

INSPECTION REPORT

GOREFIELD PRIMARY SCHOOL

Gorefield, Nr. Wisbech

LEA area: Cambridgeshire

Unique reference number: 110634

Headteacher: Mr Nigel Harvey

Reporting inspector: Mr P Evans
20737

Dates of inspection: 2nd – 5th July 2001

Inspection number: 207622

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INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Infant and junior
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	High Road Gorefield Nr. Wisbech Cambridgeshire
Postcode:	PE13 4NB
Telephone number:	(01945) 870321
Fax number:	(01945) 870321
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Ann Wood
Date of previous inspection:	November 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20737	Paul Evans	Registered inspector	Foundation Stage English as an additional language Mathematics Music Physical education	What sort of school is it? How high are standards? How well are pupils taught?
14756	John Lovell	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents
13805	Lynn Lowery	Team inspector	Equal opportunities Science Information communication technology and Art Design and technology	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?
7813	Kevin Wood	Team inspector	Special educational needs English Geography History Religious education	How well is the school led and managed?

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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Alexandra House
33 Kingsway
London
WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Gorefield is a village on the outskirts of Wisbech in Cambridgeshire. Approximately half the children who attend Gorefield Primary School live outside the immediate area. The school provides education for 114 children aged four to eleven years of age, 56 boys and 58 girls. The percentage of pupils eligible for free school meals is below the national average. The school has thirty five percent of its pupils on the special educational needs register, which is above the national average. The percentage of pupils who have a statement of special educational needs is also above the national average. There are no pupils of minority ethnic background and only a small number of traveller pupils attend the school. No pupils attending the school have English as an additional language. The overall level of attainment on entry to the school is average.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is very good. There has been very good improvement since the last inspection and pupils' standards in literacy and numeracy have been raised. The quality of teaching is good throughout the school. The leadership and management of the headteacher and key staff are very good and the role of the governors in shaping the educational direction of the school is also very good.

When considering its context, the standards that it achieves, the quality of education that it offers to all its pupils and the money that it spends, the school provides very good value for money.

What the school does well

- The quality of teaching is good throughout the school.
- The leadership and management of the school are very good.
- The standards that pupils achieve in English and mathematics at the end of the school are above average.
- The standards that pupils achieve in information and communication technology, art and design, music and geography are above expectations at the end of both key stages.
- The quality and range of extra-curricular activities are excellent.
- The provision for the spiritual, moral, social and cultural development of pupils is very good.
- The personal development and relationships of pupils are excellent.

What could be improved

- There is an inequality of access to the curriculum for Year 1 pupils in the mixed class of Year R and Year 1 pupils.
- The good assessment information collected is not used well enough to carefully match future work to what pupils already know, understand and can do. This particularly affects the pace of progress for older and more able pupils in mixed age classes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Gorefield Primary was last inspected in November 1998. The key issues raised in that inspection were firstly to improve standards in English and mathematics in Key Stage 2 by improving the quality of teaching. Secondly, to improve the quality of pupils' learning in information and communication technology across the school. The school was also required to devise an effective school development plan. This plan was to build upon the recent developments within the school, providing a clear focus for its direction and outlining clearly how educational developments were to be measured for their success and impact on standards. All the issues raised in the previous inspection report have been dealt with very well. The quality of teaching in Key Stage 2 has improved which has resulted in the raising of standards in English and mathematics. The quality of pupils' learning in information and communication technology is now good. The school development plan is now a good document that is used effectively as a tool for monitoring and evaluating the work of the school. The school has received an achievement award from the Department for Education and

Employment, for improved standards between 1996/97 and 1999/2000. Overall, the school has made very good improvement since the last inspection.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	B	E*	A	A*	well above average A above average B average C below average D well below average E
Mathematics	A	E*	A	A	
Science	B	E	C	B	

In the 2000 national tests for seven year olds the school's results were above the national average in reading, in line with the national average in mathematics and below average in writing. Standards in science, according to teacher assessments, were broadly in line with the national average. Since 1998 standards in all three subjects have risen from below average in reading and well below average in both writing and mathematics. However, standards in writing still remain below the national average. When compared to the results of similar schools, the school's results in reading and mathematics were below average and well below average in writing. Over the past four years, the national trend has been one of steady improvement; the results of the school have matched this trend in all three subjects.

In the national tests at the end of Key Stage 2 in 2000, the school's results for eleven-year-olds were well above average in English and mathematics and average in science. In 1998 the school's results were well above average in mathematics and above average in English and science. Standards in mathematics have been maintained at well above average and standards in English improved from above average to well above average. Standards in science fell from above average in 1998 to average in 2000. When compared to the results of similar schools, based on the attainment of the same group of pupils at the end of Key Stage 1, the school's results in English were in the top five per cent nationally. They were well above average in mathematics and above average in science. The national trend over the last four years has been one of steady improvement and the school's results over that period have risen to be in line with national expectations in science and well above average in English and mathematics.

Standards in other subjects are above national expectations in information and communication technology, art and design, music and geography at the end of both key stages. Standards in design technology, physical education, Religious Education and history are in line with expectations at the end of both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. All pupils have a very positive attitude to school and to their work, which they undertake with great enthusiasm.
Behaviour, in and out of classrooms	Very good. Pupils' behaviour in all areas of the school is very good. There have been no exclusions.
Personal development and relationships	Excellent. Pupils have excellent relationships with each other and with their teachers. They show respect for all members of staff.
Attendance	Good. Attendance is above the national average.

Teachers and learning support assistants promote very good attitudes to learning in all pupils. Their very good management of pupils encourages all pupils to behave well. Because of the consistently good examples that they are set by all adults in the school, pupils develop excellent relationships. Attendance is above the national average and has improved during the past year.

TEACHING AND LEARNING

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

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

The school has implemented the National Strategies for Literacy and Numeracy well. These frameworks, together with a good level of training for all staff, have raised the quality of teaching in English and literacy and in mathematics and numeracy, across the school. Teachers' subject knowledge and understanding and the teaching of basic skills are now very good. The management of pupils by all members of staff is very good. The day to day assessment of what pupils learn is good. However, this good information is not well used to carefully match future tasks to what pupils already know, understand and can do. This has the effect of slowing the pace of progress, particularly for older and more able pupils in mixed age classes. The school meets the needs of all its pupils well, including those with special educational needs. The overall strength of teaching is accurately reflected in pupils' good levels of learning throughout the school. Pupils' productivity and pace of working are very good. They show very good levels of concentration and independence. During the inspection, 27 lessons or parts of lessons were observed. The quality of teaching was very good or better in 36 per cent of lessons. It was good in a further 56 per cent and satisfactory in the remaining eight per cent of lessons. Good and very good teaching was observed in all three stages of the school. No unsatisfactory teaching was seen.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good throughout the school. An excellent range of extra curricular activities brings further depth and enrichment to the curriculum.
Provision for pupils with special educational needs	Good throughout the school. All pupils with special educational needs receive good support in classrooms.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Provision for spiritual moral, social and cultural development are all very good.
How well the school cares for its pupils	Good. All staff know all pupils very well and show care and concern for them. There is respect shown between pupils and staff. However, the good assessment information collected is not used well enough to maintain the pace of progress, particularly for older and more able pupils in mixed age classes.

In the questionnaires returned and in the views of parents who attended the meeting, all believe that this is an excellent school.

The school's curriculum fully meets statutory requirements and is further enriched by an excellent range of extra-curricular activities. The placement of some Year 1 pupils in a class with children from the foundation stage has resulted in them not receiving equality of access, with other Year 1 pupils, to the school's curriculum.

The school cares for its pupils well. However, the insufficient use of the good assessment information gathered to maintain the level of progress of more able and older pupils in mixed age classes is less than satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and key staff work very well together, as a strong team, to guide the educational direction of the school.
How well the governors fulfil their responsibilities	Very good. The governing body is very well structured and fully understands the strengths and weaknesses of the school.
The school's evaluation of its performance	Good. The school's evaluation of its own performance is used well to guide future planning.
The strategic use of resources	Good. The school and the governing body have a clear understanding of the principles of best value.

The match of teachers and support assistants to meet the demands of the curriculum is good. The school's accommodation is good. It presents good areas for teaching and learning. The headteacher has a very clear educational vision for the school and leads a strong team very well. The school has a clear understanding of the principles of best value and bases all its decisions on the impact that they will have on the education provided for pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
The parents who responded to the questionnaires and attended the parents meeting were fully supportive of every aspect of the school, including the headteacher and the teaching staff. All felt that the school was extremely well led and managed and were highly complimentary and supportive of the headteacher.	In the response to the questionnaires and at the meeting parents had no negative views of the school at all.

Inspection evidence supports the very positive views of all parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. On entry to the school, children's' overall levels of attainment are average. By the time that children move into Year 1 they all achieve the targets in the Nationally agreed Early Learning Goals for their physical and creative development. In personal, social and emotional development, language literacy and communication, mathematical development and knowledge and understanding of the world, many children reach standards, which are beyond those expected for their age on entering Year 1.
2. At the time of the last inspection, November 1998, standards in English and mathematics were below average at the end of Key Stage 2. Standards in science were judged to be average. In Key Stage 1, standards in English, mathematics and science were judged to be in line with the national average. In most other subjects, standards were judged to be in line with national expectations. The exceptions to this were in art and design, where standards were above expectations at the end of both key stages and information and communication technology in both key stages, where standards were below expectations.
3. In the 2000 end of Key Stage 1 National Tests, the percentage of pupils achieving level 2 or above, the expected levels for seven year olds, was above the national average in reading. Standards were below the national average in writing and in line with the national average in mathematics. Teacher assessments in science were broadly in line with the national average. When compared to the results of schools with a similar level of entitlement to free school meals the school's results were below average in reading and mathematics and well below average in writing.
4. During the period 1997 to 2000, the school has made steady improvement, in key Stage 1, in reading and writing and good improvement in mathematics.
5. In the 2000 end of Key Stage 2 national tests, the percentage of pupils achieving level 4 or above, the expected levels for eleven year olds, was in line with the national average in science. Standards were well above the national average in English and mathematics. When compared to similar schools, on the basis of the standards reached by these same pupils at the end of Key Stage 1, the school's results were above average in science. Standards were well above average in mathematics and in the top five per cent in English.
6. The school has received an achievement award from the Department for Education and Employment, for improved standards between 1996/97 and 1999/2000. Inspection evidence shows that standards in science are now average at the end of both key stages. In English and mathematics, standards are above average at the end of both key stages. Standards in information and communication technology, art and design, music and geography are above national expectations at the end of both key stages. In design technology, physical education, religious education and history, standards are in line with expectations at the end of both key stages. This represents very good improvement since the last inspection. The progress of pupils who have special educational needs is good in all areas of the school. All these pupils reach standards which are appropriate for their ages and differing levels of ability. Many of them reach standards which are above the early expectations based on their levels of attainment on entry to the school.

