blue and white paint and from these they must mix any other colour they want to use. Consequently their sketch -books are full of examples of shades of oranges, greens and browns and other secondary and tertiary colours. Following the recent introduction of the new art curriculum documents, pupils in Key Stage 1 are developing observational skills satisfactorily. They have looked at half of a picture and then chosen specific media to reproduce the other half effectively. They have drawn objects of still life, such as delicate peacock feathers or shells and starfish, and have observed each other's facial features to produce progressively detailed portraits. They have investigated patterns in the environment, recording them in pencil, pastel and wax rubbings and have created their own detailed designs in coloured pencil patterns.

105. Teachers have made learning about artists interesting and memorable by

encouraging pupils to use information and communication technology to produce patterns in the style of Modrian and Kadinsky. Pupils' artwork is given value, and when displayed is done so with care and consideration. In order to widen pupils' knowledge and experience local artists are invited to work with pupils in school. Towards the end of Key Stage 2 a local artist and the class teacher are working together to further pupils' knowledge of landscape painting. Through careful observation of local environment, and detailed discussion on colours and perspectives, pupils are painting their own landscapes. There is a wide variety of quality in their work. Most pupils have the knowledge and understanding of what is required; however, they do not have the technical skills to achieve it. This is because of gaps in their prior learning where skills have not been progressively or continuously taught across key stages. This lack of skills is also evident in the three-dimensional clay pots and in the colourful sewn collage presented for scrutiny. Pupils have benefited very greatly from working with a local sculptor. They have submitted designs to him and he has adapted these to produce a stone statue for the Millennium Garden.

106. In the one lesson seen the quality of teaching was good. The activity had been well prepared and consequently pupils were totally engrossed in their work. Good use was made of a supporting artist, and time given to constructive criticism of each other's work enhanced learning significantly. However, opportunities were missed to relate the topic to great English landscape painters.

107. There is insufficient evidence to assess the progress of children with special educational needs, but there is nothing to indicate disadvantage for any particular group or gender.

108. The management of art is satisfactory. The co-ordinator has opportunities to monitor teaching and teachers' planning and has emphasised that learning outcomes must be apparent. She is beginning a portfolio of work annotated against National Curriculum levels. In this way she intends to monitor the progression of skills and ensure that they build through the school. Assessment procedures are established and pupils are encouraged to evaluate their own work and offer constructive criticism to their peers.

DESIGN AND TECHNOLOGY

109. Three lessons of design and technology were seen during the inspection period, one in Key Stage 1 and two in Key Stage 2. Other evidence was gained from scrutinising pupils' work, looking at displays, photographs and teachers' planning and talking to pupils and teachers. Evidence indicates that the standards of work are above expectations for pupils' ages at the end of Key Stage 1, and well above expectation for pupils' ages at the end of Key Stage 2. This shows a marked improvement on the last inspection when standards were judged to be well below expectation at both key stages. The lack of opportunities to develop skills and the gaps in the curriculum observed have been very successfully put right. Pupils with special educational needs, and those who speak English as an additional language, make satisfactory progress.

110. In Key Stage 1 pupils plan work carefully. Through pictures, younger pupils have shown how they have made thumb pots and joined them together to make an egg. Similarly they have planned puppets and cards, suitably labelling their designs. Older pupils label designs with more detail, although the quality of information varies across ability ranges. Their evaluations of their work are good. Written work shows that they have thought about the models they have made and how they could be improved. For example one pupil has written, 'I changed the flowers because they were difficult to make. I replaced them with paper triangles.' Pupils were seen making vehicles with moving wheels. They measured wood

sensibly and taking note of safety procedures, sawed appropriate lengths of dowel for axles. They worked well, though noisily, in small groups discussing how to attach axles and wheels to their vehicles and trying out different methods. They could explain what they were doing and why they were doing it.

111. Work in books shows that previously at the end of the key stage pupils have spent time identifying the features of materials to use for a purse. They have listed advantages and disadvantages and drawn side and aerial plans. In similar detail they have planned, made and evaluated fruit salads. In Key Stage 2 pupils are discussing pneumatic and hydraulic systems. They have made detailed plans of the toys they want to make and have discussed whether a pneumatic or hydraulic system is more suitable to make them move. Whilst making their models they continually share ideas and suggestions on how they can be adapted and improved. They can evaluate their work effectively. When sharing their work with the rest of the class they are able to explain what works and what will need to be changed and how this will be done.

112. Pertinent questioning by their teacher deepens their knowledge and understanding. At the end of the key stage pupils are completing a splendid project in food technology making biscuits. Because of the attitudes of their teacher and the responsibility she has given them they are working in a very mature way. In small groups they have thoroughly researched the project from beginning to end. They have taken note of the consumer preparing several detailed and pertinent questionnaires. They have made prototypes and then cooked biscuits, and their work has been presented in an excellent display. As a result of team building experiences on their residential visit, they have been able to look at group dynamics and each has taken a responsible role. They have evaluated each stage very well and now make short presentations to the class explaining modifications and improvements.

113. The quality of teaching seen was satisfactory in Key Stage 1, and good, and sometimes very good, in Key Stage 2. Attitudes of teachers play an important part in pupils' success. Where firm boundaries are set, high expectations made evident, questioning probes for predictions and explanations and pupils are given responsibility for their own learning, their success rate is high. Where pupils are encouraged to take an interactive part and to question and hypothesise about outcomes, knowledge and understanding increases. Teachers continually evaluate achievement and encourage pupils to evaluate their own learning.

114. The management of design and technology is good. The co-ordinator has worked hard to raise teachers' awareness and pupils' knowledge, understanding and expertise. She has amalgamated the best of the old and new schemes to produce a scheme of work pertinent to the school's needs. She has encouraged evaluation of work introducing it in small stages and building it through the school. She has looked at the curriculum for each key stage putting it into context of the preceding and following key stages. She has a very clear view of what needs to be done next both for the whole-school curriculum and for herself as manager. It is her own detailed evaluation of what needed to be done and her colleagues' co-operation that has raised the standards of design and technology so effectively.

GEOGRAPHY

115. Pupils' attainment in geography matches national averages at the end of both key stages, which is the same finding as the last inspection. Pupils in Key Stage 1 are able to look critically at features of the school and to comment on how they could be improved, showing their findings in the form of perceptive drawings and pictures, sometimes with some writing. They can describe items to take to the seaside and can talk about different buildings. Towards the end of the key stage, pupils can identify activities that people perform on holiday, and can label the four countries of the UK on a simple map. They study Hunstanton, and can report on things seen there, with a commentary on good and bad aspects of the town.

116. In Key Stage 2, younger pupils can distinguish the different uses of land in settlements by studying aerial photographs, and record their findings by labelling and drawing symbols to match a key they create for themselves. They know the meaning of terms such as terraced and detached houses, location, urban and rural. At the end of Key Stage 2, pupils can research a topic such as recycling with some thoroughness, writing letters and sending e-mails to sources of information e.g. a major supermarket. They show sensitivity and depth in their thinking about the implications for the environment of fox-hunting. A similar level of debate was seen in a discussion on commercial sponsorship of schools in St Lucia, revealing a good grasp of the schools' characteristics and an astuteness in making comparisons with UK schools.

117. Pupils are interested in geography, and apply themselves well in most lessons. Some of the oldest pupils show a high level of motivation to discuss issues very seriously and come up with intelligent answers. Most work well together and follow instructions satisfactorily. Learning is always at least satisfactory, for all groups including pupils with special educational needs and speakers of English as an additional language, who are supported by their peers where necessary. Matching work to pupils' attainment levels and group arrangements ensure suitable learning opportunities for more able pupils.

118. Pupils' achievements are a consequence of good teaching, marked by clear objectives, thorough preparation, clear exposition and appropriate resources. In the best examples, pupils' learning is well promoted by astute questioning that has been thought through and is based on good subject knowledge, using examples from pupils' own experience (e.g. sponsors' advertising on football shirts), plus an expectation of maturity in their responses that is not disappointed.

119. The subject is satisfactorily led by the co-ordinator; teachers' planning and pupils' work are monitored, and staff are supported in their work. She has recognised that much more use needs to be made of information and communication technology. Resources are satisfactory, and good use is made of the village, the city and residential trips for Year 6.

HISTORY

120. It was not possible to observe history being taught during the inspection, but previous work was examined, discussions were held with groups of pupils and with the subject co-ordinator, and documentation was scrutinised. Attainment at the end of both Key Stage 1 and 2 matches national expectations; this is an improvement on the previous inspection, when attainment at the end of Key Stage 2 was judged to be below average. There is insufficient evidence to judge the progress of children with special educational needs, or of other groups.