Pupils' attitudes, values and personal development

7. Pupils' attitudes, behaviour and personal development all show good improvement since the previous inspection. There are excellent relationships throughout the school, between pupils and between pupils and adults. The pupils demonstrate an excellent response to opportunities to display initiative and take responsibility both for their work and within the school community. Pupils have very good attitudes to learning and to school. Standards of behaviour in and

around the school are very good. These very good attitudes are a significant strength of the school and make a very positive contribution to pupils' learning. Ninety-six per cent of parents state that their children like school. The pupils are proud of their school and value what is has to offer them.

8. Pupils take part in an annual survey of 'attitudes' to gain their views and identify what issues within the school give them cause for concern. This enables them to reflect on what being a citizen within a community means. They have a very good understanding of how improvements in behaviour over the previous year have benefited the school community as a whole. Pupils respond very well to these opportunities and listen carefully to each other's opinions, valuing them and recognising that they can achieve far more if they work together as a team. Pupils have been allocated a small budget, which they decided should be spent on play equipment for use at lunchtime and, in deciding how to spend the money, they carefully considered the needs of all pupils. Pupils gain an understanding of the needs of the wider community through assemblies and visitors such as Cedric the Dragon who helped to inspire pupils to raise money in support of National Children's Homes.
9. The excellent quality of relationships is a strength of the school. The pupils value each other as individuals. They are inclusive in their play and lunchtime is a social occasion during which all pupils mix together in the dining hall and at play. They are very concerned to make visitors feel welcome and to give a very good impression of their school. Pupils identify their school as being a supportive and caring 'family' community to which they are proud to belong. They talk enthusiastically about their lessons and their interests outside school. Relationships throughout the school are excellent. For example, at lunchtime, there is a very good atmosphere, because staff and pupils share the fun and enjoyment of supervised activities or sitting quietly in the shade. In lessons, the quality of relationships benefits collaboration and discussion leading to the development of ideas to deepen their understanding.
10. Pupils sustain their concentration very well, undertaking work with interest and enthusiasm. For example, in a Year 3/4 history lesson, pupils who were seeking to understand the difference between fact and opinion, listened very carefully to the teacher and to each other. The excellent relationships provided a very good learning environment in which all pupils could confidently contribute and share ideas to extend their understanding. Pupils display sensitivity and consideration for each other's feelings, values and beliefs. They have an excellent understanding of the impact of their actions and words on others, both within the classroom and at play when they are not under close supervision. They work effectively on their own and with others, sharing resources, co-operating and collaborating well with one another. Throughout the school, pupils show great independence in researching for information such as the name of Thor's hammer and organising investigations in science. They take responsibility for tasks within the classroom and, as they move through the school, they take increasing responsibility for their own learning. They become aware of their behaviour and actions within classrooms and around the school, as members of a community that cares for and values all of its members and visitors. This makes a very significant contribution to the pupils' personal development and their acquisition of skills.
11. Pupils' behaviour is very good in the classroom, in the hall at lunchtime and at play, although, on occasions, a small minority of pupils do misbehave. However, when this happens, the effectiveness of teachers in managing pupils' behaviour ensures that it does not disrupt the learning of others. All pupils recognise the importance of good behaviour and positive attitudes in creating an environment in which they can learn. They are very orderly in their movement around the school. They are very courteous and polite. Pupils are trustworthy and look after equipment, resources and property very well. There are no signs of graffiti or litter within the school and pupils are concerned to maintain and improve their environment and facilities and talk with animated excitement about projects to develop a maze and a pond. Pupils are very conscious of others and know that bullying, racism and oppressive behaviour are wrong, that they can ask staff for support if they have any concerns and that any incidents are dealt with effectively. No pupils were excluded during the school year before the inspection. Overall, the very good standards of behaviour help to create an environment in which all pupils can learn.

12. Overall attendance levels are good and are broadly similar to those found at the time of the previous inspection. In 1999/2000 attendance was 95.1 per cent with 0 per cent unauthorised absence compared with national figures of 94.4 per cent and 0.5 per cent. In the spring term of the current school year, one in five pupils had very good or excellent levels of attendance whilst one in eight had poor attendance with levels of between 70 and 85 per cent. The good levels of attendance of the significant majority of pupils have a positive effect on their learning. In those cases where attendance is unsatisfactory or poor, the school has identified the impact on progress and has sought parental support in improving attendance levels and includes comments within the annual progress reports provided to parents. The majority of pupils arrive on time each day. However, the minority who are late cause extra work for teachers and their lateness means that they miss opportunities to participate fully in mental maths sessions, which can affect their progress in this area.

HOW WELL ARE PUPILS TAUGHT?

13. The overall quality of teaching is good throughout the school and is an important reason for the good progress that pupils are making in all stages of the school. There has been a significant improvement in the quality of teaching since the last inspection when teaching was satisfactory, overall. Twenty-seven lessons or parts of lessons were observed during the inspection and high quality teaching was seen in all three stages of the school. In the lessons observed, 36 per cent of the teaching was very good or excellent, a further 56 per cent was good and eight per cent was satisfactory. No unsatisfactory teaching was observed.
14. The school has been successful in improving the quality of teaching and learning since the last inspection through a range of strategies. A very good teaching and learning policy is now in place and support has been provided for teachers' planning. Lessons have been observed and comments given to teachers. Action planning and target setting have been developed with individual teachers and experienced staff have demonstrated models of good practice. Support has also been developed and offered by curriculum leaders and all staff have attended a good range of courses. The choice of training provided has been guided by national priorities, the targets set in the school's action plan for development and the needs of individual members of staff.
15. There has been good improvement in both literacy and numeracy throughout the school. A significant factor in this improvement is the school's good implementation of the national strategies for literacy and numeracy and the improvement in the quality of teaching that this has enabled. A significant feature in the high quality of the teaching seen in the school is the commitment of all staff to improving standards. This is also the view of those parents who offered an opinion, who feel that the teaching is good and that the school has high expectations and caters for the individual needs of their children.
16. The quality of teaching and learning in the Foundation Stage is good. The quality of adult and teacher interaction with the children is good and activities are effectively organised according to the children's abilities. During the inspection five lessons were seen. The quality of teaching was at least good in all lessons and was very good in one. This is a significant factor in the good progress that children make throughout the Foundation Stage.
17. The children are shown how to clear up at the end of their activities and to help each other to put things away tidily. Staff note how well children are doing in all areas of development and consider their progress carefully when planning the next stage of their work. Therefore, children feel confident and happy.
18. They are already learning to be independent as they take on responsibilities, such as helping to take the register to the school office. There is a good balance of adult directed and child initiated activities. The teacher is very good at keeping children very well focused when the whole class is involved. She spends just the right amount of time on introducing tasks, so that children do not lose interest or become fidgety. All staff have very high expectations for all aspects of the children's learning and behaviour and there is very good management of these young children.

19. In both Key Stages 1 and 2, the quality of teaching and learning is also good. In Key Stage 1, seven lessons were seen. The quality of teaching was excellent in one of these lessons and good in the remaining six lessons. In Key Stage 2, 14 lessons were observed. The quality of teaching was excellent in three lessons, very good in four, good in five and satisfactory in the remaining two lessons seen. Teachers in both key stages are consistent in making sure that the pupils know exactly what they have to do in order to be successful. The learning objective for each lesson is written out for the children to see and acts as a focus for the whole lesson. Skilful use of the end of lesson review helps pupils to think about what they have learnt. Learning support assistants often take notes of pupils' responses during these review periods in order to judge how well the pupils have understood the lessons. This is very good use of support staff as a part of the good assessment of pupils learning. However, this good assessment information is not regularly or consistently used to match future tasks carefully to what pupils already know, understand and can do. This has the effect of providing insufficient challenge for some pupils, most notably older and more able pupils in mixed age classes.
20. Teachers' subject knowledge and understanding are good across all subjects. There has been a significant improvement in information and communication technology provision and standards are now above expectations at the end of both key stages. This good level of subject expertise allows teachers to explain new concepts clearly and answer pupils' questions effectively.
21. Teachers often use their good subject knowledge to teach lessons, which involve the use of knowledge and skills from more than one subject. For example, in an excellent Key Stage 1 literacy lesson, the teacher used good questioning skills to review pupils' knowledge of South America and its climate when studying the skills of authorship. There are examples of good or very good teaching, in both key stages, in some lessons in the core subjects of English, mathematics and science. In both key stages, teachers often show very good ability in the teaching of basic skills in sounding out words and in number work. This leads to good learning taking place in these aspects in most English and mathematics lessons.
22. Teachers' planning is good in all stages of the school. Clear links with previous lessons are often identified. As a result, pupils are given good quality learning experiences which help them build on their skills and knowledge and consequently to make good progress. However, from the evidence in pupils' past work, the good assessment information gathered by teachers and learning support assistants is not well used to carefully match tasks to the individual levels of attainment of pupils. Too much work is presented to all pupils at the same level with the expectation that more-able pupils will complete more work than others. This has the effect of slowing the pace of learning, particularly for older and more able pupils in mixed age classes. There are some examples of assessment information being used well to match tasks to pupils' ability, but these are too few and this area of teaching is less than satisfactory, overall.
23. Teachers' expectations of what pupils can achieve are very good in the Foundation Stage and in Key Stage 2 and good in Key Stage 1. Expectations of pupils' behaviour are high throughout the school and all members of staff manage the behaviour of pupils very well. All staff set good examples as role models, in the courteous and patient way in which they deal with pupils and help them to negotiate over problems.
24. All teachers are aware of pupils in their classes who have special educational needs. They have received training in the use of individual education plans. The teaching of pupils with special educational needs in classes and in small groups with learning support assistants is of good quality. The work set is identified in pupils' individual education plans. The learning support assistants are effective, sometimes very effective, helping pupils in lessons with tact and rigour. However, in some classes and lessons, they are not fully involved in all aspects of a lesson. Liaison with teachers, whilst mostly good, could be even better managed. The school's procedures meet all the requirements of the National Code of Practice. The School has good working relationships with outside agencies, for example, the educational psychologist.
25. Teachers make good use of a wide range of teaching methods to ensure that pupils make good progress in their learning. They use a mixture of teaching approaches that include whole class, group and individual teaching. Teachers usually make good use of the end of lesson review to summarise key facts and to sort out misconceptions. Opportunities are often provided for pupils

to use this time to share their work with the class, by presenting and explaining what they have done. A good example of this was seen in an excellent Year 5 and 6 mathematics lesson when the teacher used open and closed questions well to assess what pupils had learned. Pupils explained any problems they had encountered or shortcuts that they had developed. The lesson ended with the whole class involved in using their learning to move letters through all four quadrants to form the message "THE END". When end of lesson reviews are at this very high level they have the effect of enabling pupils to learn from each other.

26. All teachers manage pupils very well. They expect pupils to pay attention to direct instructions. Clear rules of behaviour are established in all classes and pupils are expected to treat each other with consideration and respect. Teachers are firm and fair in their dealings with pupils and develop excellent relationships with them. They listen carefully to what pupils have to say and respond to their comments in a positive and receptive manner. This encourages the development of pupils' self-confidence. Teachers are patient with pupils and quietly insist on compliance with classroom conventions.
27. Teachers' use of support staff and the resources of the school are also good. There is good teamwork between teachers and support staff, as seen in a Year 3 and 4 history lesson when the teacher and the learning support assistant worked well together to maintain good learning throughout the lesson. The learning support assistant was very well prepared, demonstrating very good teaching skills when questioning and guiding pupils with special educational needs who were investigating the meaning of words such as "fact". There was a good level of partnership between the classroom teacher and the learning support assistant. All support staff are familiar with the plans and learning intentions for the children they work with, so that they are active partners in the learning process.
28. Good assessment takes place during lessons where teachers make positive and constructive comments to pupils to help them increase their learning. The quality of marking is satisfactory, overall. All work is marked. However, while some marking gives pupils clear guidance on how to improve their work, not all is to this high standard. The assessment of pupils' work is generally of a good standard, particularly in English, mathematics, science and information and communication technology. Teachers record their assessment of pupils' progress for each individual. However, there is insufficient use of this good information to carefully match pupils' future tasks to what they already know understand and can do. This has the effect of somewhat limiting the progress made by older and more able pupils in mixed age classes.
29. Teachers set homework that is appropriate for the ages of the children in their class and relevant to the work going on in the classroom. The level of homework set in all stages of the school makes a good contribution to pupils' learning. The use and level of homework increases as pupils move through Key Stage 2. The range of subjects set increases as does the expectation that pupils will undertake research at home. This makes a good contribution to pupils' learning.

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

30. The school provides pupils with a rich curriculum, which is broad, balanced and provides them with a good range of learning experiences. The school fully meets the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education. The latest national subject guidance, issued by the Department for Education and Employment, has already been used to further improve the existing schemes of work in most subjects. This shows a good level of improvement since the last inspection when the curriculum was found to be satisfactory. However, the Year 1 pupils who are in the Foundation Stage class do not have equal access to the curriculum offered to other pupils in the same year group.
31. The National Literacy and Numeracy Strategies have been well implemented and they are having a positive impact on the standards achieved by all pupils. Teachers' planning for numeracy and literacy is good and effective monitoring by the co-ordinators has helped the school to identify any weaknesses quickly and address them. As a result, the standards achieved by pupils have improved in both subjects since the last inspection.

32. The school has good links with receiving secondary schools. Pupils are given the help they need if they want to gain acceptance at local grammar schools. A popular verbal reasoning club helps in this. Pupils take some of their year 6 work with them to the secondary schools to demonstrate their levels of achievement. Some of this work, for example investigative science, is agreed with the secondary schools in advance. All this helps to ensure a smooth transition as pupils move on to their secondary education.
33. The school carefully assesses the needs of pupils with special educational needs. Teacher concerns lead to carefully constructed individual education plans with specific targets. Together with reports from outside agencies, the Statements of special educational needs are clear and easily understood. Targets are drawn from observations of behaviour, of speech and language difficulties, and increasingly for mathematical aspects. The concepts involved are carefully identified. However, the day-to-day assessments carried out by learning support assistants are varied in quality. They are good in some classes and lessons.
34. The range of extra-curricular activities has been extended since the last inspection and it is now excellent. A wide range of clubs and activities is provided and these are attended by a large percentage of the pupils. The homework club is very effective and has helped some pupils to move into higher sets and has given them the study skills that will help them in the future. It is also effective in supporting pupils who need further help. Sporting activities are popular and through them a large number of pupils have represented their school at a local, regional or national level. A mixed rugby team recently enjoyed the honour of playing at Twickenham before the Varsity match. Because of the schools' links with Eastern Arts, a group of pupils spent a day working with professional poets and then had the pleasure of performing their own work to a large audience in the evening. The school recently provided seven out of ten players in the regional rugby team. During the week of the inspection, pupils represented the school for the first time in a regional swimming competition. The school also takes pupils on a very broad range of visits, including residential ones. Pupils have the chance to take part in adventurous sports, such as sailing, during the residential visit to Grafham Water. The school provides opportunities for pupils to visit galleries and museums both locally and in London. In addition, there is a wide variety of visitors to the school. On one occasion, this included the ambulance, fire and police services and the regional police helicopter. On another, they received a visit from an astronomer. All these activities enhance the learning of all the pupils involved.
35. The school places great emphasis on community involvement and is very successful in achieving this. The school is a focal point for the village and social events are well attended. The school enjoys good links with the local church and is involved with senior citizens in the village, for example, at Christmas and Harvest time. Pupils are involved in the Gorefield and Wisbech Festivals. A local resident has helped pupils make CD's of their Christmas Carols and local people are quick to offer to help whenever they are asked. Given the size of the village, its contribution to pupils' learning is considerable.
36. The school has improved its provision for Personal, Social and Health Education since the last inspection. There are now a detailed policy and a good scheme of work in place. Pupils are made aware of the dangers of drugs, alcohol and tobacco and are encouraged to take personal responsibility over such issues. In addition, these lessons make a significant contribution to the pupils' social development. Consequently, pupils in the school are well behaved, caring, thoughtful and quick to help others. They are polite and confident with visitors.
37. The school's provision for the spiritual, moral, social and cultural development of the pupils has improved since the last inspection and it is now very good. The school provides a well-planned daily act of collective worship, which fully meets statutory requirements. It provides pupils with the opportunity to listen to and appreciate a variety of music and gives them the chance to pray or spend time thinking and reflecting silently. Opportunities are planned each week for pupils to wonder at the achievement of others, not only in their work, but also in a wide range of other activities. Whenever possible, teachers draw pupils attention to the wonders of nature. A good example of this is seen in the Key Stage 1 classrooms where pupils have had the chance to observe caterpillars changing into butterflies. The care for tadpoles, fish and snails is successfully encouraging pupils to value all living things. Teachers are also quick to draw

pupils' attention to beautiful things when they see them, for example the amazing patterns on a butterfly's wings. In religious education lessons, they develop an understanding of the differing beliefs of the major world religions.

38. Provision for moral development is very good. The school has a clear behaviour policy which pupils understand and adhere to. Both adults and pupils work hard to achieve the high standards of behaviour seen in the school. Pupils clearly distinguish between right and wrong. Their attitudes in lessons and around the building indicate their awareness of the impact of their actions on others. Pupils are encouraged to consider those who are less fortunate than they are and they actively support fund-raising initiatives such as Red Nose Day. Through subjects such as science and geography and Personal Social and Health education, they find out about and discuss problems such as pollution, alcohol and drug abuse.
39. Very good provision is made for pupils' social development. The school gives pupils many opportunities to take responsibility and show initiative. Older pupils take responsibility for looking after younger ones. Pupils operate the CD player and hold doors open to facilitate the smooth running of assemblies. The monthly Achievement Trophy is greatly valued by the pupils and is awarded for a wide variety of achievements. In addition, the school rewards pupils for taking responsibility, for example, for getting out the play equipment every day so that all the pupils can use it. There are numerous ways of representing the school and pupils demonstrate a real pride in their achievements and are keen that their school is seen to be doing well. The opportunity for older pupils to take part in a residential experience develops their independence and gives them the chance to develop confidence in challenging situations. In lessons, the school is successful at developing pupils listening skills and teaches them to be tactful when discussing the qualities of their friends' work. Regular opportunities are provided for pupils to work together co-operatively in pairs and small groups. They do this well, taking turns, sharing and helping each other.
40. The school's provision for cultural development is very good. Pupils are given opportunities to appreciate their own local culture by studying the locality and taking part in local festivals. In history, pupils have learnt about life in other times and places. They have learnt about the Vikings and Greeks and have compared these lifestyles with their own. Excellent classroom displays demonstrate pupils' understanding of other faiths and cultures, for example Hinduism. Pupils have the chance in art to look at the work of a very wide range of artists, including those from non-western cultures. This is supplemented by visits to museums such as the Victoria and Albert. With the help of resources from the Traveller Support Service pupils have benefited from a particularly interesting and informative display about the life of travellers.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school has good procedures for ensuring pupils' welfare. The positive comments made during the last inspection still apply. The school provides a caring and supportive environment. Not only does the school care for its pupils, but the pupils care for each other and the adults who work with them. Teachers have a caring attitude and they know their pupils and their needs well. The result is that the school has a caring atmosphere and pupils say that they feel safe and secure.
42. There are good procedures in place for monitoring and promoting good behaviour. There is a good behaviour policy, which is consistently applied. Pupils know and understand the school's code of conduct and they follow it well. The school identifies many opportunities to reward good behaviour and attitudes in the pupils and pupils value this. They try hard to win team points and they show real pride when they receive Achievement Awards in assembly. The school conscientiously looks for ways to reward all pupils and, consequently, all feel they can be successful in some way. The result is that pupils are well motivated and well behaved.
43. The school's spirit of community instils a sense of fairness and justice, trust and friendship. Pupils get on well together. Procedures for monitoring and eliminating oppressive behaviour are very good. The Head Teacher recognised the need to improve lunchtime behaviour when he was appointed and took sensible steps to achieve this. All the mid-day supervisors have received appropriate training and this enables them to organise and take part in play with the

pupils. The pupils themselves have been fully involved and they have had the chance to decide how the money allocated to buy play equipment for use at lunchtimes should be spent. Each year, all pupils complete a questionnaire, which enables the school to evaluate how they feel about behaviour and attitudes in the school. The headteacher shares this information with the pupils in an assembly and the evidence clearly shows that pupils have felt increasingly happy and secure each year. If any problems emerge, they are dealt with immediately. Any form of unacceptable behaviour is dealt with promptly and effectively.