121. Pupils in Key Stage 1 can consider and discuss how they have changed, linking

growing knowledge of life processes with the beginnings of a historical perspective. At the end of the key stage they make good comparisons between Victorian and modern kitchens, and artefacts. They have good recall of some main events and people they have studied, for example Elizabeth I and the Fire of London, and use appropriate terms concerned with the past. In Key Stage 2, pupils have a developing knowledge of the ways people lived in different periods. They can, for example, recall in some detail how the Egyptians revered their dead and can explain some of the reasons for their beliefs. They can name a range of sources of evidence, and are able to discuss critically the pros and cons of each. Pupils at the end of the key stage are able to design research questionnaires and investigate a period in the past, and relate their findings in a range of ways, such as a newspaper report on the death of John Lennon. They show a satisfactory grasp of the chronology of particular periods of history, and can give cogent reasons for some events. There is little evidence of their use of different sources, however, or of information and communication technology, and teaching needs to give more emphasis to both.

122. The subject co-ordinator is keen and energetic, and is rightly intent on building up artefacts and on encouraging the use of different sources. There is a subject policy statement and a scheme of work, both of which are helpful to teachers. Good use is made of role play to develop understanding of the Tudors, through a Tudor day, groups have visited an evacuee museum and experienced simulated air raids and related events, and others have visited London museums to study Egyptology.

INFORMATION AND COMMUNICATION TECHNOLOGY

123. At the time of the inspection very little work in information and communication technology was taking place. Judgements are therefore based on teachers' planning, scrutiny and discussion of their work with the pupils. The previous inspection found attainment to be below national expectations. Although standards overall at both key stages are still below expectations, the school has made progress towards raising the levels of attainment and is in a position to continue to do so.

124. Pupils in Key Stage 1 are taught keyboard and 'mouse' skills including the necessary function keys in order to load, save and retrieve information stored in the computer. Higher attaining pupils gain sufficient competence and begin to use these skills independently. By the time they are seven, they are competent in some aspects of the subject such as the use of simple word processing packages, and use programmes that support the development of numeracy and literacy skills. They can use the mouse competently, recognise, and know the purpose of different icons, can scroll text up and down and save and print their work. Although they have not yet experienced this work at school some pupils, in discussion, were able to talk about the Internet and explain how to send and receive electronic mail.

125. In Key Stage 2, the use of the computers is mainly restricted to word processing, although pupils are beginning to use them for other applications. In Year 5 pupils set up and use spreadsheets to help them work out the costs involved in organising a party and by Year 6 they can search the World Wide Web for information. When researching work in design and technology and geography, e-mails have been sent and received from other schools and from companies. Web sites have been accessed by pupils calculating the cost of books for work in mathematics, and the weather forecast for St Lucia also obtained to

help them with their studies in geography. Despite the progress that has been made, pupils' overall skills are under-developed. Pupils' abilities in modelling, monitoring and control are unsatisfactory with no evidence of them being able to use control boxes to detect changes, or to control models.

126. Children with special educational needs, and those who speak English as an additional language, make satisfactory progress in lessons, but overall progress is insufficient for them as for others.

127. Pupils display good attitudes to work and enjoy working on the computer. They are enthusiastic and interested in their tasks. Pupils observed work well in pairs and take turns fairly when using the computer. They enjoy their work and learn from each other and as a matter of course consult a fellow student for help if they feel that this is available. The enthusiasm and skills that pupils have for this work need to be exploited and every opportunity should be used to allow them access to the computers. It was observed during the inspection that although switched on, computers were generally not being used.

128. It is not possible to make an overall judgement on the quality of teaching in view of the small number of lessons seen. However, in the two lessons observed in Key Stage 2, teachers' knowledge and understanding of the subject was good. Good questions posed by the teachers challenged the pupils and the lessons proceeded at a good pace. In both lessons discussion were well organised and the pupils clearly understood the tasks to be carried out. In the Key Stage 1 lesson the teacher had secure subject knowledge and appropriate objectives, but learning outcomes were not achieved due to unsatisfactory use of time. In two of the three lessons, more able children were well catered for and made at least satisfactory progress.