44. The previous inspection report found assessment procedures to be satisfactory, but commented that the policy was old. It said that teachers' marking was inconsistent and that reading records were unsatisfactory in some cases. It found that assessment information was not used sufficiently to help plan appropriate challenge for the highest attaining pupils. The school has tackled many of these criticisms.
45. Procedures for assessing pupils' attainment and progress are now good. An up to date and effective policy has been developed and is being implemented. Marking is now consistent, but its weakness, which the school has already recognised, is that it does not tell pupils what they have done well or how they could improve. Reading records are now satisfactory, but they could be more informative in terms of suggesting to parents how they can help their children to improve. More rigorous monitoring of assessment information is taking place. Consequently, pupils' experiencing difficulties or doing particularly well are quickly identified. This results in individual education plans being written for them to help them progress. Good use is made of assessment information to move pupils between sets and to make long term changes to the curriculum or organisation in order to improve standards. However, it is not being used effectively on a day-to-day basis to ensure that pupils of different ages in the same class are being suitably challenged in science and the foundation subjects. The result of this is that the youngest pupils in each class generally find the work challenging and they make greater progress than the older pupils who often consolidate rather than extend their learning. Thus, the older pupils easily achieve the national average in science, but they find it difficult to achieve beyond it. There is a much better match of task to ability in Literacy and Numeracy lessons. There are effective tracking systems in place, which enable the Head Teacher to monitor the progress of individual pupils. The school uses a mixture of non-statutory tests, standardised assessment papers and end of topic tests to check on pupils' levels of attainment. Frequent moderation of assessed work ensures that teachers' judgements are accurate. The school has put a lot of time and thought into producing portfolios of assessed work in each subject. These are particularly useful in ensuring consistency in the award of different levels between different teachers.
46. The school is very successful in creating a happy, caring community, in which each pupil and member of staff is valued for their individuality and for their personal contribution. The school provides a very good and orderly learning environment, in which all staff know all pupils well and expect very high standards of them in their work and their attitudes. Teachers and staff act as very good role models. They have a very good understanding of pupils' progress, both academic and personal.
47. Arrangements for promoting and monitoring health and safety, child protection and first aid are satisfactory and those for promoting pupils' good attendance and punctuality are good. These are similar to the findings of the previous inspection.
48. The overall management of health and safety is satisfactory. Teachers have a good awareness of safety and pupils are taught safe practices in lessons. Particular attention is paid to activities such as swimming where all parents are advised of the safety arrangements. The school has an appropriate health and safety policy, although the designated person with overall responsibility, the head teacher, is not named. External consultants are engaged to assess particular risks such as those associated with the water heating system and, although the school does not generally carry out risk assessments, regular safety audits are conducted and recorded. Fire extinguishers, portable electrical appliances and physical education equipment are tested regularly and, in accordance with a local education authority directive, portable electrical appliances are not tested annually, but in accordance with the schedule set out in the regulations. Emergency evacuations are practised each term and a record is maintained.

49. First-aid support for pupils is satisfactory and pupils are well cared for. There are three qualified first-aiders working within the school. Adequate first-aid supplies are available within the school and a first-aid kit is taken on visits and activities off-site. Although arrangements for promoting safety in and around the swimming pool are good, no first aid/resuscitation kit is kept by the poolside during lessons. Parents are provided with good information about any accidents. However, records of minor accidents are not maintained which means that, although the head teacher is aware of incidents, he does not have sufficient detail to enable potential risks to be identified and any necessary action to be taken.
50. Child protection arrangements are satisfactory and comply with requirements. The school has a child protection policy, but the person with responsibility within the school is not formally identified. The school uses the procedures laid down by the local area, child protection committee. The headteacher has responsibility for child protection issues and he has received appropriate training. All teaching staff have been given clear guidance on child protection and this is reinforced during in-service training days. However, this training does not extend to all support staff. There are satisfactory liaison arrangements with outside agencies and the school exercises its responsibilities with vigilance and care. An appropriate policy for the use of intervention to protect pupils from harming themselves, or others, is in place and good records are kept.
51. Procedures to monitor and promote attendance and punctuality are good and effective liaison with the education welfare officer ensures that problems with attendance or punctuality are identified and addressed at an early stage and parents involved. If the school has any concerns, it contacts parents on the first day of a pupil's absence, if no explanation has been received. Parents are encouraged not to take holidays during term time and, other than in exceptional circumstances, holidays of more than two weeks are not authorised. However, there are recorded instances of registers showing holidays more than 10 days as authorised. Good attendance is recognised through the award of certificates. In cases of concern, parents are regularly advised of non-attendance and they are made aware of the impact which poor attendance or punctuality is having on their child's learning. Registers are marked accurately and the data transferred to a computerised system which benefits analysis, although occasionally there are input errors which can affect the accuracy of data.
52. There are well-established liaison arrangements with outside agencies, including educational specialists, social services and the health authority, all of whom provide good support and advice for pupils and staff.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The school's partnership with parents is very good and has improved since the time of the previous inspection. The school works very hard to involve parents in supporting their children's learning and in the work and life of the school. This partnership is re-inforced by a home/school agreement, which has been signed by over 95 per cent of parents throughout the school. Parents provide very good support for their children's learning.
54. Parents express excellent views of the school and the education which it provides. In response to the parents' questionnaires sent out prior to the inspection, over 40 per cent of parents responded, representing a cross-section of pupils throughout the school. In response to the significant majority of questions, parents unanimously expressed positive views. A summary of parents' responses can be found at the back of the report. Inspectors' judgements support the positive views expressed by parents.
55. The overall quality of information provided for the parents, particularly about pupils' progress, is good. Annual reports are carefully written and comments show that teachers have a good knowledge of individual pupils and their attitudes to work. Clear targets, principally in literacy and numeracy, identify specific areas for improvement and these assist parents in supporting their children and helping them to move to the next stage of their learning. Reports include information about the levels achieved in standard tests and assessments at the end of both key

stages and the number of unauthorised absences, but do not include the number of authorised absences. The reports are supplemented by one consultation evening each term. The support of the parents for these evenings is excellent and about 95 per cent of them meet with teachers at these times.

56. The school organises curriculum evenings to help parents to understand how they can support their children in areas of work such as literacy, numeracy and homework. A homework folder, printed with the school crest, has been provided for each pupil. This includes a home/school feedback sheet, which is used effectively, on a regular basis, by the school and a minority of parents to exchange information about pupils' progress. It includes any concerns and also praise for achievements at school and at home. Regular communications with parents provide them with good information about the life and work of the school. The school seeks to involve them by offering them the opportunity to take up spare places for events such as a poetry performance at Queens School and providing details of the school's entry in the Gorefield show. Parents are fully consulted about matters such as sex education.
57. The parents respond very well to any concerns expressed by the school and provide very good encouragement and support for pupils' learning at school and at home. This has a very positive impact on pupils' progress in areas such as reading and independent research.
58. It was decided that there should be no parent/teacher association, but that parents and teachers should work together for the benefit of all pupils. Parents, and members of the local community, are very helpful and supportive of activities which the school arranges to raise funds to improve the equipment and facilities available to pupils. Events have included a summer barbecue, which included pony rides, a balloon race and the sale of a CD on which children had recorded Christmas Carols. The funds raised have enabled the school to buy outside play equipment and additional computers during the past year.
59. About ten parents help regularly in school, providing very good support. For example, parents regularly help with practical activities, through hearing pupils read and by helping with swimming instruction. Parents readily volunteer to help with the supervision of pupils participating in visits. In addition, they provide very good support for specific projects such as landscaping the gardens of the school. The very good support of parents is greatly appreciated by pupils and staff and makes a very positive contribution to pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The school's leadership and management are very good. This is also the view of the parents. At the time of the inspection, there was no deputy-headteacher. In overcoming the difficulties associated with such an appointment, the Headteacher has instead recruited two key stage co-ordinators who, with him, form the senior management team. This is a strongly beneficial move for the effective management of the school. The Headteacher brings to his work both energy and drive. The quality of his leadership is a clear reflection of the aims and values of the school. The vision of the headteacher, to move the school forward is based on his, and his senior management team's, assessment of the current state of the quality of teaching and learning in the school. The analysis of standards achieved in national tests for both seven and eleven-year-olds is a focus for this assessment. The headteacher has a deep commitment to raising standards in all areas of school life. The governors and staff share his commitment to improvement. Overall, the governors are very good at supporting and monitoring the work of the school. In ensuring that the governing body fulfils its legal responsibilities, the governors play a very significant role in shaping the strategic direction of the school. They have a very good understanding of its strengths and weaknesses.
61. The headteacher, pursuing a school aim that speaks of partnership with the community, has established very good relationships with pupils, parents, staff and governors, including the recently elected chair. The parents are pleased that the school is approachable and welcome the openness and inclusive atmosphere which has been created. The governors' contribution to the effectiveness of the school is very good. They are caring, supportive and often visited the school during the week of inspection. For example, a parent gave of her time freely in the week to instruct pupils in computer skills. Teachers also benefit from this input. The governors have

trust in the Headteacher and expect him to be fully accountable to them. Governors attend school and local authority in-service training through the governors' support service. The committee structure is well organised and is a useful tool for communication. Committee reports, especially of the curriculum and property committees, enable governors to measure the effectiveness of the school and the challenges that it faces. They are, therefore, able to perform the important monitoring aspect of their leadership to a very high standard.

62. The number of staff and their range of teaching qualifications are well matched to the requirements of the curriculum. The headteacher's delegation of responsibilities to staff is very effective. In such a small school, co-ordinators have a number of responsibilities. The needs of the curriculum are well matched by the range of teaching qualifications. The co-ordinators of English and mathematics have monitored teaching in their subjects. Thus, the Literacy and Numeracy hours are both well established. There is a high level of teamwork amongst all of the school staff. Classroom assistants are used effectively in most classes and lessons, as in the Year 4 science lesson when learning support assistants supervised groups when they were using the measuring equipment set out on tables. Similarly, in a Year 3 Literacy hour, the learning support assistant monitors and assesses the speaking and listening skills of pupils. When they are integrated well, share the teacher's planning and are involved in the assessing and recording of pupils' work, they have a positive impact on the progress of the pupils they work with, whether these pupils have special educational needs or not. On occasions, support staff are not fully involved in all aspects of the delivery of lessons. For example, in a Year 6 geography lesson, the learning support assistants did not participate in the opening session when the teacher and pupils explored the differences and similarities between Llandudno and Wisbech. The school has agreed a very good policy for the performance management of teachers. The induction procedures for staff new to the school are effective.
63. When compared to all schools, Gorefield Primary School has an average income per pupil. The school makes good strategic use of its resources, grants and other funding to support teaching and learning, including the support of pupils with special educational needs. The school's accommodation is well matched to its current needs. The library is accessible and pupils use it for studying non-fiction books and developing their research skills. The large, new hall is used for assemblies, physical education and lunches. There is a good information and communication technology suite. The classrooms are brightly decorated with a good balance of pupils' and commercially produced work that creates an interesting learning environment. Outside, the school has a playground, a good sized field and a swimming pool that all benefit the teaching of physical education. The swimming pool is in constant use in the summer term. A willow dome has been built and a time capsule buried beneath it. It represents the start of a new projected development of a nature and pond area. There is ramp access to the school so that it can facilitate mobility for those pupils with physical disabilities.
64. There is good understanding of the use of computers in the office, for a range of administrative tasks. Their application to whole school issues such as assessment is being fully utilised. The quality of financial control and planning for educational priorities is very good and the recommendations of the last auditors' report have been acted upon. The very good school secretary presents a friendly welcome to the school to all visitors and enables the school to function smoothly. Under the direction of the governors, particularly the Chair of Finance, the school implements the principles of best value well to further the opportunities provided for all pupils. Previous educational decisions have been fully evaluated, for example the decision to keep four classes rather than reduce to three has been fully justified. The appointment of more classroom assistants has been evaluated in terms of its educational outcomes.
65. Taking into account the school's context, the good quality of teaching, the very good leadership and management and the standards that pupils achieve, the effectiveness of the school is very good. In addition to this, the pupils' very good attitudes to school, their behaviour, the progress made in national tests and the average unit cost mean that the school provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards even further the headteacher, staff and governors should:

- develop and implement strategies to ensure that all pupils in the school have equal access to the whole of the school's curriculum (53, 98, 110); and
- use the good assessment information gathered to carefully match future tasks to pupils' developing levels of ability (19, 22, 28, 45, 91, 98, 108, 110).

The governing body may also wish to include the following minor issues in their action plan:

- further develop the quality of teachers' marking of pupils' work to include, for example, written comments which explain how pupils can improve their work (28, 45, 91, 99); and
- Improve the consistency of use of support staff during lesson introductions and reviews to impact more positively on pupils' learning (19, 24, 33, 59).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
16	20	56	8	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	114
Number of full-time pupils eligible for free school meals	13

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	40

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.8
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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	9	10	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	8
	Girls	10	10	10
	Total	16	16	18
Percentage of pupils at NC level 2 or above	School	84 (86)	84 (91)	95 (95)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	8	8
	Girls	10	10	10
	Total	16	18	18
Percentage of pupils at NC level 2 or above	School	84 (91)	95 (95)	95 (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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	5	9	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	8	8	9
	Total	13	13	14
Percentage of pupils at NC level 4 or above	School	93 (29)	93 (41)	100 (53)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	5
	Girls	5	8	8
	Total	9	13	13
Percentage of pupils at NC level 4 or above	School	64 (29)	93 (47)	93 (47)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	97
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.8
Number of pupils per qualified teacher	29.2
Average class size	28.5

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	115

FTE means full-time equivalent.

Financial information

Financial year	2000
	£
Total income	250,533
Total expenditure	240,496
Expenditure per pupil	2,147
Balance brought forward from previous year	13,371
Balance carried forward to next year	23,408

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	114
Number of questionnaires returned	47

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	19	4	0	0
My child is making good progress in school.	70	30	0	0	0
Behaviour in the school is good.	72	28	0	0	0
My child gets the right amount of work to do at home.	66	30	2	2	0
The teaching is good.	74	26	0	0	0
I am kept well informed about how my child is getting on.	68	30	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	91	9	0	0	0
The school expects my child to work hard and achieve his or her best.	85	15	0	0	0
The school works closely with parents.	81	19	0	0	0
The school is well led and managed.	98	2	0	0	0
The school is helping my child become mature and responsible.	77	23	0	0	0
The school provides an interesting range of activities outside lessons.	79	17	0	0	4

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

AREAS OF LEARNING FOR PUPILS IN THE FOUNDATION STAGE

66. Children in the Foundation Stage join the school's reception class during the school year in which they become five, in line with the local education authority guidelines. The children, including those with special educational needs make a good start in all aspects of school life. Assessment on admission to school shows that most children have knowledge, skills and understanding in all areas of learning that are in line with those normally expected for children of a similar age.
67. Evidence gathered during the inspection shows that these children make good progress. By the time that they move into Year 1, they all achieve the targets in the Nationally agreed Early Learning Goals for their physical development and their creative development. In personal, social and emotional development, language literacy and communication, mathematical development and knowledge and understanding of the World, many children reach standards which are beyond what is expected for their age on entering Year 1. This good progress ensures that overall attainment by the end of the Foundation Stage is above that which is normally expected.
68. The quality of teaching and learning is good. The quality of adult and teacher interaction with the children is good and activities are effectively organised according to the children's abilities. Good teaching by the class teacher and support assistant ensures that there is a good balance between direct teaching and child initiated activity. The classroom is managed well and time is allocated during the day to provide opportunities for learning through play. Questions are used well to challenge children in their thinking and assess their understanding of new concepts. The planning is imaginative and firmly based on children's interests and it is clearly linked with the Government's latest guidance for the teaching of children of this age. The school's current policy for the education of children in the Foundation Stage includes up to date procedures for assessing the children's progress against the 'Stepping Stones' for each area of learning.
69. The teacher's planning ensures that focused activities promote specific learning in language and mathematical development. For instance, there is a strong focus on sounding words out and, consequently, these children are making good progress in their early reading skills. Support staff make a valuable contribution to the teaching of these children. They work carefully with focus groups or move around the activities, providing support as required. This is especially so for activities, with the computers. This good teamwork is ensuring that basic skills are taught very well and all children of all abilities within the Foundation Stage make good progress. However, some Year 1 pupils are also included in this class. While they benefit from the personal and social development appropriate for Foundation Stage children, they do not have full access to the Key Stage 1 curriculum offered to other pupils of their age. These pupils join literacy and numeracy lessons with other pupils in Key Stage 1, but in all other areas of the curriculum they undertake their work with children in the Foundation Stage. This is less than satisfactory.
70. The staff have put much care and thought into providing a stimulating classroom environment. Resources are good and used effectively to motivate the children. Induction arrangements are effective. The children have several opportunities to visit the reception class before they start school and appropriate meetings are held with parents. There are good links with the neighbouring pre-school providers.

Personal, social and emotional development

71. The teacher and classroom assistants ensure that the emotional needs of the children are being well met. Relationships between the staff and the children are very good. Children,

including those with special educational needs feel secure and this has a positive effect on progress.

72. Because of this good provision, the children's attitudes to learning are very good. Children raise their hands to answer the teacher's questions and they listen to what others have to say. They work very well together in pairs and small groups. They all share equipment, for example, when using the 'mouse' to control animations on the computer. Children are developing a sense of responsibility, for instance, when putting their equipment away at the end of a session. All children are in line to achieve the Early Learning Goals by the end of the reception year and many reach standards which are higher than this, in readiness for work within the National Curriculum.

Communication, language and literacy

73. The quality of teaching is good in this area of learning and, therefore, all children are making good progress in all aspects of communication, language and literacy. All children are in line to achieve the targets set in the Early Learning Goals by the end of the reception year in readiness for work within the National Curriculum and many achieve higher standards than this. Lessons are well planned and there is a good balance between direct teaching and group activity. These lessons include a wide range of activities for children to use and apply their developing speaking and listening, reading and writing skills. The skills of handwriting are being taught well. For example, the teacher worked closely with less able children to assist them in the use of a large pen to write the letters on a small whiteboard. Good opportunities for speaking and listening in other lessons ensure that all children make good progress in communication skills. For instance, during the inspection they discussed the concept of symmetry in relation to butterflies that they had seen on their visit to the butterfly park.
74. There are also good opportunities for extending children's speaking and listening skills through role-play activities. Children enjoy books. They talk enthusiastically about the stories and turn the pages carefully. Some children are beginning to pick out letters and words in books based on the beginning sound and picture clues. Most children recognise their name and the more mature know several sounds and some simple words. Most children hold pencils correctly and can independently write their first name. Letters are usually correctly formed. It is very evident that children enjoy writing and their efforts are valued in displays showing their first attempts.

Mathematical development

75. The quality of teaching in the one lesson seen was very good. The teacher plans a variety of tasks for children to experience and picks up on spontaneous opportunities to develop children's numeracy skills. Consequently, the children are making good progress in this area of learning. All children can count to ten and some can count confidently to 20. They can re-order these numbers on a 'number line'. Children can match numbers of objects and colours up to ten. They use computers during mathematics lessons to count on and back in ones and tens. All children are on schedule to achieve the early learning goals and many reach higher standards than this by the end of the reception year in readiness for work within the National Curriculum.

Knowledge and understanding of the world

76. The quality of teaching in this area of learning is good and children are making good progress. This is particularly so in the skills of information and communication technology, with the result that most children are confident in using the mouse to follow simple computer programmes in literacy, mathematics and a range of other applications. For instance, children can confidently use a mouse to "click and drag" when formulating a diagram of the life cycle of a butterfly. They can use the mouse effectively to activate simple animations on the screen in response to the prompts. Design and technology skills are appropriately developed. An appropriate range of skills is developed in geography and history by studying the world around them and looking at old and new toys. In science, they use the school grounds to find and

study living things and to link what they find with their knowledge of the life cycle of a butterfly. All children are in line to meet the requirements of the Early Learning Goals and many exceed this, by the time that they enter Year 1.

Creative development

77. A broad range of well-planned activities ensures that these children are developing their creative skills effectively. The quality of teaching in this area is satisfactory. All children can sing familiar songs, such as "The Grand Old Duke of York" confidently and they sing enthusiastically with the teacher. Their singing and use of untuned percussion instruments is stimulates the children's musical awareness. Children use instruments to make sounds to illustrate a story and record the results.
78. The children are making good progress in the acquisition of art skills. Drawings and pictures are colourful and painted with care. Activities using modelling clay provide opportunities for creating simple sculptures and improving dexterity. All children are in line to meet the targets in the Early Learning Goals by the time that they enter Year 1.

Physical development

79. No overall judgement can be made on the quality of teaching in this area. Children are, however, developing their skills in cutting and sticking through a range of suitable activities. Children sit, kneel or stand when working with toys, construction sets and in the role-play area. They develop manipulative skills when pouring water into containers during water play. The children play outside at playtime and have good opportunities for physical activity during timetabled lessons in the hall. Opportunities for physical play outdoors in the secure play area are well planned for. The outdoor play area is a good sized grassed space which is still under development. There is a satisfactory selection of large toys and climbing equipment for children to develop their skills further. Children are meeting all the targets in the Early Learning Goals by the time that they enter Year 1.

ENGLISH

80. The standards reached in English by 11 year olds in the National Curriculum tests in 2000 were above average compared with all schools nationally. These results were well above average when compared with similar schools based on pupils' prior attainment at the end of Key Stage 1. The very good progress made by pupils in the last year is not withstanding the fact that standards dipped in 1998 and 1999. This dip is attributable to sharp variations of ability in those classes. Inspection findings show that standards at the end of Key Stage 2 are good for reading and for speaking and listening. Standards are average for writing. No discernible difference in the attainments of boys and girls was found.
81. In Key Stage 1, the National Curriculum tests in 2000 show that standards in reading are good, and that writing is below average, when compared with all schools nationally. When compared with schools in similar contexts, the reading standards are below average and the writing standards are well below average. Nevertheless, pupils have made good progress in reading and steady improvement in writing since 1998. Further, inspection findings place current standards in the Year 2 class above national expectations, due to the good quality of teaching, the positive impact of the Literacy Hour and the pupils' very good behaviour and attitudes. This represents improvement in both key stages in reading and writing, which were both below national expectations at the time of the last inspection. Inspection evidence shows that this improvement will continue and that the school will meet its targets for Key Stage 2 in 2001.
82. Teachers provide good opportunities for pupils in both key stages to develop their speaking and listening skills. They set up the introductory part of lessons so that pupils have time to share what they know and have learnt and they acquire and use the language associated with the topic. A very good example of this was in Year 2, where pupils enjoyed a familiar story of 'Mr Benn'. They quickly picked up the strong rhythm of 'Eight days later...', and the teacher's

cry for help, "Oh dear, how do I spell 'Eight'?" In Year 6, pupils enjoyed taking the 'hot seat' to air their views on the validity of horoscopes. Pupils enjoyed the discussion and even less able pupils confidently made suggestions, that such generalisations may fit into anyone's life. In both key stages, teachers encourage pupils when working in pairs or small groups to discuss their work with each other. Often they consider each other's views. Teachers place an appropriate emphasis on teaching correct terminology, as in a Year 6 religious education lesson on the story of the Sikh Guru Govind Rai and the Panj Pyares. Similarly, in a Year 3 science lesson, pupils knew the names of a range of sugars used in an experiment on dissolving. In that same classroom, table groups are named after the Viking gods to reinforce their knowledge and understanding of their history project. Thus, pupils expand the vocabulary associated with the different topics and subjects across the curriculum. Throughout the school, whole class sessions in personal and social education lessons provide very good opportunities for pupils to share their feelings confidently.