129. The co-ordinator is enthusiastic and has worked hard to raise the profile of information and communication technology in the school. She has helped to organise the establishing of three new computers within each classroom, which are networked and provide direct access to the Internet. A supportive policy and appropriate scheme of work are now in place and on-going assessment is established. Within the school development plan information and communication technology has been identified as an area for development and in-service training is planned under the government scheme. The co-ordinator monitors planning and will have the opportunity to monitor the teaching of the subject this year.

130. To raise standards further within information technology there is a need to ensure that all elements of the national curriculum programmes of study are covered especially for monitoring events and controlling devices. Pupils need to be given the opportunity to use skills such as data handling and word processing as part of work in other subjects. The school also needs to continue developing staff confidence within the subject so that they are able to maximise the use of the resources available. ICT is a priority in the School Improvement Plan for this year, already recognised by the staff as an area needing development.

MUSIC

131. Four lessons of music were seen during the inspection, one in Key Stage 1 and three in Key Stage 2. Other evidence was gained from listening to music in assembly, observing the school orchestra and talking to pupils and teachers. By the end of the inspection there was insufficient evidence to make any judgement on the standards attained in composing, or listening to and appraising music. Standards in singing and performing with instruments meet expectations at the end of both key stages. A similar judgement was made at the last inspection.

132. Throughout the school the vast majority of pupils enjoy singing. This they do mostly in assembly accompanied by the piano. They sing a variety of songs following the words on an overhead projector. Their attention is drawn to posture and breathing; consequently they sing with good phrasing, observing the duration of notes and mastering rhythms well. They pay attention to tempo and pitch and change the pace of songs well reaching clear high notes. Older pupils singing rounds in lessons did so effectively. They sang with confidence and held their tune well against each other.

133. At the end of Key Stage 1 pupils were using instruments to emulate environmental sounds. The teacher had chosen a very appropriate story, which pupils knew well and so they were able to concentrate quickly on the sounds they wanted to make. However, as performing skills are not yet clearly or progressively built into teachers' planning, their ability to do this was limited. Furthermore they have difficulty co-operating in small groups, becoming engrossed in their own sounds rather than working collaboratively.

134. Pupils at the beginning of Key Stage 2 are enjoying practising rhythms by clapping out phrases. The teacher then effectively uses this knowledge of timing to support learn a recorder note and consequently all pupils know what to do. All achieve a clear 'B' and are then set 'A' for homework. At the end of the key stage, because of their teacher's attitudes and the responsibility given to them, pupils work sensibly and show a mature approach to the tasks set. They co-operate well to perfect rounds and rhythms and most perform confidently for their classmates. Pupils are able to benefit from lessons in violin, cello, clarinet and flute. The school is justly proud of its forty piece orchestra who were heard playing Yankee Doodle with gusto whilst learning to appreciate the dramatic effect of a silent pause.

135. Children with special educational needs, and those who speak English as an additional language make satisfactory progress.

136. In the lessons seen the quality of teaching was satisfactory. However all teachers are hampered by the omissions in pupils' prior learning. This is because in teachers' planning, musical skills are not yet soundly built upon year by year. Consequently although the curriculum is suitable for pupils' ages they do not always have the ability to develop the musical opportunities presented to them.

137. The management of the subject is satisfactory. The co-ordinator has opportunities to monitor teaching and teachers' planning and this is providing the co-ordinator with an insight of what needs to be done next to improve standards. Music is a priority in the School Improvement Plan, and in-service training sessions are planned for staff later in the term. There is a suitable variety of good quality instruments and both key stages have satisfactory access to them. There is a very appropriate timetable of music for assembly, with a careful choice of a wide variety of examples from different cultures and periods. These are matched to religious occasions through the year and introduce pupils effectively to classical, traditional and modern music.

PHYSICAL EDUCATION

138. During the inspection all classes were observed taking part in physical education lessons. The curriculum is planned using the local authority's scheme of work, which meets the requirements of the National Curriculum programme of study for physical education. The focus in all classes during the inspection was on developing catching, throwing and batting skills. Standards are as expected for pupils' ages in both key stages, and progress is satisfactory for all children, including those with special educational needs and speakers of English as an additional language. Clear progression can be seen across the school. In Year 1 pupils can roll, bounce and receive a ball; by the end of Key Stage 1 where they can carry out these game skills with evidence of reasonable co-ordination and control, and can offer some observations about their performance and that of others. By Year 6 pupils can work competitively against a partner demonstrating that they understand when or when not to use overhead strokes with the bat, have a grasp of games tactics and understand well the reasons for warming up and cooling down. Throwing a ball with accuracy, however, still defeats some children towards the end of the key stage.