83. Standards of attainment at the end of Key Stage 1 are good, overall. As pupils' reading skills on entry to the school are broadly average, they do well to attain good standards. In Key Stage 1, they build upon their knowledge of letter sounds learnt in reception. Pupils have a real joy for reading. Average and below-average pupils, including those with special educational needs, quickly develop their knowledge and understanding of letter sounds, due to the quality of the structured teaching that they experience. This helps them to tackle new and unfamiliar words. Above-average pupils demonstrate enjoyment and interest in reading, when in Year 2 they predict future happenings in a favourite story, 'Avocado Baby'. In Key Stage 2, the standard of pupils' reading is good. Pupils read with improving fluency and accuracy and 11-year olds can speak with first hand knowledge of a range of different authors, including Roald Dahl and Judith Wilson. School reading record books are used well throughout the school. They are used effectively, showing good progress and regular monitoring by class teachers. These are also a good form of communication with parents. The older pupils are adept at finding information from various sources such as CD-ROM and The History Channel and they enjoy fiction and poetry. Pupils said they used the school library and the local library. The reading skills of the majority of Year 6 pupils are sufficiently well developed to enable them to cope with most texts.
84. Standards of attainment at the end of Key Stage 2 are good, overall. The standard of writing seen during the inspection for Key Stage 2 is in line with national averages. It indicates, however, that above-average pupils in Year 5 and Year 6 have made good progress so far this year. A good example of this in Year 6, is the writing for two narrators entitled, 'A meal to remember', and in Year 5, competent writing up of a bug hunting expedition in Wicken Fen. Pupils of average ability made similar progress in writing in the same period. An example of note is their 'Pony Haiku' compositions. Their work shows an improving style, but with erratic spelling, as in the instructions 'How to play netball', or the exciting account of 'The Body in the Bog' – a marsh finding. Below average pupils in Year 6 are writing poems, acronyms and horoscopes that are varied and interesting for different audiences. By the age of 11, pupils have very good presentation skills. Standards of spelling and grammar, including punctuation, are varied. Pupils know how to sustain stories with good attention to characterisation and plot, as in the 'Festival of Vaisakhi', where the Guru Govind Rai chose the five Panj Pyares. Some use different forms of writing appropriately; for instance when producing a factual account of the Blitz, or a brochure to encourage visitors to Wisbech. In Key Stage 1, standards of writing are also in line with the national average. The most able seven-year-olds write well, telling the story of Sinbad the sailor from the whale's point of view. They use adjectives to enliven their sentences, for example beginning, 'One hot, summer day...'. The average and below average pupils, including those with special educational needs, follow a model of 'Mr Benn in South America' to think out their sentences and write their own versions. For the majority of pupils across the key stages, there are a variety of writing tasks within the wider curriculum. In the writing of pupils of all abilities, there are many examples of the imaginative aspect of language, but less of the argumentative aspect. Writing standards, overall, throughout the school are average, but clearly improving, due to good teaching. It is presently a school focus and pupils are, therefore, making good progress.
85. The quality of teaching is good in both key stages. Five lessons were seen, two in Key Stage 1 and three in Key Stage 2. In Key Stage 1, one lesson was good and one excellent. In Key

Stage 2, two lessons were good and one very good. In a good lesson in Key Stage 2, the teacher, by the use of good open and closed questioning, harnessed pupils' enthusiasm for poetry that plays with language. In Key Stage 1, an excellent lesson had pupils suggesting apt and adventurous sentences in the story of Mr Benn's adventure in South America. The teacher's encouragement helped pupils draw on their reading experience. Pupils were agog to share their ideas of Mr Benn 'feeling hot, sticky and sweaty', or when he was surfing, 'He caught the strong, dangerous current'. The quality of marking improved sharply at the turn of the year. It is now generally supportive. Learning assistants give pupils opportunities to succeed, as when five pupils, all on the special educational needs register, were encouraged to identify alliteration in their poetry by sounding out and writing.

86. The co-ordination of English is good. The co-ordinator, also the Headteacher, has detailed knowledge of the current state of English and the Literacy Hour. He carries out close supportive monitoring of planning and teaching. Therefore, teachers have competently operated the Literacy Hour and created opportunities for pupils to practise extended writing. The co-ordinator brings energy and enthusiasm to the subject, recruiting the help of advisory and consultancy services to encourage pupils' writing. He has instituted genre studies to widen pupils' experience of, for example, explanation, instruction and persuasion. He leads staff in school-based in-service training in Literacy and the development of handwriting. Pupils use their literacy skills across the curriculum, for example in writing up science experiments. The school has piloted assessment of speaking and listening skills, it joins a cluster group for agreement trialling to compare and level standards. Programmes are implemented for faltering pupils as identified in the regular, optional Standardised Tests and Assessments. Thus, Year 2 boys have a good focus on creative writing, and Year 5 pupils a focus on sentences and grammar. The results of annual tests are tabulated and used to make individual targets for every pupil in writing and reading. There are good links with information technology, for example the use of laptops in Literacy to benefit pupils with writing difficulties. Classroom assistants, supporting low ability groups and pupils with special educational needs, work well with the class teachers, affording them the opportunity to focus on and work with other ability groups in rotation. Pupils with special educational needs make good progress throughout the school.

MATHEMATICS

87. Standards in mathematics and numeracy are above average at the end of both key stages. In the National tests at the end of Key Stage 1 in 2000, the results of the school were average when compared to all schools nationally. These results were below average when compared to schools with a similar level of eligibility to free school meals. This is very good improvement since the last inspection when standards in Key Stage 1 were well below the national average and well below the average scores of similar schools. Inspection evidence confirms the standards achieved by the school in national tests and assessments in 2000. Inspection evidence also shows that the good implementation of the National numeracy strategy has raised standards in the present Year 2 group to being above average.
88. By the end of Key Stage 1, average pupils add tens and units to 99, add and subtract within 15 and multiply multiples of ten to 90. They calculate change from fifty pence, identify sequences up to 99 and complete both odd and even sequences. Pupils measure a good range of objects, using centimetres, measure capacity in litres and understand clockwise and anti-clockwise. They identify and name two-dimensional shapes such as cones, cylinders and cubes correctly. Mathematical investigation is undertaken using car number plates as a base and pupils also have experience of handling data and creating block graphs. Progress in Key Stage 1 in mathematics is good.
89. In the National tests at the end of Key Stage 2 in 2000, the school's results were well above average when compared to all schools nationally. These results were average when compared to schools with a similar level of eligibility to free school meals. This is a satisfactory improvement since the last inspection when standards in Key Stage 2 were also well above the national average. Inspection evidence confirms the standards achieved by the school in national tests and assessments in 2000. The progress made by these pupils is well supported by the good introduction of the National Numeracy Strategy.

90. By the end of Key Stage 2, pupils multiply hundreds tens and units by units mentally, divide tens and units by units and calculate with numbers up to three places of decimals. They understand ratio and proportion, common denominators and equivalent fractions. Pupils work with all measures of weight and capacity and can convert between digital and analogue time. Two dimensional shapes and angles are drawn and pupils measure angles and calculate the internal angles of triangles. They investigate and solve 'real life' problems, using all four rules of number, and investigate their own progress in spelling tests in percentages. Frequency charts and tally charts are used to record data, eg shoe sizes, and they create pie charts, line graphs and block charts from the data they have collected. In Key Stage 2, progress in mathematics is good.
91. The quality of teaching in lessons ranges from excellent to satisfactory and is good overall. When considering the evidence of the quality of teaching in a sample of pupils' work, the use of assessment information to carefully match tasks to pupils developing levels of ability is less than satisfactory. Too much work is presented to all pupils, in mixed age classes, at the same level of difficulty and the match to individual pupils' levels of ability is weak. Older and more able pupils complete more work and also undertake limited extension tasks. However, this does not consistently present them with a suitable level of challenge. Teachers' marking is consistent and regular. Teachers' notes on pupils' work are to explain the context of the lesson or to aid assessment. There are too few occasions when teachers explain to pupils in writing what they should do to further improve their work.
92. The quality of pupils' learning is good in both key stages. Pupils' levels of concentration and intellectual effort are both very good. They show a real interest in their work and maintain very good pace when working both with and without direct supervision. Because of the practice of telling and reminding pupils, during lessons, what they are aiming to learn, pupils' knowledge of their own learning is also very good. Pupils with special educational needs make good progress throughout the school.
93. Behaviour of pupils throughout the school in mathematics lessons is at least good and, in some lessons, it is excellent. In these lessons, the level of challenge is high and teachers have set tasks, which are well matched to pupils' levels of ability. Pupils with special educational needs are given good levels of support during lessons and all make good progress.
94. The good co-ordinator for mathematics has monitored the quality of teaching in lessons, teachers planning and pupils' work. Through tracking the progress of individual pupils, she has begun to develop an action plan for the subject. This is intended to strengthen areas of relative weakness, use the good assessment information to match tasks to pupils' levels of ability and so to further raise standards in both key stages. The quantity and quality of resources for teaching and learning in mathematics are good.

SCIENCE

95. Pupils' attainment by the ages of seven and eleven is in line with the national average. This is consistent with the teacher assessments at the end of Key Stage 1 and the results of national tests at the end of Key Stage 2 in 2000. Pupils at both key stages are particularly competent at carrying out scientific investigations. Over time, the school has improved its science results at a rate above that which has happened nationally. This represents good progress since the last inspection report when results were well below the national average, largely due to the large percentage of pupils with special needs in a very small class group.
96. By the age of seven, pupils have a good understanding of a range of mini-beasts such as snails, ladybirds and frogs. They know where they live, what they eat and can explain the lifecycle of some of them. They can construct a circuit to light a bulb or make a buzzer work and are able to draw their circuit, using a computer program called 'croc clip'. They understand that vibration causes sounds and know about various sources of light and reflection. They can classify materials and have investigated them so that they know that some materials change when heated. Throughout all their work, they regularly carry out

investigations. Therefore, they know that it is important to make tests fair and they are good at predicting what might happen, explaining what they have done and writing simple, but sensible conclusions.

97. By the age of eleven, all pupils are helped to reach at least level 4, the national average. Their ability to carry out investigations is consistently developed. Pupils become increasingly confident and are able to plan their own methods of investigating and recording results. A good example of this is seen in the wide range of methods used by pupils to trap the gas as it escapes when a bottle of fizzy drink is opened. The pupils take more accurate measurements when investigating and, therefore, their conclusions are based on more reliable evidence. The older pupils understand the formation of shadows, why we have night and day and the phases of the moon and they have a sound understanding of healthy eating, teeth, the heart and lungs. They are also fully aware of the possible dangers to the body of poor eating habits, alcohol, drugs and smoking.
98. All pupils take a great pride in their work. The quality of presentation in their topic books is very high. They also work very hard and do a lot of work in the time available. They show very good levels of responsibility and the ability to work co-operatively when carrying out investigations in pairs and small groups. Overall, progress is satisfactory as pupils move through the school. Pupils with special educational needs make good progress in both key stages. This is because of the good support that they are given. The younger pupils in mixed classes make greater progress than the older pupils as they are expected to tackle the same work. Year 1 pupils who are taught with reception pupils make less progress than those who are taught with Year 2 pupils. Consequently, they are not well prepared for the work in year 2. Although the standard they reach is average for their age, it is not as high as it could be.
99. Teaching in science is good in both key stages and some examples of very good teaching were seen during the inspection. This shows an improvement in the quality of teaching, since the time of the last inspection. Teachers have a good understanding of the subject and this enables them to provide clear explanations, which pupils can understand. They plan their lessons carefully and are very well organised. Learning support assistants play an important role in the lessons. They are well briefed and are very good at prompting pupils, so that they are able to make their own decisions and reach sensible conclusions. Relationships between adults and pupils are very good. Consequently, pupils feel confident to both ask and answer questions. They are willing to try out their ideas, knowing they will be valued if they are wrong. This helps pupils to show initiative when planning investigations, as they are happy to talk about their ideas. Teachers clearly have high expectations of pupils, both in terms of behaviour and quality of work. This, combined with the fact that they plan interesting activities, results in highly motivated and very well behaved pupils. Teachers plan to use computers to support or stimulate learning whenever possible and, consequently, science makes a strong contribution to the development of pupils' information and communication technology skills. For example, they have used sensors to record the change in temperature in water and recorded it on a computer-generated graph. On a regular basis, pupils use CD Roms and the Internet to carry out research. For example, Years 5 and 6 find out about space travel. Pupils' work is frequently marked. It is annotated by teachers to show the intended learning objective. It also indicates how much help pupils have needed to do the work. Consequently, teachers have a good evidence base on which to base their assessments. Therefore, they are accurate and they can write informative reports to parents. However, teachers' marking does not include written comments which tell pupils what they have done well or how they could improve.
100. The scheme of work has recently been updated to take account of new national guidance. The co-ordinator is enthusiastic and is monitoring teachers' planning and pupils' work. This results in a broad range of teaching strategies and the inclusion of interesting resources and visitors whenever possible. The co-ordinator makes good use of resources from the local Teachers' Centre to enliven and make the subject more interesting. For example, during the inspection, pupils were looking after and investigating large African land snails. These caused great amazement on some occasions and contributed to the spiritual development of the pupils, as did the change of the caterpillars, kept in the classrooms, into butterflies. There is a sensible and manageable assessment system in place. Results are carefully analysed and

weaknesses targeted and improved. A very helpful portfolio of assessed pupils' work has been developed and is frequently used to make valid comparisons and judgements when assessing pupils' work.

ART AND DESIGN

101. Attainment at the ages of seven and eleven is above that of pupils of the same age nationally. This shows that standards have been maintained since the last inspection, despite the introduction and emphasis on the National Literacy and Numeracy Strategies.
102. By the age of seven, pupils have well-developed painting and drawing skills. They practise new skills in their sketchbooks, for example colour mixing with paint, before putting them into practice. Pupils' close observation skills are good. This, combined with their ability to mix paint colours accurately, has enabled them to paint some very good pictures of plants. Pupils use pastels competently and their observational drawings of snails during the inspection were of a good standard and the pastels had been blended carefully to produce realistic colours. Pupils have studied texture closely and this has resulted in them developing good sketching and shading techniques with pencils. They have developed embroidery skills and can combine two colours of thread to produce a more interesting effect. Pupils have also produced some good three-dimensional models, using clay.
103. By the end of Key Stage 2, pupils have a good knowledge of the work of a wide range of famous artists. They understand the reason for Picasso's 'blue period' and have produced their own paintings with this in mind. Some good examples of surreal paintings have been produced after studying the work of Rene Magritte. During the inspection, pupils in years 3 and 4 demonstrated the ability to produce shades and tints of colour as they tried to copy the work of Chagal. In the lesson, they demonstrated the ability to discuss their feelings about Chagal's "I and the village". Some of their responses were very mature. In order to appreciate his subtle colour mixing, pupils had used the computer to select a picture from the Internet. They then cropped it, cut and pasted it into 'Textease' and then enlarged it so that it showed clearly the pixels that make up a digital picture. Pupils have a very broad experience in art and develop a confidence and enjoyment of it.
104. Overall, the quality of teaching in art is good, partly because teachers provide pupils with opportunities beyond those offered in the curriculum. For example, pupils have recently visited the Victoria and Albert museum. Teachers have a good understanding of the subject. They demonstrate new skills competently and use learning support assistants well to ensure that all pupils get the help they need to acquire these skills. Lessons are planned carefully and good use is made of the resources available. Whenever possible, teachers include the use of computers and pupils respond well to this. Pupils generally enjoy art because teachers ensure that they feel supported and that they are able to feel that they have successfully achieved their objectives. Lessons are regularly linked to ongoing work in other subjects and this makes the activities more relevant for all pupils. A manageable assessment scheme is in place and there is a useful portfolio of assessed pupils' work. The recently appointed co-ordinator is planning to update the scheme of work in the light of recent national guidance.

DESIGN AND TECHNOLOGY

105. It was not possible to observe the teaching of design and technology during the inspection. Therefore, a clear judgement on the overall quality of teaching is not possible. Judgements are based on the scrutiny of pupils' work, teachers' planning, photographic evidence and discussions with the co-ordinator. Pupils at both key stages are achieving standards similar to those of pupils of the same age nationally.
106. Standards are in line with national expectations at the end of both key stages. This is similar to the judgement made in the last inspection report. By the age of seven, pupils have a sound understanding of the design process. They draw pictures of what they intend to make and label them to show the materials they intend to use. They develop a suitable range of basic skills with a broad range of materials, such as food, fabric, wood and junk materials. Because of high expectations on the part of the teacher, pupils take care with their work and their

finished work is often of a good standard. Their attitudes to their work are very good throughout the school. Through teacher prompting, pupils learn to evaluate their work. They can say what they like about their own work and other pupils are encouraged to suggest how it might be improved. Currently, pupils rarely write down their evaluations and this is an aspect of the subject requiring further development. Pupils have the chance to use information and communication technology to plan their work. For example, Year 1 and 2 pupils have imported different parts of mini-beasts from a science program and have created and named their own new mini-beast. They have then followed a set of instructions for making salt dough and created a three-dimensional model, which closely resembles their original plans. These show originality and attention to detail. Pupils also plan, taking account of real needs. For example, they planned and made a celebration meal to eat after their 'Christening'.

107. Pupils' designing and making skills are systematically developed at Key Stage 2. Pupils take more care with the quality of finish on their artefacts. For example, the Viking shields, swords and helmets are of a very good standard and indicate that pupils have done some careful research before producing their designs. Pupils' drawings become more skilful and include measurements. They begin to make prototypes that can be tested before deciding upon the final detail of the finished product. The oldest pupils were recently challenged at the Shell Energy Show Day. The results of their work, battery operated boats and marble runs, indicate that they have a sound range of basic skills and the ability to use initiative based on their previous knowledge.
108. Teachers plan an interesting range of activities, which pupils enjoy. Consequently, they put a lot of effort into their work and achieve some pleasing results. Teachers clearly demonstrate new skills competently and pupils' basic practical skills are good and are carefully executed. Whenever possible, activities are linked to ongoing work in other subjects, for example science, history and religious education. Opportunities are frequently taken to include the use of information and communication technology in the work in design technology. Assessment is useful and manageable. It enables teachers to record the skills and knowledge acquired by pupils. This is supplemented by photographic evidence, as pupils are very keen to take their finished work home. However, teachers do not yet make use of this information to provide work that is more challenging for the oldest and most able pupils in the mixed age classes. Consequently, the youngest pupils in each class find the work more challenging and make good progress, while the older pupils often consolidate their skills rather than developing them. Overall, this results in pupils achieving satisfactory rather than good standards. However, their experience is broad, they are encouraged to show initiative and this will stand them in good stead when they move on to their secondary education. Pupils with special educational needs make good progress throughout the school, because of the good level of support that they are given.

GEOGRAPHY and HISTORY

109. Attainment in history is in line with and, in geography, above national expectations at the end of both key stages. During their educational career at the school, most pupils make satisfactory progress in the development of their skills, knowledge and understanding in history; there is better progress in geography. By the end of Key Stage 1, pupils have a sense of chronology derived from their handling of artefacts and photographs from the last century. Similarly, they place important people, such as Guy Fawkes and Queen Victoria into the correct century when studying their eventful lives. By the age of 11, pupils use their research skills and use primary sources such as photographs to list differences and similarities in weddings from 1923 and 1985. In geography, in both key stages, pupils appreciate that the village of Gorefield can be contrasted with places further afield, such as Huntingdon, Katie Morag's island and the seaside at Llandudno. Pupils in Year 2 have considered how to make their village safer and make suggestions such as a pelican crossing or a car park, based on their traffic survey. They use CD-ROMs to research other countries, such as Cyprus. At the end of Key Stage 2, pupils have good understanding of the life of a river from youth to maturity. All pupils, including those with special educational needs, use maps of increasing complexity as they progress through the school. Pupils with special educational needs make good progress both in history and geography in both key stages.