139. Examination of teachers' planning indicates that all aspects of the curriculum are taught with swimming and athletics taking place during the summer term. All pupils leave the school able to swim at least 25 metres. Gymnastics and dance are introduced into the curriculum during the autumn and spring term. All pupils experience some traditional dance while Years 3 and 4 learn and practise African dancing and Years 5 and 6 follow a programme of creative dance. Year 6 pupils are also involved in a residential visit to Mepal Outdoor Centre where they receive valuable experience of rock climbing, canoeing, wind surfing and orienteering.

140. The quality of teaching in Key Stage 1 is sound while in Key Stage two teaching varies from one unsatisfactory lesson to good lessons being observed overall. The unsatisfactory lesson was the result of transferring a planned outdoor lesson to the hall because of the wet weather, and the confined space was not appropriate for the lesson's objectives. The teachers ensure that all pupils are fully warmed up at the start of the lesson and cooled down at the end. Lessons are well planned and structured to include all pupils. Pupils with special educational needs are well catered for in their lessons and are well supported by teachers and the learning support assistants. Through explanations and directions to pupils, teachers display good subject knowledge. They intervene as the lesson proceeds providing good guidance on how pupils might improve their performances.

141. Pupils have good attitudes to their physical education activities with pupils in Key Stage 1 enthusiastic and yet showing good self-discipline. They enjoy lessons and concentrate on their learning. They follow instructions and try to improve their performance and response. Most pupils practise sensibly and work well both on their own and also in co-operation with others. Key Stage 2 pupils are able to sustain concentration on the task and work hard to achieve success.

142. The school provides a good range of extra-curricular activities of a sporting nature and the pupils support these activities well. The subject leader is knowledgeable and effective in her role. She is influential in raising the profile of physical education throughout the school and in supporting colleagues with their planning and providing guidance on a day-to-day basis. Resources within the school to support the curriculum are good.

RELIGIOUS EDUCATION

143. Attainment at the end of both stages is in line with expectations of the locally Agreed Syllabus. The school has maintained the standards achieved in the last inspection.

144. By the age of seven, pupils have a sound knowledge and understanding of festivals and celebrations. They have an appropriate knowledge of the events in the life of Jesus. In Key Stage 1 pupils learn about stories from the Bible and many are beginning to develop an understanding of story telling and exploring appropriately the different ways in which stories are told and the meaning that they convey, such as those told by Jesus. The story of the Prodigal Son leads to pupils identifying their feelings in relation to forgiveness in the context of every day situations that they encounter. Pupils pay visits to the local churches and visitors also come to the school. During the inspection the children were provided with a talk by a Jewish parent on Sukkoth. This results not only in the pupils gaining an insight to another religion but also provides them with the opportunity to prepare and consider the harvest festival soon to take place at the school.

145. By the age of eleven, pupils have a good knowledge of the major aspects of Christianity and have some understanding of the customs and practices of other faiths such as Islam, Judaism, Hinduism and Sikhism. In Year 5, where pupils are able to use extracts from the Qur'an to find out about Islamic view of creation and beliefs, there is a great deal of discussion especially when these beliefs are compared with the story of the creation in the Bible. In Year 4 pupils, after hearing the story of Anne Frank read to them through discussion, begin to understand that she represents ordinary values as well as exemplary values.

146. All children, including those with special educational needs, and speakers of English as an additional language, make good progress.

147. Teaching is sound in Key Stage 1 and good in Key Stage 2, reflecting an improvement from the last inspection where teaching was satisfactory overall. In the best lessons there is high quality direct teaching with good knowledge of the subject and high expectations of behaviour from the pupils. Within all lessons there is a great deal of well considered and searching discussion. These lessons are well organised and are handled with sensitivity, understanding and skill by the teachers, ensuring that pupils at least make satisfactory progress. The quality of teachers' planning is sound and contain clear learning objectives.

148. Resources for learning are satisfactory and include a range of artefacts representing the religions and festivals studied. The local environment is used, and visits to churches of various denominations are undertaken. The co-ordinator for religious education is committed to the subject and leadership is good, with clear direction and determination that pupils will learn about and learn from religion.