110. One history lesson was observed in Key Stage 1 and one lesson each in history and geography in Key Stage 2. The quality of teaching in the humanities, based on all inspection evidence, including the scrutiny of pupils' previous work, was satisfactory. The history lesson in Year 2 was good. The teacher's enthusiasm and good relationship with these pupils promoted good learning about first-hand evidence and the differences in the way the past is represented. In Year 4, the teacher's very good subject knowledge enthused pupils so much that their learning about the invasions of the Romans and the Anglo-Saxons was excellent and some could make inferential judgements based on their analysis of evidence. Teachers generally use appropriate historical or geographical vocabulary to develop pupils' understanding. In Year 6, after a good review of pupils' earlier work on Llandudno and its comparison with Wisbech, pupils worked productively on a brochure to illustrate the reasons why tourists should visit Wisbech. Pupils have good understanding of the human and physical features of places, including localities beyond their own. Teacher expectations, whilst generally satisfactory in history and good in geography, do not properly take into account the needs of pupils of different abilities. This is confirmed in most of the evidence collected. Moreover, pupils in Year 1 have differing work and expectations if they are in the Year 2 class from that expected if they are in the Year R class.
111. The co-ordination of history is satisfactory and in geography it is good. The developments in each subject are monitored as they become a focus in the School Development Plan. The humanities are promoted effectively, as seen in the quality of the displays around the school. The curriculum of these two subjects is well planned. Fieldwork is a feature of both, the Wisbech Town Trail for geography and a Roman Day at Lincoln for history. History is enhanced by visits to museums and special events like the Victorian Day at Stibbington. In geography, visits to Peterborough market and the seaside at Hunstanton widen pupils' knowledge and understanding of places further afield. There is satisfactory use of information and communication technology in the humanities, to make graphs from the traffic census in Year 2, or the use of the Internet in Year 4 to find out about Sutton Hoo and the Anglo-Saxons.

INFORMATION AND COMMUNICATION TECHNOLOGY

112. The standards achieved by pupils at the ages of seven and eleven are higher than those of pupils of the same age nationally. Key Stage 1 pupils achieve standards which are consistently above the national expectation. At Key Stage 2, a significant amount of the work is above the national expectation and the remainder is in line. This represents very good improvement since the last inspection when attainment was below the national expectation at both key stages. The school has improved the resources available since the last inspection. All classroom computers are now Internet linked and laptop computers are in frequent use. These enable teachers to bring a good number of computers together in one place when they need to. Teacher competence has also increased considerably. All teachers are confident in the use of computers and, therefore, they are quick to see opportunities to use them. The appointment of a specialist information and communication technology learning support assistant has significantly contributed to the raising of standards. The use of computers has been significantly extended and they are now used in most subjects. They are also used well to support pupils with special educational needs who make good progress in both key stages.
113. By the age of seven, pupils are quite confident in the use of computers. They are able to produce extended writing, making appropriate use of punctuation and capital letters. Most pupils load, save and print their work. They change the style and size of font and import pictures from Clipart and include them in their text. They program a moving robot to follow a sequence of commands and write these down so that someone else can follow them. Pupils know how to produce pictures, using a design package, and they retrieve information from a CD-ROM. They also know how to put information that they have collected into a database and print it out as a graph.
114. By the age of eleven, pupils identify times when using a computer would be an advantage. They are able to work much more independently. They frequently use the Internet for research, for example, when studying Sutton Hoo. They competently use a piece of software to enable them to produce detailed circuit diagrams. Pupils are able to take digital

photographs of each other and then import them to illustrate a piece of writing about themselves. The oldest pupils have actually produced a piece of text about an instrument that they have researched using the computer, and have included text, a digital photograph and sound! Pupils create their own CD's of music they have composed on the theme of Viking longships. They have made their own talking books and have carried out monitoring, using the program 'Data log'. Year 5 and 6 pupils have used an imaginary trip to Marvoland to enter data into cells on a spreadsheet and used a formula to change the details. In Year 3 and 4, pupils import a picture and then use Paint Shop Pro to change the colour and make it brighter. During the inspection, they showed the ability to program a floor mounted robot to follow a range of routes across a grid and were generally able to program complicated routes. They are confident in their ability to cut and paste and to change the layout of pages that combine text and images.

115. Teaching is very good at both key stages. Teachers include the use of information and communication technology on a regular basis and in almost all subjects. Pupils are given very clear instructions and demonstrations of new skills and are then given plenty of opportunities to put them into practice. Planning is thorough and ensures that pupils have the chance to study all the requirements of the national curriculum. There is an effective record keeping system in place, which helps teachers to track the progress of individual pupils and to identify any weaknesses quickly. Teachers plan work, which is well matched to the different ability levels of pupils. The specialist learning support assistant provides very good support and teaching for small groups of pupils on a regular basis. Therefore, pupils make good progress. Teachers have high expectations of what pupils can do. Consequently, they plan interesting and challenging tasks, which enthuse pupils and cause them to try very hard to succeed. Because of this, pupils produce work of a good quality. All pupils have very good attitudes to their information and communication technology work. They are very well behaved and take good care of the equipment. They are happy to work together, sharing, taking turns and helping each other. The co-ordinator has a clear view of future development and the school is well placed to improve even further.

MUSIC

116. There is currently a lack of subject expertise amongst teachers in the school, although the school has used some of its funding to employ a specialist teacher to provide expert teaching for all classes in the school. Consequently, progress is good for all pupils and, therefore, standards are above national expectations at the end of both key stages. This high quality provision ensures that good progress is being made in Key Stage 2 but the ability of pupils using a range of instruments and composing their own music is still very limited.
117. No lessons in music were observed during the week of the inspection. Judgements are based on a scrutiny of pupils' work, listening to recordings of pupils' music, some of which is linked to other subjects such as history and from talking to staff and pupils.
118. The overall quality of teaching and learning, as judged from the quality of pupils' work, is good across the school and pupils of all abilities, including those with special educational needs, make good progress. This high quality teaching is providing much needed inspiration and confidence to pupils and staff. Class teachers work alongside the pupils in their class and so benefit from being part of these good lessons as part of the school's planned staff development for music. Singing throughout the school is satisfactory and all pupils sing with enthusiasm and gusto in assemblies and on a compact disc of Christmas Carols that the pupils have made.
119. A good range of evidence of composing and performing is available in the form of pupils' work and in recordings of pupils' own music. For example in Key Stage 1, pupils have used a good range of instruments to make "Viking music", linked with an historical study. In Key Stage 2, pupils use computers to investigate various instruments. They use word processing to write about the instrument, record the sound of it being played and add a digital photograph of themselves playing the instrument. All these elements are linked together by pupils into individual pages of a "musical book", which is accessible through the school's computers.

Pupils develop their own symbols to record their compositions and later they build on this by learning traditional notation.

120. The specialist teacher has a clear view of what needs to be done to improve standards in music making. The school is making satisfactory use of visiting musicians to develop the pupils' knowledge of other instruments. There are however, missed opportunities to develop the pupils' appreciation of music in assemblies, because the composers and instruments being played on the music system are not consistently being brought to the pupils' attention. The quality and range of resources within the school are good and they are stored effectively.

PHYSICAL EDUCATION

121. Standards are in line with those normally expected nationally, in both key stages. Pupils' attainment in swimming is good and all achieve the standard expected nationally at the end of Year 6, with a significant percentage reaching higher standards than this.
122. Physical education is now a focus for development in the school and local education authority advisors for physical education have been invited to help and advise the school in further developing the subject. The school has a newly built hall, which is of a good size for physical education and is well equipped with large scale and high level equipment. "Top Sport" instructors teach basketball, cricket and tennis. Pupils are well coached in rugby union football and were recently invited to play at Twickenham before the "Varsity" match, between Oxford and Cambridge. Seven of the school team have been selected to represent the area in an inter-area competition. All pupils in the school benefit from the school's own swimming pool, being given regular swimming instruction during the summer term and being presented with certificates as they progress. During the week of the inspection, the school entered a team in the local inter-schools gala, for the first time. The team achieved a creditable fourth place out of nine teams. Pupils' attitudes to physical education are good in both key stages.
123. Two lessons were seen during the inspection. One of these was in Key Stage 1 in games skills and the other with a Key Stage 2 group in swimming. The quality of teaching in both these lessons was good. Teachers' planning is detailed and is clearly linked to the schemes of work. Teachers dress appropriately for physical education. They provide good opportunities for warm up and cool down at the beginning and end of lessons. Teachers demonstrate exercises effectively to the pupils during lessons and, consequently, pupils are able to improve their own skills. Teachers are aware of pupils' abilities and monitor their progress accordingly. The teacher of a class of Year 1 and 2 pupils effectively reviewed the work from a previous lesson and confidently demonstrated the skills of attack and defence. A very good rapport has been established with these pupils and, as a result, the teacher manages them very well and maintains good levels of discipline and control. Good use is made of pupils to demonstrate skills learnt and to assess progress. Good pace is maintained in swimming lessons and, therefore, pupils display a high level of motivation.
124. The subject is effectively led by the co-ordinator. The quality and range of resources are good and effective use is made of the good quality playing field, the swimming pool and the new school hall. There is good provision for competitive sport and the school provides an excellent range of extra-curricular activities, which contribute well to the learning of all the pupils involved.

RELIGIOUS EDUCATION

125. By the end of both key stages, pupils' attainment and progress in religious education are in line with the expectations of the Locally Agreed syllabus. By the end of Key Stage 1, pupils explain the circumstances in which Jesus entered Jerusalem. Average and below average pupils know that Jesus cleansed the temple and attended the Last Supper before his crucifixion. Above average pupils word-process an account of the story of the Good Samaritan. Pupils in Year 2, compare the Christian practices of weddings and christenings with comparable Hindu ceremonies. By the end of Key Stage 2, pupils have a good understanding of beliefs other than Christianity and of cultures other than their own. For example, through handling an excellent range of artefacts, including a kippah, havdalah

candles, Torah scrolls and a channukiah, pupils in Year 4 have very good knowledge and understanding of the Jewish faith and draw many comparisons with Hinduism. Similarly, pupils in Year 6, deepened their knowledge and understanding of Sikhism through the story of the Guru Govind Rai.

126. The two religious education lessons seen were both in Key Stage 2, one was good and the other excellent. The quality of the teaching reflected in the scrutiny of pupils' previous work was satisfactory. Taking all evidence together confirms the judgement that teaching of religious education is generally good. In a class-based discussion, pupils had very good recall of facts about Hindu and Jewish religious practices, drawing out the similarities and differences. Teachers plan in accordance with the guidance of the Locally Agreed syllabus and the new Religious Education framework adopted by the school. There is a very good range of resources, including artefacts and videos, to support the guidelines. The subject is well planned and integrated into the life of the school to give the pupils a range of experiences and to build on their skills, knowledge and understanding. For example, the assembly on teamwork made good links with the wider curriculum, notably geography and Literacy, whilst underlining the message, 'With God on our team...' The comparisons drawn between Christian beliefs and practices with the Sikh, Hindu and Jewish traditions support and promote moral values well. Together with the charitable fund raising undertaken by pupils and their families, the school's social values are also well supported by assemblies and the teaching of religious education. The subject is not formally assessed, nor is the teaching of it monitored regularly by the co-ordinator. She is aware of the need to develop cross-curricular links more systematically, through, for example, Personal Social and Health education and Literacy. There is also the need to develop local visits to, and visitors from, places of worship or celebration of various faiths and thus supplement with first-hand experience the very good resources that support pupils' learning.